Kilcoy State High School

An Independent Public School

— Expecting the Best, Achieving Success —

SUBJECT GUIDE

Years 8 - 10

2024

Expecting the Best, Achieving Success

CONTENTS

Welcome to Kilcoy State High School

PRINCIPAL'S WELCOME

As a learning community we are committed to realising the potential of every student at Kilcoy State High School. High expectations to lift student learning outcomes are met through our focus on providing quality curriculum, teaching and learning.

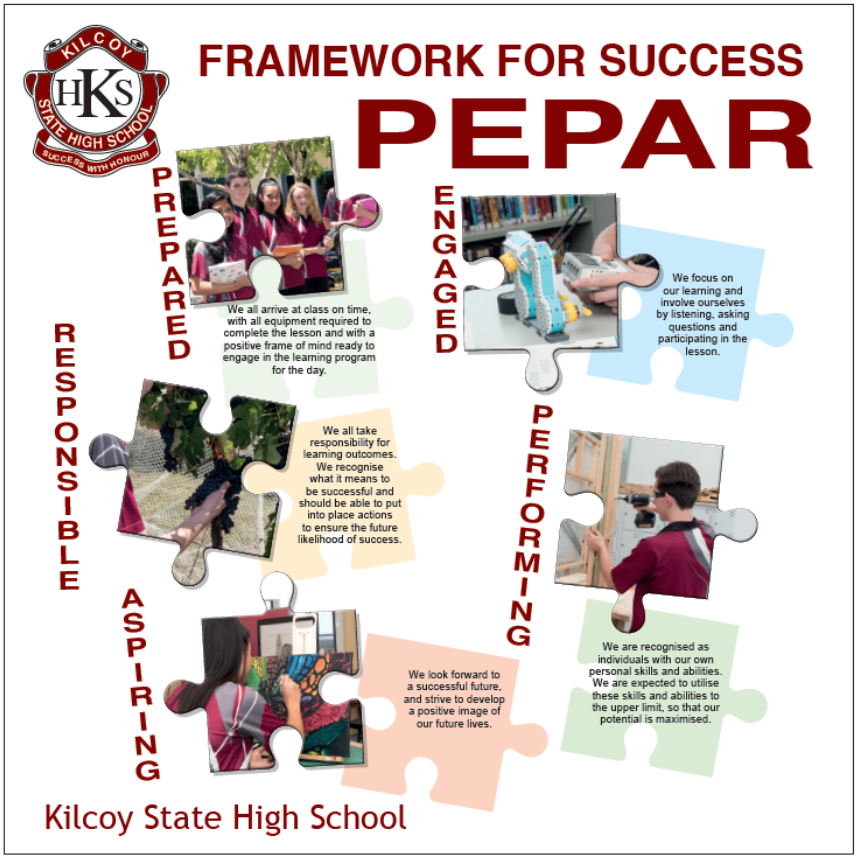
Our Vision | 'Expecting the Best, Achieving Success' demonstrates that we have high expectations and envisage success from all members of our school community. Our framework for this success is P.E.P.A.R - being Prepared, Engaged, Performing, Aspiring and Responsible forms the stepping stones for students to achieve success and encompasses all that we do to achieve quality outcomes for all students.

Kilcoy High is committed to providing our students the very best education. We build productive relationships to ensure they develop inspired, innovative, and resilient learners who are prepared to challenge the future. It is not only our curriculum which is futures oriented but the way our teachers enable students to access their learning. Teachers embed future focussed digital learning in teaching and learning to develop student's digital literacy. Our school devotes significant resources and time in developing our staff ability to provide quality curriculum, teaching and learning backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

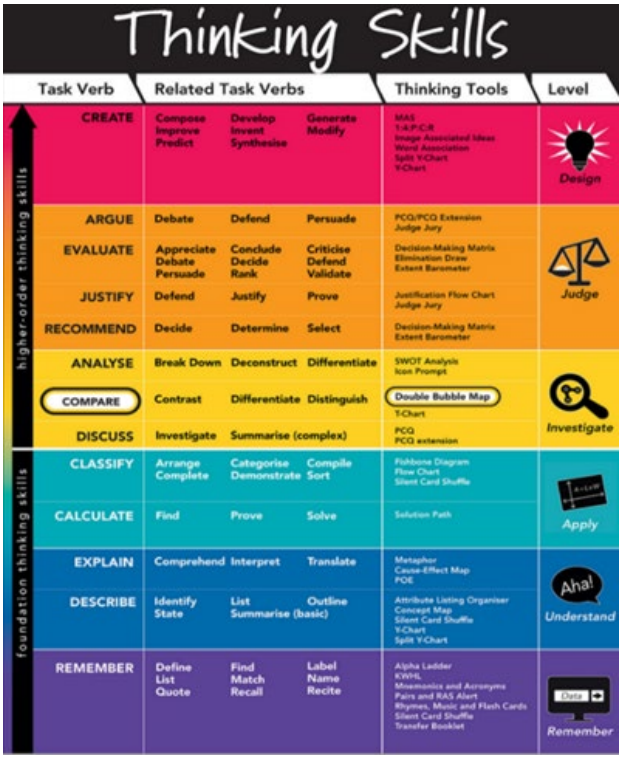
Our motto | "Success with honour" encapsulates our school values, expectation, achievement and success. This positive school culture drives our students to work hard, strive to achieve their best and interact positively in a friendly, respectful environment. Success is possible with the right support, the right curriculum, and the right attitude. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for engagement and learning are maximized. Students of all abilities are supported, challenged and encouraged to realize their potential.

We expect the highest standards from students, staff and the community and stand proudly as an outstanding high school dedicated to learning.

Boris Croft
Principal



Australian CURRICULUM



Years 8, 9 and 10

Years 8, 9 and 10 students participate in a core curriculum that is targeted at the successful transition into the Mastery Phase of Learning.

- Year 8 core curriculum comprises a set curriculum including the study of English, Math, Science, Humanities and Health and Physical Education. Students' will also study two (2) elective subjects per semester from Agricultural Science, The Arts, Design and Technology subjects, Japanese and our Sports Academy.

Year 9 and 10 students study 7 subjects per semester. In Year 10 study 2 x 70min lessons of the Step Forward Program each week.

- Year 9 core curriculum comprises a set curriculum including the study of English, Math, Science, Humanities and Health and Physical Education. Students' will also study two (2) elective subjects per semester from our range of elective offerings.
- Year 10 core curriculum includes set requirements of studying English, Mathematics, Science, Humanities and Health and Physical Education every semester. As part of their personalised learning pathway, students can choose from a range of elective subjects in line with their current level of learning.
- The successful completion of Pre-ATAR subjects is the goal for any student moving into the Mastery Phase on a university (ATAR) pathway.
- Achievement against the school's Literacy and Numeracy benchmark is the goal for every student.
- Literacy, numeracy and 21st Century skills will be embedded throughout all subjects.

Learning in Year 8, 9 and 10 will provide the opportunity for all students to successfully achieve against the Australian Curriculum

- Learning areas
- General Capabilities and
- Cross curriculum priorities.

ENGLISH (ENG)

Year 8	**Course Description** In Year 8 English, students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These include online and digital texts, novels, non-fiction, poetry and dramatic performances.	**Possible unit topics:** • Narrative writing • Study a range of texts relating to a particular concept (e.g. Indigenous issues) • Media Studies
Year 9	**Course Description** In Year 9 English, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.	**Possible unit topics:** • Short Story writing • Novel study in a particular genre (e.g. speculative fiction) • Classic texts (e.g. *Romeo and Juliet*) • Great Speeches
Year 10	**Course Description** In Year 10 English, students' express ideas and engage with others. They read, view and comprehend a range of texts created to inform, influence and engage audiences. These include film, digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.	**Possible unit topics:** • Study a range of texts in a particular genre (e.g. crime fiction) • Responding to Drama (e.g. *Private Peaceful*) • Media Studies

HUMANITIES – HISTORY (HIS)

Year 8	**Course Description** Year 8 History promotes an understanding of societies, events, movements, and developments that have shaped humanity. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 8 are: What key beliefs and values emerged and how did they influence societies? What were the causes and effects of contact between societies in this period? And, which significant people, groups and ideas from this period have influenced the world today?	**Possible unit topics:** • The Spanish Conquest of the Americas • Mongol Expansion • The Black Death • Vikings • Medieval Europe • The Ottoman Empire • Renaissance Italy.
Year 9	**Course Description** Throughout year 9 students will study the making of the modern world from 1750-1918. This period of mass industrialisation and colonisation saw a shift in the way people lived, worked and thought. Students build their knowledge of historical skills through understanding key concepts such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. Students also build their knowledge regarding inquiry questions and source analysis to prepare for their senior years of schooling.	**Possible unit topics:** • World War 1 • The Industrial Revolution (1750 – 1914) • Making a nation • Movement of peoples (1750 – 1901)
Year 10	**Course Description** The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance** and **contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.	**Possible unit topics:** • Rights and freedoms • Conflicts in the Modern World • The Globalising World

HUMANITIES – GEOGRAPHY (GEG)

Year 8	**Course Description** For the first time in history, more people around the world live in urban areas than in rural areas. The unit **Changing Nations** investigates the changing human geography of countries, as revealed by shifts in population distribution. It investigates the reasons for the high level of urban concentration in Australia, and compares Australia with other countries around the world. Students will investigate the causes and effects of urbanisation and look to propose strategies to best manage and plan urban places for the future.	**Possible unit topics:** • Urbanisation • Planning Australia's urban future • Asian Megacities.
Year 9	**Course Description** **Unit 1 – Biomes and Food Security** Food is essential to human life. To ensure we have reliable food sources, humans alter the world around us. In the unit **Biomes and Food Security,** students gain knowledge about different biomes and how they are altered for food production. Students will investigate the challenges to food security and how innovative and sustainable farming practices are needed to ensure food security in the future. **Unit 2 – Connected to the World** This unit will investigate how our consumption of goods and services and our travel, recreational and cultural choices all have impacted on our environment. Students will explore how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.	**Possible unit topics:** • Characteristics of biomes as regions • The effect of food production and human alterations on Biomes • Factors that influence crop yields in Australia and around the world • The challenges to food production • The capacity of the world's environments to sustainably feed the future global population. • Communication • Consumerism and consumption • Tourism.
Year 10	**Course Description** **Unit 1 – The Geography of Human Wellbeing** Description: This unit focuses on investigating global, national and local differences in human wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries **Unit 2 – Environmental Change and Management** This unit investigates local, national and global environmental issues facing us. It draws on the concepts of environmental change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects on the changes on environments.	**Possible unit topics:** • Wellbeing: • An unequal world, • Improving wellbeing, • Global measures of development • Human activities and their impact on the environment, • Management of land and water, • Coastal environments, • Case studies e.g. Great Barrier Reef

SCIENCE (SCI)

Year 8	**Course Description** In Year 8, students explore different science strands through investigative inquiry. They compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels.	**Possible unit topics:** • The particle model. • Chemical changes. • The rock cycle and identification of rocks. • Specialised cells and reproduction. • Worm farms. • Energy transformations and energy efficiency.
Year 9	**Course Description** In Year 9, students build on the inquiry skills developed in year 8. They explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.	**Possible unit topics:** • Tectonic plate movement. • Earthquake-proof structures. • Sustainability in ecosystems. • Food chains and webs • How the body maintains homeostasis. • Human impact on the environment. • Movement of light, sound and electrical energy. • Elements and the Periodic Table. • Radioactive decay. • Common chemical reactions.
Year 10 **Semester 1**	**Course Description** In Year 10, students will begin to prepare for the senior phase of learning. They explain the concept of energy conservation and represent energy transfer and transformation within systems. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution.	**Possible unit topics:** • Genetics and evolution • The Big Bang theory • Energy transfers and transformations within and between ecosystems.

Year 10 **Semester 2**	*Students will select either General science (physics, chemistry, biology, psychology) or science in practice (hands-on science)* **General science (physics, chemistry, biology, psychology)** Students who select this course will be interested in pursuing a general science subject as part of their senior studies. They will select either chemistry or psychology for term 3; and either biology or physics for term 4. They will learn foundation knowledge to prepare them for senior subjects and undertake assessment aligned with senior techniques, including student experiments and research investigations. **Science in practice** Students who select this course will be interested in selecting applied subjects as part of their senior studies. They will explore various scientific topics via hands-on, experimental learning. They will be able to collaboratively construct knowledge and make connections between science in the classroom and science in the workplace. In term 4, students will complete a unit on "Survival skills", whereby they will learn a variety of skills such as the best way to construct a shelter for ultimate strength and support; how to construct a raft, utilising materials found in nature; navigation; fire safety etc. Students may participate in an excursion to the Stanley River Environmental Education Centre, where they will put some of these skills to the test.	**Possible unit topics:** • Atomic structure • Electron configuration • Rates of reaction • Projectile motion • Collisions • Nuclear physics • Brain structure and function • Memory (recall and retrieval) • Improving memory • Genetics • Natural selection • Selective breeding • Combustion reactions • Heartrate and exercise • Chemicals in cosmetics • Hair structure and strength • Collisions and cars • Physics in sport • Raft building • Knot tying • DIY fishing rod • Orienteering

AGRICULTURAL SCIENCE (AGR)

Year 8	**Course description** In year 8 students are introduced to basic agricultural concepts involving plants and animals. They learn about the industry as a whole and follow relevant workplace health and safety requirements to develop practical skills. Note: Some agricultural topics are season specific, therefore can only be offered at certain times of the year. Students may be given the opportunity to participate in extracurricular activities, such as local shows and other agriculture-related events.	**Possible unit topics** **Where does our food come from?** Investigate the various aspects of the agriculture industry, including cattle, poultry, bees and plants. **Cows create careers** Investigate and report on the dairy industry in Australia **Other**: The role of insects in agriculture; Growing flowers for bee friendly gardens; Plant and animal life cycles.
Year 9	**Course description** In year 9 students will further develop the skills gained in year 8. They will explore alternative agricultural industries, as well as animal production. They may learn skills in how to interact with the animals in a safe manner, as well as using garden tools to plant, maintain and harvest produce for consumption. Note: Some agricultural topics are season specific, therefore can only be offered at certain times of the year. Students may be given the opportunity to participate in extracurricular activities, such as local shows and other agriculture-related events.	**Possible unit topics** **Cows create careers** Create a short electronic presentation to promote the Australian dairy industry **Poultry production** Investigate layer and broiler poultry industries; care for and monitor poultry **Animal production** Investigate different animal production industries in Australia **Other:** small-scale vegetable production; the parts and processes of food development and production.
Year 10	**Course description** In year 10 students will begin to develop the skills required for success in senior agriculture studies. They will continue to work with the animals in a safe and controlled manner, and undertake small-scale crop production. Note: Some agricultural topics are season specific, therefore can only be offered at certain times of the year. Students may be given the opportunity to participate in extracurricular activities, such as local shows and other agriculture-related events.	**Possible unit topics** **Cattle production** Research, analyse and report on the different breeds of beef cattle at the school **Agricultural investigation** Create a prototype or complete an investigation around an agricultural topic of your choice. **Agricultural industries and business** Investigate and develop a small scale agribusiness **Animal production** Investigate and compare the anatomy and physiology of various animals **Other**: reproduction and digestion of farm animals; cattle handling and showing; commercial crop production; production of alternative (less common) agricultural crops and animals; animal nutrition; value adding to plant products (agricultural economics)

MATHEMATICS (MAT)

Year 8	Students will recognise irrational numbers and terminating or recurring decimals and apply the exponent laws to calculations with numbers involving positive integer exponents. You will use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts and apply algebraic properties to rearrange, expand and factorise linear expressions. You will graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically and use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. You will make and test conjectures involving linear relations using digital tools. Students will use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms and use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students will use formulas to solve problems involving the area and circumference of circles and solve problems of duration involving 12- and 24-hour cycles across multiple time zones. You will use 3 dimensions to locate and describe position. You will also identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. You will apply the properties of quadrilaterals to solve problems. Students will conduct statistical investigations and explain the implications of obtaining data through sampling, then analyse and describe the distribution of data. You will compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. You will represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. You will conduct experiments and simulations using digital tools to determine related probabilities of compound events.
Year 9	Students will recognise and use rational and irrational numbers to solve problems. They will extend and apply the exponent laws with positive integers to variables. Students will expand binomial products, and factorise monic quadratic expressions. They will find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students will use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They will graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students will describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations. They will apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students will solve problems involving ratio, similarity and scale in two-dimensional situations. They will determine percentage errors in measurements. Students will apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They will use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students will express small and large numbers in scientific notation. They will apply the enlargement transformation to images of shapes and objects, and interpret results. Students will design, use and test algorithms based on geometric constructions or theorems. They will compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students will explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They will determine sets of outcomes for compound events and represent these in various ways. Students will assign probabilities to the outcomes of compound events. They will design and conduct experiments or simulations for combined events using digital tools.

MATHEMATICS (MAT) Continued

Year 10	Students will recognise the effect of approximations of real numbers in repeated calculations. They will use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically. Students will make and test conjectures involving functions and relations using digital tools. They will solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions. Students will interpret and use logarithmic scales representing small or large quantities or change in applied contexts. They will solve measurement problems involving surface area and volume of composite objects. Students will apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They will identify the impact of measurement errors on the accuracy of results. Students will use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings. They will use deductive reasoning, theorems and algorithms to solve spatial problems. Students will interpret networks used to represent practical situations and describe connectedness They will plan and conduct statistical investigations involving bivariate data. Students represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association. They will analyse inferences and conclusions in the media, noting potential sources of bias. Students will compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers. They will apply conditional probability to solve problems involving compound events. Students will design and conduct simulations involving conditional probability, using digital tools.

DRAMA (DRA)

Year 8	**Course Description** **Term 1** Students are introduced to the basics of the improvisation process and staging. They participate in a range of improvisational games and warm-ups, and devise scenes using the Theatresports format. Students will reflect on their own and others' improvisational skills and give feedback based on basic judging criteria and the Elements of Drama. **Term 2** This unit is structured around the use of warm-up games, acting exercising, role-plays, discussion and the use of realistic acting techniques to examine the issue of bullying and harassment. Students are introduced to the Elements of Drama and explore these elements through role-play, improvisation, script writing and the study of a playtext (Burnt) for performance.	**Possible unit topics:** • Theatresports • Elements of Drama • Staging and blocking • Role play • Group performance • Performance evaluation.
Year 9	**Course Description** **Semester 1** Students will create and shape dramatic and literary work by manipulating elements of drama and reader's theatre conventions to share stories for children. Students are introduced to the basics of clowning, movement and comic styles and conventions. Students will focus on the importance of non-verbal communication as well as exploring and evaluating physical and comic styles of performance. **Semester 2** Students will explore the themes of family, first love, grief, pressure, work/home balance in a playtext study e.g. Fly-in Fly-out. They will develop characterisation through role-play and script work. Students will workshop scenes to develop multiple characters and evaluate performance work. Students will use Michael Gow's Away to evaluate meaning in drama they devise, interpret, perform and view. They will collaborate with others to plan, direct, rehearse and refine performances.	**Possible unit topics:** • Elements of drama • Stagecraft • Realism • Comedy • Juggling • Role play • Readers theatre • Theatre for young people • Directing • Realism • Design • Multiple roles • Script analysis • Characterisation • Role-play • Group performance • Performance evaluation.

DRAMA (DRA) cont.

Year 10	**Course Description** **Semester 1** Students will engage in collaborative playbuilding processes through digital mediums to build roles, explore scenarios, devise scripts and acting for the camera. Students will engage in collaborative playbuilding processes through digital mediums to build roles, explore scenarios, devise scripts and acting for the camera. Students will discuss various dramatic elements, including characterisation, movement and production elements to write a review of a musical. Students will choreograph a range of movements utilising shape, dimension, level, direction and pathway to suit a range of music. **Semester 2** Students will use Angela Betzien's Children of the Black Skirt to evaluate meaning in drama they devise, interpret, perform and view. They will collaborate with others to plan, direct, rehearse and refine performances. Students will focus on the conventions of the One Person Show to empower, entertain and celebrate. By presenting various indigenous and non-indigenous playtexts (e.g. Boy Girl Wall, Box the Pony etc.) students will explore a range of contexts including personal, cultural and sociological.	**Possible unit topics:** • Cyber-drama • Process Drama • Acting for the camera • Movement • Musicals • Performance evaluation • Gothic Drama • Directing • Design • Multiple roles • Script analysis • Characterisation • Role-play • One person show

LOTE – JAPANESE (JPS)

Year 8	**Let's go to Japan** This unit seeks to develop a basic understanding of linguistic and cultural knowledge related to travelling, shopping and eating in Japan. It seeks to promote an understanding of cuisine, dining etiquette, and related customs and culture. This is important in providing a base of cultural and linguistic knowledge needed to communicate proficiently in Japanese within the context of tourism and travel both in Australia and Japan. **Topics may include:** • Travel and itinerary planning • Japanese cuisine • Dining etiquette and related customs and culture	**Let's travel in Japan** Ever wondered what it would be like to travel to various destinations in Japan and experience various cultural activities? In this unit we explore Japanese destinations and cultural activities, while building on our previous knowledge and ability gained in the level 1 Unit – 'Let's go to Japan'

NOTE –

Students wishing to continue study in Japanese beyond Year 8 can do so through Distance Education. This is a viable study option and must be negotiated with Administration.

HEALTH & PHYSICAL EDUCATION (HPE)

Year 8	Students will analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. You will analyse how stereotypes, respect, empathy and valuing diversity influence relationships. You will analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. You will analyse health information and messages to propose strategies that enhance your own and others' health, safety, relationships and wellbeing. Students will apply and transfer movement skills and movement concepts across a range of situations. You will implement and evaluate the effectiveness of movement strategies on movement outcomes. Students will propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes, and you will participate in practical activities focussing on team sports which may include soccer, touch football, netball, basketball, softball, T-Ball, cricket and badminton, as well as a range of individual sports such as swimming and athletics.
Year 8 Elective	Our Sports Academy program aims to develop our students' knowledge and application of sport & exercise principles alongside our four academy sports; volleyball, touch/rugby league, netball and basketball. Some potential topics may include exercise and sports nutrition, sport psychology, training programs, strategies and tactics as well as coaching and officiating. These topics will be integrated within the 4 academy sports, focusing on one sport per term. • *Prospective HPE Academy students must submit a formal application, when requested, by the end of term 4 for the upcoming academic year. Successful candidates in the HPE Academy Program will be expected to commit to training and playing in selected sports teams throughout the 2024 academic year.*
Year 9/10	Students will propose and evaluate personal strategies to manage their identities, emotions and responses to change and evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. You will propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. You will also synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. You will evaluate and refine your own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. You will adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. You will also propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others, and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. You will participate in practical activities focussing on team sports which may include soccer, touch football, netball, basketball, softball, T-Ball, cricket and badminton, as well as a range of individual sports such as swimming and athletics.

DIGITAL TECHNOLOGY (DIG)

The Digital Technology units provide students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The units help students to become creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

These units provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technology will help students to be regional and global citizens capable of actively and ethically communicating and collaborating.

There are a number of Digital Technology units on offer as per the table below.

Year 8	**Course Description** Students will study to process of developing programming/coding skills. Students will learn how to develop an algorithm, complete a desk check and then test the program using a coding application. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.	**Possible Unit Topics** • Spheros • Smart Homes • Internet Connection
Year 9	**Course Description** Students will further develop the skills introduced in year 8. They further develop their coding skills using text-based coding programs. Students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data is separated from presentation data.	**Possible Unit Topics** • Microbits • Python • EV3 Lego Robotics • HTML & CSS (websites)
Year 10	**Course Description** Students will further develop the skills introduced in year 9. Additionally, students will develop their knowledge and skills in text-based coding and learn new skills with other software programs and applications. Students deepen their knowledge about control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They further explore simple data compression, and examine why content data is separated from presentation data.	**Possible Unit Topics** • HTML & CSS (websites) • JavaScript • Adobe Photoshop • Video Editing

DESIGN TECHNOLOGY

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. The Design Technology units provide students with practical opportunities to use design thinking, materials, systems, components, tools and equipment and explore how they can be combined to produce practical solutions.

These units provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will be expected to work both independently and collaboratively.

There are a number of Design Technology Units offered over Years 8, 9 and 10. These units will address different areas of study that come under the Design Technology Banner.

	Course Description	**Possible unit topics:**
Year 8	**Design Technologies - Food Specialisations** Students build on basic practical kitchen skills developed in Year 7 units. Students are often required to work in pairs or small groups to help develop communication and collaboration skills. Students will also further develop their design thinking processes and strategies to plan and prepare recipes to meet specific requirements and/or for specific clients.	• Bento box • Let's do Brunch • Airline Meal • Camping trip • Cooking on a budget • Beat Stress with Food • Picnic basket
	Design Technologies - Design This unit serves as an introduction to the basics of **design thinking** processes including the roles of the Brief, Design Criteria, as well as Divergent and Convergent thinking strategies. Students will work in small teams to: design a solution to the Brief; co-create design criteria; conduct project planning; construct the solution; and test and evaluate the solution.	• Design thinking processes • Bridge design
	Design Technologies – Materials and Engineering Students build on basic **workshop skills** and learn skills of marking, cutting, shaping and joining techniques. Students will gain knowledge of: using basic tools and equipment; project planning; basic materials and workshop safety. Students will complete a design based project with minor adaptations.	• Design thinking processes • LED light project
Year 9	**Design Technologies – Food Specialisations** Students will be exposed to more complex skills and processes making use of a range of ingredients, equipment, techniques and processes. Students can expect to complete some of their practical work in groups and prepare food for events or functions.	• Festival foods • Sweet treats • Pasta Box • Food Truck • Ethics in Hospitality • Breaky Club

Year 9	**Design Technologies - Design** This unit continues to develop Design Thinking skills using a variety of contexts. The context used may be determined by students' interest – examples include: create a child's toy, create a model of a proposed landscape design, old school arcade games, caravan and motor home design. Students will be taught: sketching skills; ideation strategies; thinking skills; and the design process to respond to given design challenges. Students will be required to design a solution to a given design brief specific design constraints. Students will also explore prototyping techniques.	• Product design • Landscape design • Habitable structures
	Design Technologies – Materials and Engineering Work undertaken in Year 9 Design Technologies - Materials will teach the students the design process whilst helping them to prepare for senior practical subjects. Students will still undertake Design Thinking processes to create a product to suit a prescribed Brief.	Where possible, both wood-based and metal-based units will be offered in Year 9 however this is dependent on workshop availability and staffing. As such, unit topics may vary – examples are shown below. • CO2 Car design • Create a sculpture using basic engineering skills and materials • Basic furniture/woodwork item • Basic Engineering/metalwork item
Year 10	**Design Technologies – Food Specialisations** Students will be challenged to experiment with a wide variety of cookery and presentation techniques. There will be simulated and/or actual events where the students will be able to showcase their skills. Students will be expected to apply the design process to complete tasks either individually or in groups. Students will also need to develop independent thinking skills, communication and teamwork. Students who are interested in going on to study Hospitality are encouraged to undertake this subject.	• Introduction to Hospitality • High Tea • Coffee Culture • Melbourne Cup • Kilcoy Kitchen Rules
	Design Technologies - Design This unit is designed to help prepare students for the General Design subject that is offered in Years 11 and 12. Students will further develop their knowledge and skills of sketching; ideation strategies; thinking skills; and the design process to respond to a design problem. Students will be required to research a problem, generate a design brief and criteria, and create a design solution. Students will be assessed via a Design Folio.	• Responding to open ended design problems

Year 10	**Design Technologies – Materials and Engineering** Work undertaken in Year 10 Design Technologies – Materials and Engineering units is primarily workshop based and is designed to help build skills and knowledge to better prepare students for a number of senior subjects available in Years 11 and 12 including Engineering Pathways, Building and Construction, and Furnishing. Ideally, students will be able to select from both wood-based units (construction and furnishing) and metal-based units (engineering trades).	Where possible, both wood-based and metal-based units will be offered in Year 10, however this is dependent on staffing and workshop availability. Unit topics may vary in response to which rotation of subjects are on offer in the senior school. Metal-based units will feature: • basic fitting and machining skills • an introduction to welding processes. Wood-based units will look at: • skills for furniture making (traditional cabinet making) • a collection of basic construction skills.

ECONOMICS AND BUSINESS (ECB)

This curriculum area gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the way individuals work now and into the future.

There are a number of units on offer as per the table below.

Year 8	**Course Description:** This unit serves as an introduction to the basics of Business. A framework for developing students' economics and business knowledge, understanding and skills at this level is provided by the following key questions: • Why markets are needed, and why are governments involved? • Why do consumers and businesses have both rights and responsibilities? • What may affect the ways people work now and in the future? • How do different businesses respond to opportunities in the market?	**Possible Unit Topics:** • Island economy • Business Case Studies
Year 9	**Course Description** The focus of learning in Year 9 is the topic "international trade and interdependence" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making. Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.	**Possible Unit Topics:** • Money Management ("Who wants to be a Millionaire?") • Australia's trade with other countries • Competitive advantage & Entrepreneurs • Marketing • Starting a business
Year 10	**Course Description** The focus of learning in Year 10 is the topic "productivity, growth and living standards" within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce. Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.	**Possible Unit Topics:** • Economic decision making • Economic Performance • Consumer & Financial decisions • Superannuation • Managing the workforce

VISUAL ART (ART)

Students engage in Visual Art through an inquiry process of researching, developing, reflecting and resolving to form representations of a given concept in their artwork. As students work through the inquiry process, they analyse artists and artworks from a range of cultures, times and places to explore different viewpoints and make connections to the development of their own artworks. They experiment with and manipulate art-making materials, techniques, technologies and processes to create artworks and are also provided the opportunity to present their artwork to an audience.

In addition to developing their Visual Art making and responding skills, students develop 21st century skills that are highly valued in today's workforce. These skills include collaboration, communication and critical and creative thinking as they work with their peers to solve problems, learn to communicate using a range of visual and written modes, and as they generate new ideas and find solutions to visual problems.

There are a number of Visual Art units on offer as per the table below

Year 8	**Course Description** In Year 8 students make and respond to a variety of artworks including the artwork of Aboriginal and Torres Strait Islander artists. They analyse how artists use visual elements such as line, shape, colour and tone to represent ideas in artworks, and they develop their artmaking skills as they experiment with materials, technologies and processes. These may include drawing, painting, printmaking, photography, ceramics and plaster casting.	**Possible unit topics:** • People – explore representations of identity through 2D mixed media portraits. • Place - experiment with relief printmaking techniques to tell a story about an important place. • Curious Creatures - develop your sculpting skills as you experiment with clay to create your very own curious creature.
Year 9	**Course Description** In Year 9 students continue to develop and refine their art making skills as they plan and make artworks that represent themes and concepts. Students reflect on the styles of other artists and start to develop their own personal style. They consider the role that principles of art (such as balance, emphasis, movement and unity) play in the communication of their ideas, and they extend their knowledge and use of visual art language as they analyse and evaluate artworks from different cultures, times and places.	**Possible unit topics:** • Consumer Culture – develop a variety of art making skills as you design and create a wearable artwork made from upcycled items in response to the concept of consumer culture. • Popular Culture – investigate Pop Art and popular culture to inform your logo, skateboard and t-shirt design. • Street art – research the history of street art to inform the planning and design of your own public beautification project.
Year 10	**Course Description** In Year 10 students investigate contemporary and historical artists and artworks, and they evaluate the impact culture, time and place has on the creation and interpretation of art. Students begin to develop a personal focus as they experiment with a variety of mediums and ways to embed layers of meaning in their artwork through the use of symbolic elements and codes in preparation for further study. Students will have the opportunity to experiment with a variety of mediums which may include printmaking, painting, drawing, ceramics, plaster, photography and time-based media.	**Possible unit topics:** • Homage - study the work of contemporary and historical painters and consider how you can apply visual conventions such as texture, colour, shape, tone and scale in an acrylic portrait painting that pays homage to an influential artist. • The Built Environment & Natural World – how do artists represent a place? Experiment with a variety of traditional mediums and contemporary processes to create artworks that explore tensions between the built environment and natural world. • I am - research a variety of contemporary and historical artists that explore the concept of self. Experiment with a variety of mediums including 2D, 3D, digital and time-based media to develop a personal style and generate resolved artworks that communicate about ideas and subject matter that is important to you.