



SUBJECT GUIDE
YEAR 8 2017



MESSAGE FROM THE HEAD OF CAMPUS TO STUDENTS

The Subject Selection Guide is designed to help you plan your course of study as you enter Year 8. This is the middle year of the Middle Years Phase of Learning, a chance to begin to explore different options. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College.

The Year 8 Curriculum consists of compulsory courses in Religious Education, English, Mathematics, Science, Social Science and Health and Physical Education. Students choose two electives in each semester from Drama, Business Studies, Graphics, Home Economics, Design Technology, Information Communication Technology, Japanese and Visual Art areas.

We strongly encourage students in Year 8 to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Students and parents are encouraged to read this guide thoroughly and engage in discussion with a variety of people before making a decision. Please note that contact details are provided for Curriculum Leaders, who will be happy to discuss the subjects with you.

Mr Paul A. Begg
Head of Campus, Scarborough Secondary

Table of Contents

Contacts.....	6
Learning Options.....	9
Compulsory Courses.....	11
Religious Education	12
English.....	13
Mathematics.....	14
Science.....	15
Health and Physical Education	16
Humanities & Social Sciences	17
Elective Courses	18
Economics & Business	19
Drama	20
Visual Arts.....	21
Japanese	22
Design Technology.....	23
Graphics.....	24
Home Economics.....	25
Information Communication Technology	26



Vision for Learning

We seek the light ... and then we shine

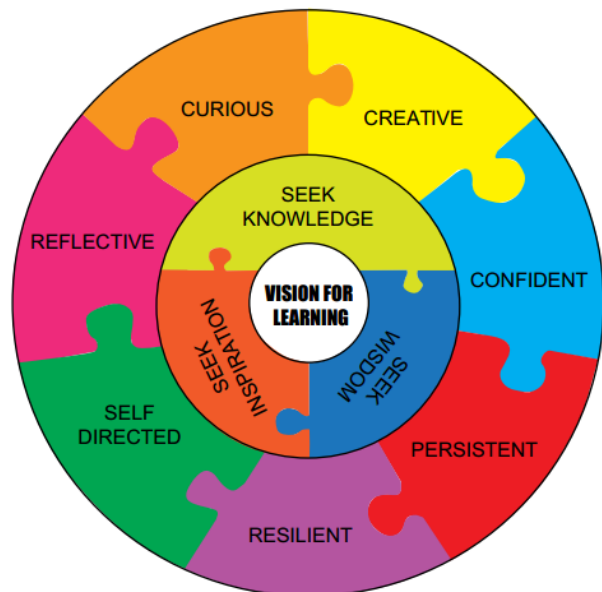
Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible

In the presence of God, the Southern Cross Catholic College learning community

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective



CONTACTS AT SCCC

The Assistant Principal – Curriculum is responsible for the subject selection process. If you wish to access information or advice please contact administration on (07)3480 3600.

For specific advice about particular subject areas, please contact the Curriculum Leaders directly. The Pastoral Leader is also available to assist students in making appropriate choices. Career guidance is readily available from the Careers and Vocational Education Advisor. Parents are encouraged to be a part of career guidance interviews wherever possible.

CAMPUS CONTACTS

Head of Campus, Scarborough Secondary

Paul Begg

pbegg@bne.catholic.edu.au

Deputy Head of Campus – Student Welfare

Mandy Sullivan

msullivan@bne.catholic.edu.au

Assistant Principal – Curriculum

Jason Spiteri

jspiteri@bne.catholic.edu.au

Assistant Principal – Religious Education

Phillip McGreevy

pmcgreevy@bne.catholic.edu.au

Pastoral Team Leader

Niecia Freeman

nfreeman@bne.catholic.edu.au

Pastoral Team Leader – Delany

Ryan O'Connor

ryan.oconnor@bne.catholic.edu.au

Pastoral Team Leader – Frawley

Lyn Croft

lfcroft@bne.catholic.edu.au

Pastoral Team Leader – La Salle

Tim Bermingham

tbermingham@bne.catholic.edu.au

Pastoral Team Leader – MacKillop

Grant Shepherd

gshepherd@bne.catholic.edu.au

Careers & Vocational Education Advisor

Darryl Nelson

dnelson@bne.catholic.edu.au

SUBJECT CONTACTS

Curriculum Team Leader

Grant Coogan

gcoogan@bne.catholic.edu.au

Curriculum Leader – English/Languages

Abigail Butler

abigail.butler@bne.catholic.edu.au

Curriculum Leader – Health & Physical Education

Tim Clark

tim.clark@bne.catholic.edu.au

Curriculum Leader – Humanities and Social Sciences

Kevin O’Dwyer

kevin.odwyer@bne.catholic.edu.au

Acting Curriculum Leader – Mathematics

Anthony Young

ayoung10@bne.catholic.edu.au

Curriculum Leader – Religious Education

Bradley Banney

bbanney@bne.catholic.edu.au

Curriculum Leader – Science

Dipo Kolade

okolade@bne.catholic.edu.au

Curriculum Leader – Technology

Chris Gaffney

christopher.gaffney@bne.catholic.edu.au

Curriculum Leader – The Arts

Nicole Sergiacomi

nsergiacomi@bne.catholic.edu.au

Curriculum Leader – Inclusive Education

Mary Bower

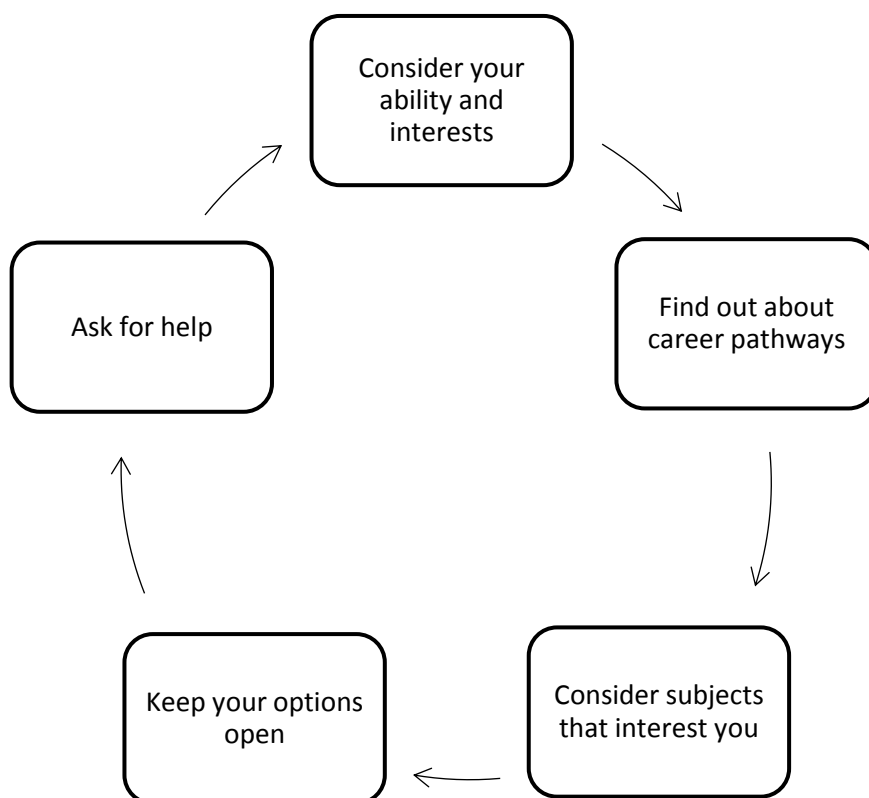
mbower@bne.catholic.edu.au

CHOOSING YOUR SUBJECTS

This section has been compiled to help students make informed decisions about their course of study for the Senior Phase of Learning.

The selection process requires students to make a number of key decisions that will be important for their future. In making choices, you should consider subjects:

- Which you enjoy
- Which you are good at
- Which reflect your interest, abilities, skill level and academic application
- Which meet the needs or demands of your intended pathway
- Which keep your options open, and
- Which develop your skills, knowledge and attitudes which will be useful throughout your life.



LEARNING OPTIONS

Learning Area	Years 8 and 9	Year 10
Religious Education	Religious Education	Study of Religion
English	English	English English Extension English for ESL
Mathematics	Mathematics	Mathematics A Mathematics B Mathematics C
Science	Science	Science Science Extension
Health & Physical Education	Health and Physical Education	Health and Physical Education
Humanities & Social Sciences	Economics & Business Geography History	Economics & Business Geography Ancient History Australian History - core (one semester) Legal Studies Marine Geography
The Arts	Drama Visual Arts	Drama Visual Arts
Languages	Japanese	Japanese
Technologies	Design & Technology Graphics Home Economics Information Communication Technology	Design & Technology - Graphics Technology Studies - Construction Skills Digital Technology Home Economics Certificate I in Hospitality

Please note the following points carefully:

- Information contained in this subject selection guide is subject to change, without notice.
- Subjects listed may not be offered in 2017 due to student demand or College capacity to deliver.

COURSE OPTIONS – YEAR 8

Compulsory Courses

All Year

Religious Education
English
Mathematics
Science
Health & Physical Education
Humanities & Social Science – History, Geography

Elective Courses

Economics & Business
Drama Option A
Visual Arts Option A
Japanese – (all year)
Design Technology
Graphics
Digital Technology Option A
Home Economics
Information Communication Technology

Drama Option B
Visual Arts Option B

Digital Technology Option B

Students are required to select 4 electives for Year 8 2017. They can be a combination of one semester options, options A and B from a particular subject or yearlong such as Japanese (note that Japanese will be considered as 2 preference options)

Preference 1	
Preference 2	
Preference 3	
Preference 4	
Reserves	
Reserve 1	
Reserve 2	

COMPULSORY COURSES

The following compulsory subjects will be offered:

Religious Education

English

Mathematics

Science

Health & Physical Education

Humanities and Social Sciences

RELIGIOUS EDUCATION

Course Overview

Each person, family, and nation has their own special story. The story highlights the people and events that have shaped their identity. Religious Education is an integral part of the curriculum because it identifies the Christian story. In Year 8, students are provided with the opportunity of delving into this story to examine its relevance in the contemporary world. Prayer is interwoven throughout these units.

Course Outline

The units studied in Year 8 are:

Footprints in the Sand

The poem *Footprints in the Sand*, reminds us how God forms a covenant with each of us and accompanies us in the good and difficult times in our lives. In Term One, students explore how this belief is expressed through the Abrahamic religions and in contemporary contexts.

Our Mission

As Christians we are called to a mission of service, living our lives that brings God's love to each person we meet by the way we speak, act and think. This unit explores how our lives need to be built on the belief in the Trinitarian nature of God and with a particular focus on the historical Jesus.

Who rocked the Church?

Many people, non-Catholics and well as Catholics have been impressed with the work of Pope Francis. He has taken up on many of the challenges facing the world today. The Church's history contains many people, who like Pope Francis have responded to the difficulties of the time. This unit will explore some of the people, movements and events who shaped the Church during the Middle Ages.

In the beginning

The creation stories of Judeo/Christian tradition are not just about the origins of the environment but contain important insights into how it is relevant today. This unit of work explores the common themes of creation not just in Judeo/Christian tradition but Indigenous communities also.

Assessment

Throughout each unit, students will undertake ongoing pieces of assessment over the term. This will take the form of research assignments (in written and multimodal form) and short response exams.

Course Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. *The Australian Curriculum: English*.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 8 units of work are designed to complement the Middle Years English program. The program builds on the foundations of Year 7 English and prepares students for the more demanding Year 9 English program. Units are designed to engage and challenge students in order to develop their creative and critical thinking skills therefore developing appropriate language and communication skills for further studies and everyday effective social interaction.

There is a strong emphasis on the general capabilities and cross-curriculum priorities from the Australian Curriculum including: Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures and of course, Literacy.

Course Outline

In Year 8, all students will undertake the study of a series of compulsory core units designed to generate an exposure to a wide variety of text types and genres. Students delve into the world of poetry, illustrated texts, novels, multimodal texts and the wonderful works of William Shakespeare.

Students also engage in skills based *Language* lessons on grammar, punctuation, text structure and language features.

Assessment

Tasks will consist of a range of activities from the key areas of: listening; speaking; viewing; reading and writing. Students compose pieces of a variety of genres such as: poetry; persuasive speeches; analytical essays and narratives.

MATHEMATICS

Course Overview

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. *Australian Curriculum: Mathematics*

Course Outline

Students engage in a wide variety of learning experiences studying the three content strands: *Number and Algebra*; *Measurement and Geometry*; and *Statistics and Probability*. These fields are explored through units of number, data patterns, measurement in the real world, algebra and percentages. Problem solving strategies are developed throughout the year and are implemented in a range of investigations and challenges.

In addition to completing the above course, students are given the opportunity to be involved in a number of competitions and enrichment activities including the District Maths Tournament, QAMT Year 8 Maths Quiz, Australian Mathematics Competition and University of Canberra Challenge Activity.

Assessment

Assessment instruments include in-class written and mental tests, investigation reports and practical activities as well as learning activities to complete online. Students are also afforded the opportunity to attempt extension challenges in selected units.

SCIENCE

Course Overview

“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.” *Australian Curriculum: Science*

Course Outline

Students will study the three content strands of the Australian Curriculum in all units although the learning experiences and emphasis given to the different science disciplines will vary from unit to unit. The three content areas of study are:

Science Understanding:

Biological – Multiplying by Dividing: Plant and animal cells and reproduction of a variety of single celled and complex organisms.

Chemical – My Science Kitchen Rules: The Particle Model; Elements and Compounds and their symbols; The Periodic Table, Physical and Chemical Changes.

Earth and Space – Rockin’ Your World: Rock Identification and Uses.

Physical – How it Works: Forces acting on objects with a particular focus on gravity.

Science as a Human Endeavour:

Nature and development; use and influence

Science Inquiry Skills:

Questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; communicating

These content areas are interspersed throughout the units of study, providing students with meaningful, authentic learning experiences.

Assessment

Assessment instruments include topic tests; practical reports; investigations; research assignments; laboratory skills and journal note-taking.

HEALTH AND PHYSICAL EDUCATION

Course Overview

In HPE, students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and disposition to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. *Essential Learnings – Queensland Curriculum, Assessment and Reporting Framework*

The HPE curriculum is built around the three interrelated strands of Health, Physical Activity and Personal Development. Together the strands focus on developing students' knowledge, understanding and skills: collaborative decision-making; take action and apply skills to address inequities and promote health and wellbeing; movement capacities; and personal development of individuals, groups and communities.

Year 8 units of work are designed to complement the Middle Years HPE program. These units are designed to build on the academic rigour of Middle Years HPE and prepare students for the more demanding Year 9 HPE program. The units incorporate a balance between the components of theory and practical to allow students to develop and refine their practical skills and increase their knowledge about key health messages.

All health tasks in Year 8 HPE are considered 'life rich' tasks and therefore contextualised in the hope that students identify the real purpose and meaning of health implications in the real world.

Course Outline:

Semester 1

Archery and a selected Team Sport (Ultimate Frisbee); Lifestyle Drugs and Human Anatomy

Semester 2

Indigenous Games and Dance; Coaching/Skill Acquisition and Role Models in Sport

Assessment

Semester 1

Archery and a selected Team Sport (Ultimate Frisbee) – practical assessment, case study

Lifestyle Drugs and Human Anatomy – practical assessment, case study

Semester 2

Indigenous Games and Dance – practical assessment, essay – extended response

Coaching/Skill Acquisition and Role Models in Sport – practical assessment, essay – extended response

Course Overview

Social Science units are currently designed around the implementation of the Australian Curriculum in the KLAs of History and Geography.

“History is a disciplined process of inquiry into the past that develops student’s curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.” *The Australian Curriculum – History*.

“Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.” *The Australian Curriculum – Geography*.

Course Outline

The History units studied are:

An overview of The Ancient to the Modern World, An introductory unit designed to give a broad view of the time period dominated by increased contacts, feudalism and the Church.

Medieval Europe (c.590 – c.1500), An interactive, self-directed unit where students work in study groups, rotating through a variety of focal points. This is an innovative, student-centred unit designed to accommodate a variety of learning styles and more importantly, pose a challenge to each student to a wide variety of levels.

Shogunate Japan (c.794 – c.1867), Depth studies on the impact of feudalism and the role of the samurai in the development of Japan.

The Black Death in Asia, Europe and Africa (14th century plague), Depth study on the Black Death and the dramatic impact it had on every aspect of life throughout 14th Century Europe, Asia and Africa.

The Geography units studied are:

Landforms and Landscapes, is designed around the study of Carnarvon Gorge in preparation for the traditional trip to the Gorge on the Damascus Road Trip.

Changing Nations, A unit that focuses on urbanisation and compares population distribution in Australia to China and America, with an extra focus on international migration.

Assessment

Students undertake a combination of formal and informal, formative and summative assessment throughout the year. Examples of formal assessment items are a report, persuasive speech, portfolio and response to stimulus examinations. Students are often given a variety of methods to demonstrate their understanding of key concepts.

ELECTIVE COURSES

The following elective courses will be offered:

Economics & Business

Drama

Visual Arts

Japanese

Design Technology

Graphics

Home Economics

Information Communication Technology

Course Overview

Business Studies is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units are designed to introduce students to fundamental business concepts, including what it means to be an entrepreneur. The course will explore what it means to organise, manage, market and be productive in Business, as well as emphasising the importance of communicating effectively in a business environment using a range of business technologies.

Course Outline

The unit of work studied in Year 8 is:

Market System and Government

This unit introduces students to economics. It examines the market system and how the Government can influence the economy, from wages to welfare, to infrastructure, to international trade and immigration policies.

Assessment

Students will be assessed on: folio of work and an exam.

DRAMA

Course Overview

Drama is not simply a subject, but also a method...a learning tool. Furthermore, it is one of the key ways in which children gain an understanding of themselves and others (Neelands, 1992).

Drama is a dynamic art form that has been used to entertain, challenge, educate, understand, record and celebrate events all over the world for thousands of years. Studying Drama provides students with opportunities to create drama, to communicate ideas to an audience and to reflect on and evaluate drama.

This encourages and promotes the building of: communication skills; confidence and the ability to work and negotiate with others; problem-solving; empathy; critical and creative thinking; and engaging with the world around them. Students can apply these invaluable skills to a significant variety of further study areas and careers within the Arts and beyond.

Course Outline

The Australian Curriculum: The Arts includes five art subjects; one of which is Drama. Learning in Drama involves making and responding.

Students learn as artists, by making dramatic works that communicate to audiences. They learn as audiences, by responding critically to their own dramatic works and the works of their peers and professional artists. These actions are taught together as each depends on the other.

To influence the shaping of their own dramatic work and to develop the ability to critically analyse drama, students will view live theatre. All excursions are covered by the subject levy.

The unit of work studied in Year 8 is titled '*Fractured Fairy Tales*'. Students explore the historical storytelling of fairy tales and their role in society in sharing messages and morals within communities. Students will write their own Fractured Fairy tale script in groups. They will then rehearse and direct the scripts in small groups and present a polished performance to the class. This gives students the experience of creating, directing, rehearsing and presenting their own creative work. The lead up activities in the unit will expose students to theatre forms including freeze frames, improvisation, movement and voice, character work, and scenarios.

Assessment

Students are formally assessed on the following:

Forming – Group script

Presenting – Performance of student devised Fractured Fairy tale; group/practical

Responding – Analytical response to live performance, individual/written

Assessment is completed individually or in groups; however, students are always marked individually.

VISUAL ARTS

Course Overview

An education rich in the Arts ... is vital to students' success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender (National Education and the Arts Statement, 2007).

Visual art gives students the forum to explore Visual Art media, processes and techniques. Through their making and written tasks, students will develop skills, creative thinking and ways to express personal opinions. They will be encouraged to form and express opinions, discuss and display their own artwork and appreciate the work of other artists and cultures through individual and collaborative processes.

Art is an important factor in the life of every individual. Education through Art will better equip individuals to express themselves emotionally, intellectually, and practically, enabling them to make a positive contribution to society.

Current Art students say that Visual Art is:

- Fun and creative
- Expressing yourself
- Bounding ideas off each other and creating the unexpected
- Interesting workshops
- Being able to work in a new and creative space
- Opportunity for extension
- Freedom
- Hands on
- Gained confidence in my writing skills

Course Outline:

The foundation of the program is the Elements and Principles of Design. This gives you the language and the tools to help you develop your style and aesthetic in the Senior Years and beyond.

The artworks you will create are inspired by a variety of themes, allowing you to explore your own thoughts and feelings. Some examples of themes are still life and natural forms.

You get the opportunity to use lots of different materials and learn different skills. Some of these include: still life drawing; print making; acrylic paint; mixed media; clay and glazing.

Appraising tasks form the written component. They focus on the development of your ability to write and talk about your own and other's artwork. You will be encouraged to form and express opinions, discuss and display your own artwork and appreciate the work of other artists and cultures.

Your learning experiences are enhanced through:

- Visits to art galleries and cultural centres, such as galleries in Brisbane and the State Library
- Workshops with artist and creative professional

All material required in this course are covered by the subject levy. Students are responsible for their art and once assessed it is regarded as the property of the student.

Assessment:

Students are assessed on Making and Appraising (responding to and reflecting on artworks). Students are assessed individually and objectively according to the task and criteria.

JAPANESE

Course Overview

The Japanese program aims to assist students in gaining communicative proficiency and an understanding of other cultures and peoples. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the program and receive equal weighting in assessment. The study of Japanese at all levels makes it possible to view culture within its own terms of reference and to approach life's tasks with an insight gained from another language and culture.

Course Outline

The Year 8 course aims to expand students' knowledge of vocabulary and more advanced grammatical patterns. The topics studied include *Hobbies, Days and Dates and Daily Activities*. By the end of the year, students will have a working knowledge of the hiragana and katakana scripts and will be gradually introduced to some simple kanji. Cultural information will be integrated into each term also.

Students will use Obento Deluxe as the set text and each student will require their own copy of the Obento Deluxe Workbook to complete class activities. Students' learning is also enhanced through the use of technology such as individual iPads with Japanese applications and an online learning environment allowing students unprecedented freedom and flexibility to learn at their own pace both in class and at home.

Students considering the study of Japanese at Senior are encouraged to complete all four units of study in Years 8 to 10.

Assessment

Students are assessed on all 4 macro skills of Listening, Speaking, Reading and Writing during each semester.

DESIGN TECHNOLOGY

Course Overview

Design Technology is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to make practical projects. These projects will help develop the skills they need to prepare themselves for future employment, including skills that could enable them to carry out basic repairs, improvements and renovations. This subject will endeavour to engage and motivate our students by providing them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community and the world of work.

Course Outline

Students can choose one semester and will build upon the knowledge and skills relating to materials, tools, processes (design and industrial) and technology they have gained while completing Year 7 Industrial Technology and Design. The students will use specialised equipment to manipulate materials to complete set tasks. In doing so they will learn to read and interpret plans and to follow specific details to produce projects. An increase in industry practises, processes and design principles will be incorporated into students' projects but not so much as to exclude beginners.

Suggested Tasks

Materials (Wood) – lolly dispenser (mechanical systems)

Plastics – acrylic bowl (laser)

Metal – baking tray, teaspoon, wall pot hanger

Systems – skill toy

Wood/Plastic/Laser – desk organiser

This subject not only offers a pathway for the practically gifted students but also those students who demonstrate higher order thinking by actively engaging students in producing quality design solutions to identified problems or opportunities. Students will be given the opportunity to produce design solutions using technology processes in a practical manner using natural and fabricated materials, components and digital technologies. Students will spend substantial time engaged in developing process and production skills. Through the practical application of technologies, students develop manual dexterity, fine motor skills and coordination through hands-on activities.

Assessment

Students are assessed on: class tests; class practical work and assignments.

GRAPHICS

Course Overview

Graphics is about creating exciting solutions to real-world design problems and communicating these ideas and solutions graphically.

You will use a Design Process to explore the design problem, develop ideas, produce graphical products and evaluate your final solution.

Graphics contributes to your knowledge and skills of emerging technologies. It also develops communication, analytical and problem-solving skills, spatial cognition and visualisation, mathematical concepts, fine motor skills and higher order thinking.

Course Outline:

During the Graphics Course you will study the three professional domains of:

Graphic Design – 2D Graphic Design

Industrial Design – Product Design

Built Environment – Architecture, landscape architecture and interior design.

You will communicate your design processes and your solutions by utilising a range of graphical representations including: freehand sketches and drawings; technical drawings in 2D and 3D formats; existing and emerging technologies to produce digital graphical products and apply industry conventions where applicable.

Senior Subject Pathways

Junior Graphics is not a mandatory pre-requisite for Senior Graphics, however, developing skills in Junior Graphics would be advantageous if considering selecting Senior Graphics later.

Knowledge and skills acquired in the Graphics programme may also assist students in other subject areas such as Mathematics, Visual Art, Construction, Technology Studies, Science, Physics, Information Technology Systems, Manufacturing and Digital Media and Technology.

Software Programmes:

In addition to developing skills and knowledge in hand graphical principles and industry conventions, you will learn to use graphical software programmes such as Revit Autodesk, Inventor Autodesk, AutoCad, Photoshop, Adobe Illustrator and Paint. You may also get to use 2D Laser Cutters and 3D Laser Printers to produce your products in 3D.

Assessment

In Junior Graphics, assessment instruments mainly include design folios which record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions completed both by hand and digitally.

The three contextual design areas are assessed during the Course are as follows:

Unit 1- Built Environment Folio- Emergency Housing for Queensland Flood Victims using Shipping Containers

Unit 2- Industrial Design Folio - A new Lego product for Lego Australia

Unit 3- Graphic Design Folio- A new Logo Design for the ITD Building at Scarborough Secondary

HOME ECONOMICS

Course Overview

The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Home Economics provides students with the opportunity to: become an empowered, active and informed member of society; design social futures; contribute to the wellbeing of themselves and others; examine and take action on matters of personal and societal significance.

Course Outline

Students will cover the following topic:

The Adolescent – what are textiles; the many uses of textiles; purpose of textiles; fibre classification; woven textile construction; 4 functions of food; 5 food groups; 6 nutrients; grilling; boiling; whipping; creaming.

Assessment

Students produce a pair of pyjama pants and carry bag (individual/written and practical sewing task); students produce and evaluate an unseen recipe (individual/written and practical cooking task) objective and short answer test (individual/written).

Course Overview

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive game applications, robotic constructions and programmable assets or simulations of relationships between objects in the real and digital worlds.

Participants will build knowledge and skills in their programming experiences to include two general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual and team projects. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example, meeting legal obligations in an online environment.

Using Design Technologies, by the end of Year 8 students will have had the opportunity to create designed solutions in an engineering principles and systems/technologies context. Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling and following a DDE (Design, Develop and Evaluate) cycle. They use a range of symbols and technical terms to communicate their ideas.

Course Outline

The Australian Curriculum: Digital Technologies (F–10) comprises two related strands:

Digital Technologies knowledge and understanding – the information system components of data, and digital systems (hardware, software and networks)

Digital Technologies processes and production skills – using digital systems to create ideas and information, and to define, design and implement digital solutions, and evaluate these solutions and existing information systems against specified criteria.

Year 8 is currently an elective unit of study and involves the following topics:

Computer Systems – Introduction to electronics; data systems and networks

Programming Fundamentals – Game design and simple algorithms

Robotics Control and Programming Level 1

Digital Citizenship

Assessment

Assessment in this unit will include a terminology exam; development of a computer game; construction of a designed solution using electronic components; a programmed robot and a digital citizenship infographic.

