

# Junior Secondary

## SUBJECT GUIDE



### ***Acknowledgment to Country***

Earnshaw State College acknowledges the traditional owners, the Turrbal and Jagera First Nations people as the custodians of where we gather today, recognising their connection to land, waters and community. We pay our respects to Australia's First Nations people and to their elder's past, present and emerging. May their strength and wisdom be with us today.

**Every Student Achieving Success**

# Welcome to Earnshaw State College

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Our college offers a diverse curriculum where students are able to choose between highly academic programs of study or highly competitive Vocational and Training (VET) pathways. At Earnshaw, we believe that it is important to ensure that our curriculum engages the broad range of learners, enabling them to enjoy learning in a safe and inclusive environment. We have the highest aspirations for all students. Our focus is on excellence in all areas of education. This is articulated and promoted through our college mission, values and our expectations.

## **Our College Mission**

Embrace Challenge ~ Learn with Passion ~ Take Opportunities

## **Our College Vision**

Every Student Achieving Success.

## **Our College Values:**

Diligence ~ Integrity ~ Courage ~ Empathy

## **Our College Motto**

Prepare Today for Tomorrow

## **Our College Expectations**

Be Responsible ~ Be Respectful ~ Be Safe



## Junior Secondary

At Earnshaw State College, Junior Secondary caters for Year 7 to Year 10. The College provides an environment for teacher facilitated / student centred learning where students will continue their development of the core curriculum areas. We recognise the developmental needs of early adolescents and support transition from primary to secondary education by offering students in year 6 ongoing opportunities to experience a wider range of subjects provided by specialist teachers and resources, enhancing their learning throughout their junior secondary years.

In our unique environment, we are committed to the Six Guiding Principles of Junior Secondary, which includes Distinct Identity, Student Well-Being, Quality Teaching, Leadership, Parent and Community Involvement and Local Decision Making.

The aim of our junior secondary program is to engage our students in a rich seamless curriculum through:

- Connection to life outside school through real life curriculum opportunities.
- Experiencing integrated units of work including literacy and numeracy opportunities across the curriculum.
- Using problem-solving and decision-making techniques of various inquiry processes to investigate learning.
- Improving communication / social / self-management skills.
- Developing an awareness of social and cultural responsibilities.
- Negotiating learning and authentic assessment.
- Having their diverse needs met through the exploration of learning styles.

## Wellbeing and Support

Earnshaw State College responds to this stage of student's development by providing a Junior Secondary approach. Dedicated core teachers deliver the Core subjects of English, Maths, Humanities, Science, HPE and Languages. Homegroup teachers and Housemasters provides the first level of support for students and is a central contact person for parents.

Programs are delivered though the Wellbeing Team, which is supported by a guidance Officer, Social Worker, Chaplain and school nurse.

**CURRICULUM PATHWAYS**

	7	8	9	10	Senior Secondary
<b>CORE</b>	English	English	English	English	English Essential English
	Maths	Maths	Maths	Maths	General Mathematics Mathematical Methods Essential Mathematics Specialist Mathematics
	Science	Science	Science	Science	Biology Physics Chemistry Engineering Psychology
	History Geography Civics Business and Economics	History Geography Civics Business and Economics	History Geography Civics Business and Economics	History Geography Civics	Ancient History Business Geography Modern History Legal Studies Social and Community Studies
	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health Education Studies Physical Education Studies	Physical Education Health Education Certificate III in Sport and Recreation
	Japanese Spanish Culture in Practice	Japanese Spanish Culture in Practice	Japanese Spanish Culture in Practice	Japanese	Japanese Other languages offered through Distance Education
<b>ELECTIVES</b>	Visual Arts Drama Music Dance	Visual Arts Drama Music Dance	Visual Arts Drama Music Dance Media Arts	Visual Arts Drama Music Dance Media Arts	Visual Arts Visual Arts in Practice Dance in Practice Drama Media Arts in Practice
	Design Digital Technology Graphics Industrial Technology	Design Digital Technology Graphics Industrial Technology	Design Digital Technology Graphics Industrial Technology	Design Digital Technology Graphics Industrial Technology Business Studies	Design Hospitality Practises Industrial Technology Skills Industrial Graphics Skill
				Certificate Courses	Certificate and Diploma Courses University – Early Entry Program

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## YEAR 7 SUBJECT STRUCTURE

Year 7 at Earnshaw State College continues to engage students with a broader range of electives whilst having a strong emphasis on literacy and numeracy development. Outlined below, are the subjects students will have the opportunity to study in year 7. Lessons per week are indicated in the final column.

SUBJECT	Number of 70 minute LESSONS PER WEEK
ENGLISH	3
MATHS	3
SCIENCE	3
HUMANITIES <i>including History, Geography, Civics and Economics and Business</i>	3
HEATH AND PHYSICAL EDUCATION	2
LANGUAGES <i>Japanese, Spanish, Culture in P, Culture ni Practiceractice</i>	1
SPORT	1
ARTS <i>Music, Visual Art, Drama and Dance</i>	<i>Students will complete one each term.</i>
TECHNOLOGY <i>Digital Technology, Graphics, Design and Industrial Technology</i>	<i>Students will complete one each term.</i>

## YEAR 8 SUBJECT STRUCTURE

Year 8 is the second year of Junior Secondary schooling at Earnshaw State College. Students will experience different opportunities that come from having specialist teachers and resources available to enhance their learning.

SUBJECT	Number of 70 minute LESSONS PER WEEK
ENGLISH	3
MATHS	3
SCIENCE	2 in Sem 1; 3 in Sem 2
HUMANITIES <i>including History, Geography, Civics and Economics and Business</i>	3 in Sem 1; 2 in Sem 2
HEATH AND PHYSICAL EDUCATION	2
LANGUAGES <i>Japanese; Spanish, Culture in Practice</i>	2
LITERACY AND NUMERACY PROGRAM	1
SPORT	1
ARTS <i>Music, Visual Art, Drama and Dance</i>	<i>Students will complete one each term.</i>
TECHNOLOGY <i>Digital Technology, Graphics, Design and Industrial Technology</i>	<i>Students will complete one each term.</i>

## YEAR 9 SUBJECT STRUCTURE

Subject selection options for Year 9 will provide an opportunity for students to study in depth, subjects experienced in Year 7 and 8. Students will complete six (6) core subjects and will select two (2) electives to study for two semesters.

CORE	SUBJECT	Number of 70 minute lessons per week
	ENGLISH	3
	MATHS	3
	SCIENCE	2 in Sem 1; 3 in Sem 2
	HUMANITIES <i>including History, Geography, Civics and Economics and Business</i>	3 in Sem 1; 2 in Sem 2
	HEALTH AND PHYSICAL EDUCATION	2
	LANGUAGES <i>Japanese</i>	2
	SPORT	1
ELECTIVES – TWO SELECTED	VISUAL ART	2
	DRAMA	2
	MUSIC	2
	DANCE	2
	MEDIA ARTS	2
	INDUSTRIAL TECHNOLOGY	2
	GRAPHICS	2
	DIGITAL DESIGN	2
	DESIGN AND TECHNOLOGY	2

## YEAR 10 SUBJECT STRUCTURE

Subject selection options for Year 10 will provide an opportunity for students to study their chosen subjects in greater depth. Students will complete four (4) core subjects and will select two (2) electives to study for two semesters.

CORE	SUBJECT	Number of 70 minute lessons per week
	ENGLISH	3
	MATHS	3
	SCIENCE	3
	HUMANITIES <i>including History, Geography, Civics and Economics.</i>	3
	FUTURE PLANNING PROGRAM	1
	SPORT	1
ELECTIVES – TWO SELECTED	LANGUAGES <i>Japanese</i>	3
	PHYSICAL EDUCATION STUDIES	3
	HEALTH EDUCATION STUDIES	3
	VISUAL ART	3
	DRAMA	3
	MUSIC	3
	DANCE	3
	MEDIA ARTS	3
	INDUSTRIAL TECHNOLOGY	3
	GRAPHICS	3
	DIGITAL DESIGN	3
	DESIGN AND TECHNOLOGY	3



# ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. At Earnshaw State College, the program balances and integrates all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face- to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.



In Year 9, students learn to write narratives with sizzling starts, interesting complications and exciting climaxes. They will also examine how issues can emerge from the news media and novels and how ethical issues emerge from dramatic texts. The Year 10 program is aimed at preparing students for senior English and as such mirrors Year 11 assessment tasks.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Language of Persuasion: Persuasive Speech	Representation of Teenagers: <i>Don't Call Me Ishmael</i> Journal Entries	Imaginative response: Written imaginative text	Speak Your Truth: Persuasive Speech
Narratives: Short stories	Representations of Australians: Analytical essay	Examining Perspectives on Issues: Persuasive oral	Short Stories: Written imaginative text oral
Australian Literature: <i>Black Snake: The Daring of Ned Kelly</i> Persuasive essay	Creating Short Stories: Written imaginative text	Evaluating Issues in a Novel: Analytical Essay	Responding to Shakespeare: <i>Romeo and Juliet</i> Analytical essay
Songs of Social Commentary: Written analytical	Representing Experiences: Persuasive speech	Exploring Ethical Issues in a Drama Text Written imaginative interview script	Responding to Literary Texts Literary essay

## How are the students assessed?

Assessment is conducted through a variety of methods including:

- Persuasive essay or speech
- Analytical essay
- Analysis of a literary text
- Imaginative and illustrated short stories Poetry and song analysis

# HUMANITIES

At Earnshaw State College, students study Humanities: a combination of History, Geography, Business and Economics (Years 7, 8 and 9) and Civics and Citizenship.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. In Geography, students are empowered to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. Business and Economics provides students with foundational knowledge, allowing them to be fiscally aware and promoting entrepreneurial skills. The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Ancient Egypt	Business Opportunities in the Australian market.	Making a Nation	Rights and Freedoms: the Mabo Decision
Water in the World	Landforms and Landscapes	WWI: ANZACS	Legal Studies foundations
Individual and Business Success in the Market	Business Opportunities in the Australian market	Change in Australia's Political and Legal Systems	Introduction to Social and Community Studies: Homelessness In Australia
Exploring how Australia's Legal and Political Systems Protect its Citizens	Vicious Voyagers: Vikings and Mongols	Biomes	Australia's Involvement in World War II: Kokoda

## Assessment

### How are the students assessed?

Assessment is conducted through a variety of methods including:

- Research assignment
- Multimodal task
- Examination
- Response to historical sources
- Independent source investigation

# MATHEMATICS

Mathematics ensures that the links between the various components of mathematics, and the relationship between mathematics and other disciplines, are clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems, which students apply beyond the mathematics classroom,

e.g. the use of mathematical models in other disciplines. The curriculum ensures all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently.

The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. The content descriptions at each year level set out the knowledge, understanding, skills and processes that students are expected to learn.

## What is studied?

Year 7	Year 8	Year 9	Year 10
<p>Number and Algebra</p> <ul style="list-style-type: none"> <li>-Integers</li> <li>-Rational Numbers</li> <li>-Algebraic expressions</li> <li>-Mathematical modelling</li> <li>-Ratios &amp; percentages</li> </ul>	<p>Number and Algebra</p> <ul style="list-style-type: none"> <li>-Integers</li> <li>-Rational Numbers</li> <li>-Algebraic expressions</li> <li>-Mathematical modelling</li> <li>-Ratios &amp; percentages</li> <li>-Pythagoras proofs</li> </ul>	<p>Number and Algebra</p> <ul style="list-style-type: none"> <li>-Integers</li> <li>-Rational Numbers</li> <li>-Algebraic expressions</li> <li>-Mathematical modelling</li> <li>-Ratios &amp; percentages</li> <li>-Pythagoras proofs</li> <li>-Quadratics</li> <li>-Linear &amp; non-linear relationships</li> </ul>	<p>Number and Algebra</p> <ul style="list-style-type: none"> <li>-Integers</li> <li>-Rational Numbers</li> <li>-Algebraic expressions</li> <li>-Mathematical modelling</li> <li>-Ratios &amp; percentage</li> <li>-Pythagoras proofs</li> <li>-Quadratics</li> <li>-Linear &amp; non-linear</li> <li>-logarithms</li> <li>-maths modelling</li> <li>-exponential decay</li> </ul>
<p>Statistics &amp; Probability</p> <ul style="list-style-type: none"> <li>-Statistical investigations</li> <li>-Determine centre values</li> <li>-Determine the spread of data</li> <li>-Probability simulation</li> </ul>	<p>Statistics &amp; Probability</p> <ul style="list-style-type: none"> <li>-Statistical investigations</li> <li>-Determine centre values</li> <li>-Determine the spread of data</li> <li>-Population &amp; data sample sizes</li> <li>-Probability simulation</li> <li>-Mutually exclusive events</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>-Statistical investigations</li> <li>-Determine centre values</li> <li>-Determine the spread of data</li> <li>-Probability simulation</li> <li>-Mutually exclusive events</li> <li>-Compound events</li> </ul>	<p>Statistics and Probability</p> <ul style="list-style-type: none"> <li>-Statistical investigations</li> <li>-Determine centre values</li> <li>-Determine the spread of data</li> <li>-Probability simulation</li> <li>-Mutually exclusive events</li> <li>-Compound events</li> <li>-Extrapolation &amp; interpolation of data</li> </ul>
<p>Measurement</p> <ul style="list-style-type: none"> <li>-Solving area and volume problems</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>-Solving area and volume problems</li> <li>-Metric units</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>-Solving area and volume problems</li> <li>-Metric units</li> </ul>	<p>Measurement</p> <ul style="list-style-type: none"> <li>-Solving area and volume problem</li> <li>-Metric units</li> </ul>
<p>Space</p> <ul style="list-style-type: none"> <li>-Objects in 2D</li> <li>-Geometry reasoning</li> <li>-Cartesian planes</li> </ul>	<p>Space</p> <ul style="list-style-type: none"> <li>-Objects in 2D</li> <li>-Geometry reasoning</li> <li>-Cartesian planes</li> <li>-Objects in 3D</li> </ul>	<p>Space</p> <ul style="list-style-type: none"> <li>-Objects in 2D</li> <li>-Geometry reasoning</li> <li>-Cartesian planes</li> <li>-Objects in 3D</li> </ul>	<p>Space</p> <ul style="list-style-type: none"> <li>-Objects in 2D</li> <li>-Geometry reasoning</li> <li>-Cartesian planes</li> <li>-Objects in 3D</li> </ul>

Assessment is conducted through a variety of methods including:

- Examinations
- Problem Solving and Modelling Tasks

### **QCAA Short Course Numeracy**

This subject is offered to some students in Year 10 and enables the participant to accrue one QCE Point. This course is aimed at students enrolling in Essential Maths in year 11 and 12.

In studying Numeracy, students will learn about:

- personal identity and education
- the work environment.

Students will complete the following assessments:

- extended response — oral mathematical presentation
- examination — short response
- student learning journals.

# SCIENCE

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. In addition to its practical applications, learning science is a valuable pursuit in its own right.



Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “*scientific literacy*” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Organising organisms Affecting organisms	Building blocks of life Survival	Changing earth It's elementary	Introductory Physics
Moving right along: Exploring motion Application of motion	Energy in my life What's up	Energy on the move Making waves	Introductory Chemistry
Water – waste not, want not	Rocks never lie Rock my world	Chemical patterns Heat and eat	Introductory Biology
Heavenly bodies Sensational seasons	Particles matter Chemistry of common substances	My life ion balance Responding to change	Introduction to Senior Science Skills and Assessment Practises

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Examinations
- Experiments and reports

# HEALTH AND PHYSICAL EDUCATION

In Health and Physical Education, students develop knowledge and skills to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioral, social and cognitive skills.

Health Education Studies and Physical Education Studies are offered as elective subjects in year 10.

## What is studied?

Year 7		Year 8	
Cricket / Baseball 5	Mental Health and Wellbeing	Football (Soccer)	Physical Education Studies
Netball / Basketball		Indigenous Games	
Track and Field		Track & Field	
Sofcrosse	Relationships and Sexual Health	Touch Football	Physical Education Studies
Modified Volleyball		Foam Polo	
Aquatic Activities		Aquatic Activities	
Year 9		Year 10	
	Health Education Studies		Physical Education Studies
Volleyball	Resilience as a personal health resource	Sports Psychology	Physical Education Studies
Flag Football / AFL 9's	Peers and family as resources for healthy living	Badminton	Physical Education Studies
Track and Field		Sport Sociology	
Fitness	Community as a resource for healthy living	Volleyball	Physical Education Studies
Netball / Basketball	Respectful relationships in the senior years of schooling	Energy Systems	
Aquatic Activities		Touch	
		Biomechanics	Physical Education Studies
		Basketball	Physical Education Studies

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Multimodal tasks
- Written responses
- Observation of performance



# LANGUAGES (Japanese, Spanish and Culture in Practice)

Languages in junior secondary provides opportunities for students to develop and improve communication skills and enhancing socio-cultural understanding. Students recognise the importance in contemporary society of learning additional languages and using intercultural skills. Students develop further skills in reading, writing listening and speaking in **Spanish and Japanese**.

**Culture in Practice** also provides a `hands- on' application to understanding and celebrating culture through art, food and music. Students virtually tour around the globe celebrating cultural events and learn basic language from each country. The Culture in Practice curriculum is flexible and driven by the student's interests and events happening in society.

## What is studied?

JAPANESE			
Year 7	Year 8	Year 9	Year 10
What are famous places in Japan?	Me and My Friends	What character do you like?	What is advertising?
Weather report	My family	What are life stories?	What is the best job in the world?
Trip to Japan	My town	Fast food Healthy food	How big is the generation gap?
What do my interests say about me?	May I take your order?	Festivals and Celebrations	What are our global connections?
SPANISH			
Year 7	Year 8	Year 9	Year 10
Food	A Visit to the Doctor	Weather and News Report	
Leisure activities and interests	My Dream House	Leisure activities and interests	
Descriptions	Healthy and Unhealthy Food	Social Issues	
Travel (South and Central America focus)	Celebrations of the Spanish speaking world.	Travel Brochure (Mexico and South America focus)	

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Reading examination
- Writing examination
- Listening examination
- Speaking presentation
- Biographies



# DRAMA

The Earnshaw Junior Drama Program is committed to providing opportunities for students to create, reflect, challenge, critique, analyse, evaluate and celebrate diverse concepts through dramatic learning experiences.

Through drama, students not only learn creative expression, but also teamwork, collaboration, empathy, understanding and effective communication skills.

Students study different realms of drama from improvisation and script work, to stage productions. They explore the elements of drama, conventions of forms/styles and effective stagecraft. These workshops instil confidence and develop creative talents, competencies and skills that can be transferred into working and recreational lives.

## What is studied?

Year 7	Year 8	Year 9	Year 10
<b>In Our Element</b> An introduction to the Elements of Drama	<b>Sweet Dreams</b> Shakespeare's <i>A Midsummer Night's Dream</i>	<b>Oh me, oh my, it's Melodrama!</b> Melodrama	<b>Collage Drama</b> Students devise an original performance on a social issue of their choice.
		<b>Let's Get Physical</b> Physical Theatre	<b>Elizabethan Theatre</b> <i>Romeo and Juliet</i>
		<b>Australian Comedy</b> <i>Hating Alison Ashley</i>	<b>Light My Fire</b> Magical Realism
		<b>Child's Play</b> Theatre for Young People	

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Making tasks (devising and performing)
- Responding tasks



# VISUAL ART

Students begin to experience the influence of art works and arts practitioners on society's attitudes and ideas. They are introduced to the elements of art as they investigate artists who create art works to communicate meaning. They also explore traditional and contemporary arts conventions, practices, skills, procedures, ways of thinking and how to express artistic ideas.

The value of the Visual Arts as a vehicle for social commentary and change is a strong focus for students throughout Earnshaw's programs. Opportunities are consistently offered for students to make connections between classroom practices and their own cultural knowledge and experiences as they discover how creative industries contribute to local, national and global communities.



## What is studied?

Year 7	Year 8	Year 9	Year 10
<b>Personal Maps</b> Various drawing, painting and printing techniques	<b>Dragon Dreams</b> Drawing and ceramics	<b>Pencil vs Camera</b> 2D	<b>I am</b> Portraiture and mixed media
		<b>Transmorphism</b> 3D	<b>Text and Messages</b> Street art, painting, printing, drawing
		<b>Landscape Nudgee Beach</b> Abstract painting	<b>Art as Experience</b> 2D, 3D, time-based (Teacher and student directed)
		<b>Isms</b> Painting/mixed media	

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Sculpture
- Illustration
- Painting
- Mixed media
- Artwork analysis
- Artist statements

# MUSIC

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in music fosters understanding of other times, places, cultures and contexts.



Music provides students opportunities to develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- the skills to compose, perform, improvise, respond and listen with intent and purpose
- the aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

## What is studied?

Year 7	Year 8	Year 9	Year 10
<b>Let's Rock!</b> Rock music	<b>Game On!</b> Video Game music	<b>We've Got the Blues!</b> Blues music	<b>On with the Show!</b> Musical Theatre highlights
		<b>To Infinity and Beyond!</b> Music in the 20 <sup>th</sup> and 21 <sup>st</sup> centuries	<b>Instrumental Fantastique</b> Instrumental music through the Ages

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Making (composition) tasks
- Making (presenting) tasks
- Responding tasks
- Reflection tasks

# DANCE

In Dance, students perform, choreograph and appreciate dance from a variety of cultural, artistic and social forms. They learn to holistically appreciate the discipline by physically and theoretically exploring the art form and its immense historical and cultural background.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. By studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means for social inclusion.

Dance provides students opportunities to develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed dancers
- the knowledge and respect for dance technique, dance industries in pop-culture, historical, social and traditional contexts.
- and practice personal skills that foster lifelong learning and growth mindset such as determination and perseverance to reach goals and see beyond them.
- and apply 21<sup>st</sup> century skills such as; collaboration, critical and creative thinking, networking, communication and ICT use.

## What is studied?

Year 7	Year 8	Year 9	Year 10
<b>100 Years of Dance</b> Social Dance	<b>Street Dance</b> Hip Hop performance	<b>You Can't Stop the Beat</b> Musical Theatre  <b>Contemporary Dance</b> Artistic dance	<b>Let's Get Physical</b> Dance fitness  <b>Moving Stories</b> Artistic dance
		<b>World Dance</b> Cultural Dance  <b>MTV A-Z</b> Popular dance	<b>Hip Hop Fusion</b> Popular dance  <b>Children's Theatre</b> Musical Theatre

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Making (Performance) tasks
- Making (Choreography) tasks
- Responding tasks
- Reflection tasks

# MEDIA ART

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

## What is studied?

Year 7	Year 8	Year 9/10	Year 10 (from 2025)
		<b>Lights, Camera, Western!</b> Genre Films	TBD
			TBD
		<b>Stop...Motion Time!</b> Stop Motion	TBD
		<b>Interactive Storytelling</b> Creating a video-based "Choose Your Own Adventure" game.	TBD

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Making tasks
- Responding tasks

# GRAPHICS AND DESIGN

Graphics is about learning and applying technical drawing skills to produce solutions to solve real world problems.

Students studying Graphics will learn the knowledge and practical skills required to produce the technical drawings used in a variety of industries. These include building and construction (Architecture), engineering and furnishing. (Products)

Students will also learn the design process to first of all identify and explore the design, generate and develop ideas; and produce and evaluate graphical solutions. Students will solve graphical problems in two design areas: Industrial Design (products) and Built Environment (architecture or interior design).

Graphics improves your understanding and proficient use of technologies. (Computer Aided Drawing - CAD) It also develops communication and problem-solving skills. Graphics involves both sketching and technical drawing applying industry standards and conventions.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Inventor Foundation Exercises  Industrial Design: Laser Cut Christmas Decoration Assignment	Inventor Foundation Exercises  Industrial Design: Laser Cut Drink Coaster Assignment	Built Environment Design: Teenage Retreat Assignment	Built Environment Design: Country Estate Assignment
		Inventor Exercises	Inventor Exercises
		Industrial Design: Inventor Toy Design Assignment	Industrial Design: Inventor Furniture Assignment
		Inventor Exercises	Inventor Exercises

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Design projects
- Drawing Folios
- Written responses



# DIGITAL TECHNOLOGY

Modern technological societies are characterised by the rapid expansion of knowledge and the ease of access to, and exchange of, information in a digital format. Active and informed participation in this world requires citizens to be adaptable and self-directed users of information and communication technology. Students will learn about and work with Information Networks, Databases to store and retrieve data. They will explore programming, coding and robotics and examine new and emerging technologies.

In the study of Information and Communication Technology (ICT), students develop and demonstrate the knowledge, practices and dispositions necessary to operate effectively in information-rich environments. They understand the transformation of data to information, of information to knowledge, as well as the interdependence of human and technological agencies that lead to these transformations.

## What is studied?

Year 7	Year 8	Year 9	Year 10
<b>Digital Design</b> (App Design)	<b>Embedded Systems</b> (Micro:Bit)	<b>Connected Technologies</b> (Networks)	<b>Text-based adventures</b> (Python programming)
		<b>Organise, Analyse, Visualise</b> (Databases)	<b>Cryptography</b> (Python Advanced)
		<b>Intro to Robotics</b> (EV3 Lego Robots)	<b>Emerging Technologies</b> (Augmented Reality/ Virtual Reality/Artificial Intelligence/Extended Reality )

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Multimodal tasks
- Written response
- Projects





# DESIGN AND TECHNOLOGY

The central focus of Design and Technology in junior secondary is the role of food and fibre in their personal, family, community and work roles. The course of study encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. Design and Technology is an interdisciplinary study drawing on the fields of nutrition, textiles, fashion, the built environment, human development, relationships and behaviour.



The curriculum focuses on the students developing the technologies, knowledge, understanding and skills to engage purposefully in helping to create preferred futures for their family and the wider community. Students will focus on using a design process to generate, develop and produce evaluate and refine prototypes and products.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Food for Every Body	Cultural Fusion	Best Breakfasts!	Food and Fibre for Thought
		Fab Fast Food!	
		International Inspiration	Introduction to Design
		Upcycle Me!	Introduction to Hospitality

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Observation of performance
- Design folio
- Research tasks
- Evaluative tasks

# INDUSTRIAL TECHNOLOGY AND DESIGN

Industrial Technology and Design is a subject designed for students to develop their knowledge and skills in an Industrial workshop.

Students will learn and develop relevant hand skills which can assist them later in life should they seek employment as an apprentice in the manufacturing or construction industries or when carrying out general repairs around the home. They will also learn and develop an awareness of the importance of safety in a workshop environment when working with hand and power tools and fixed machinery.

Students will work with various materials and will design projects which may include: a timber game, instrument case, a toolbox and coffee table. Students will also be provided with an opportunity to design their own projects.

## What is studied?

Year 7	Year 8	Year 9	Year 10
Plastics: <i>forming</i> "Design and make a key ring"	Woodwork: <i>cutting, sanding 1</i> "Design and make a money box"	Woodwork: <i>rebated butt and housing joints</i> "Instrument case"	Woodwork: <i>wood turning, dovetail, housing joints</i> "Spice rack"
		Woodwork: <i>sanding, shaping, painting</i> "Design a CO2 car"	Woodwork: <i>mortice and tenon joins</i> "Coffee Table"
		Woodwork: "Camp Stool"	Woodwork: <i>cutting, sanding 2</i> "Design a Timber Game"
		Metalwork: <i>Sheet metal folded edges, folded seams</i> "Clothes peg container"	Metalwork: <i>Sheet metal wired edges, folded seams</i> "Tool Box"

## How are students assessed?

Assessment is conducted through a variety of methods including:

- Design projects
- Examinations
- Written responses



# BUSINESS STUDIES

The Business Studies curriculum is derived from the Economics and Business strand of the Humanities Australian Curriculum.

Students have the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. They are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Students also develop essential business and entrepreneurial skills needed turn a 'good idea' into a working enterprise. This also involves developing workplace transferable skills including interpersonal communication, teamwork, time management, project management, public relations and promotional skills.

Year 7	Year 8	Year 9	Year 10
		Managing Financial Responsibilities, Risks and Rewards	Economic performance and standard of living
		Entrepreneur Creativity	Introduction to Accounting
		Competing as a Business in a Global Economy	Major consumer decisions and business productivity
		Participants in the changing workplace	Business Feasibility

## How are the students assessed?

Assessment is conducted through a variety of methods including:

- Inquiry Business Reports
- Examinations
- Assignments
- Portfolios
- Multimodal Presentations

# NOTES



Every Student Achieving Success

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