Welcome to Proserpine State High School

In Junior Secondary at Proserpine State High School, we strive to develop learners who challenge themselves and embrace opportunity, who can innovate and create and who can shape and define their future. We enable this through building positive relationships, ensuring the social emotional wellbeing of our students and encouraging our students to strive for success.

Our Junior Secondary Curriculum supports students in their transition from primary school to high school by providing them with a comprehensive program where students are engaged in learning utilising the Australian Curriculum. With our supportive teachers encouraging students to achieve to their potential, your child will develop as an independent learner with the knowledge and skills to engage in future learning and be productive and valued members of our wider community.

Our curriculum also caters for the diverse needs, interests and abilities of all learners with targeted programs for those experiencing difficulties in engaging in learning to extension programs for those students who require accelerated learning. Our Special Education Program provides specialised programs for students with disabilities. This combination of challenge and support will provide your child with every opportunity to be successful at Proserpine State High School.

Principal: Mr Don McDermid
Deputy Principals: Mrs Alison Rodgers, Mr Ian Dachs

Heads of Department:
- Business & Technology: Mrs Deb Brown
- English and LOTE: Mrs Corinne Raiteri
- Health and Physical Education: Mr Andrew Cox
- Home Economics: Ms Kellie Klupfel
- Humanities & Social Sciences: Mrs Glynis Nicolson
- Industrial Technology & Design (ITD): Mr Ben Whybird
- Mathematics: Mr Rod Wecker
- Science and Marine (Acting): Ms Michelle Wild
- The Arts: Mrs Jenny Napier
- Inclusive Education Services: Mrs Rosin Connolly
- Junior Secondary (Acting): Mr Rob Jenson
- Literacy & Numeracy: Mrs Jo Goodall

Guidance Officer: Mrs Sharon Rudinski
School Based Youth Health Nurse: Mrs Karen Dachs
Behaviour Support Teachers: Mrs Leanne Farr, Mr Chris Lane
Year 8 Coordinator: Mrs Maddy Thorburn
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WHY DO WE OFFER THE SUBJECTS WE DO?

The Junior Secondary School is designed to respond to the needs of the young adolescent in Years 7 to 9. This stage of adolescence is one of intense growth and change in the lives of young people and the school considers many developmental factors when planning for their learning.

Our junior school is founded on:

- An understanding of the nature of our adolescents
- Social development and building self-esteem
- Developing positive relationships amongst students and teachers
- Engagement in learning
- Considering the demands of a rapidly changing world
- Promoting the future leaders of our community.

AUSTRALIAN CURRICULUM

Australian Curriculum sets the curriculum (Year 7 – 10) at Proserpine State High School for English, Mathematics, Science, The Arts - Art, Drama and Music, and Humanities and Social Sciences - History, Geography, Economics and Business and Civics and Citizenship (although languages have not yet been included in the Australian Curriculum, it is a core subject requirement in schools Years 7 and 8).

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.
LITERACY AND NUMERACY SUPPORT

Specialised Literacy and Numeracy classes are provided to all Year 8 students. These lessons are offered once a week and are designed to support and enhance student abilities at all levels.

Support is available at Proserpine State High School for those students who have been recognised as requiring extra assistance in Literacy or Numeracy. Students who require this support are identified by their teachers as having failed to achieve a pass in their academic achievement, or have fallen below expected minimum standards in their Literacy and Numeracy testing, including Year 7 NAPLAN testing. These students will be encouraged to take part in additional literacy or numeracy classes.

An Intensive Reading program has been implemented to support Year 8 students with specific reading needs. This program is designed as one-on-one short sessions with a teacher skilled at teaching reading in secondary school.

Additional support offered by the Literacy and Numeracy Teachers include:

- assisting with differentiation of the curriculum to accommodate all students.
- supporting students in the classroom.
- supporting students with reading and comprehension
- supporting students who have English as a second language.

SUCCESS TOGETHER PROGRAM

The aim of the Success Together Program is to promote the wellbeing and success of each and every one our Junior Secondary students. The Success Together Program will be delivered to both Year 7 and Year 8 students for one 70 minute lesson per week. During this lesson, students will be involved in building resilience and tolerance, standing up to bullying, organisational skills, building success, positive attitudes, creative and higher order thinking and the appropriate use of digital devices.

This program has been developed to deal with the social emotional needs of the students and equip them with all the necessary knowledge and skills to help them achieve their potential.
PERSONALISED LEARNING – Literacy and Numeracy

To target our student’s individual needs, data is used to determine the strengths and weaknesses of each and every student within our Junior Secondary School.

Personalised Learning – Literacy and Numeracy comprises of two 70 minute lessons per week designed to offer students a holistic, engaging and highly personal learning experience. Based on data collected from diagnostic tests that your child will undertake, committed teachers will address those needs with comprehensive lessons that teach a whole range of fundamental literacy and numeracy skills in differentiated environment.

This is a unique experience to support their learning in a new and innovative way.

JUNIOR CURRICULUM - CORE

Junior students are expected to study the core subjects on a continuous basis from Year 7 to Year 10 (and a second language in Year 7 and Year 8).

Digital Technologies is a core subject in Years 8 and an elective subject in Year 9 and 10.

<table>
<thead>
<tr>
<th>These core subjects are:</th>
<th>Heads of Department</th>
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</thead>
<tbody>
<tr>
<td>Digital Technologies</td>
<td>Mrs D Brown</td>
</tr>
<tr>
<td>English and LOTE (Japanese)</td>
<td>Mrs C Raiteri</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Mr A Cox</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Mrs G Nicolson</td>
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<td>Mathematics</td>
<td>Mr R Wecker</td>
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<tr>
<td>Science</td>
<td>Ms M Wild</td>
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</tbody>
</table>

Junior Secondary students must complete one semester of Japanese in Year 8 to meet mandatory language requirements.

JUNIOR SECONDARY CURRICULUM – 21st CENTURY ELECTIVES

YEAR 8

All Year 8 students are asked to select six (6) foundation units. One of the electives must be from the Key Learning Area called The Arts. That is, choose one of Art, Drama OR Music. You may do all three if you wish but you must do one. The remaining electives are based on free choice. These electives will be studied for approximately 10 weeks each. Students should select these units on the basis of interest and aptitude.
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<th>YEAR 8 SUBJECTS</th>
<th>YEAR 9 SUBJECTS</th>
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<td>English</td>
<td>English</td>
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<td>English Extension</td>
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<td>Mathematics</td>
<td>Mathematics</td>
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<td>Mathematics Extension</td>
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<td>Science</td>
<td>Science</td>
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<tr>
<td>Humanities and Social Sciences</td>
<td>Civics and Citizenship History and Geography</td>
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<td>Civics and Citizenship History and Geography</td>
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<td>Economics and Business</td>
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<td>HPE</td>
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<td>Physical Education Extension</td>
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<td>LOTE</td>
<td>Japanese</td>
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<td>Success Together</td>
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<td>The Arts</td>
<td>Art</td>
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<td>Drama</td>
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<td>Music</td>
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<td>Technologies</td>
<td>Wood Technology</td>
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<td>Metal Technology</td>
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<td>Food Technology</td>
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<td>Health and Nutrition</td>
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<td>Textile Technology</td>
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<td>Business Studies</td>
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<td>Digital Technologies</td>
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CORE CURRICULUM SUBJECTS
DIGITAL TECHNOLOGIES

Subject Description
In this unit students will evaluate information systems that support learning and create an educational digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general purpose programming language eg Small Basic.

Students will apply a range of skills and processes in the production of digital solutions. They will:

- analyse data to model a real-life object or event, with consideration to gaming mechanics
- investigate how data including text, images and sound are represented in binary, and implications for game design
- define and decompose real-world problems, considering the functional, technical, social and usability constraints
- investigate how game mechanics influence user experience and apply those principles to the user experience design
- use algorithms including flow charts, storyboards and pseudo-code to design their solution
- test algorithms for accuracy
- evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including, innovation, risk and sustainability
- learn and apply project management techniques, such as resourcing, time, task identification, considering safety and sustainability and setting and applying protocols for collaborating online
- explore emerging technologies, such as virtual reality.

Course Content

<table>
<thead>
<tr>
<th>SEMESTER 1 OR 2</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERM 1 or 3</td>
<td>Assessment in Digital Technologies is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Knowledge and Understanding and Processing and Production Skills.</td>
</tr>
<tr>
<td>Get Serious About Games</td>
<td>Assessment is in the form of a project folio.</td>
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<tr>
<td>TERM 2 or 4</td>
<td>Resources/Stationery Requirements</td>
</tr>
<tr>
<td>Get Serious About Games (continued including assessment)</td>
<td>See Resource/Stationery Requirement List</td>
</tr>
</tbody>
</table>

Homework Requirements
Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements
Laptop needed for assessment and classwork
ENGLISH

Subject Description
Understanding how to deconstruct and analyse texts is an essential skill. Year 8 English focuses on developing student understanding of a variety of everyday texts and building their analytical, evaluative and creative skills so they can deconstruct or construct their own texts to suit different audiences, purposes and objectives.

Unit 1: Have the technological changes and consumer culture of the modern world made it more difficult for teens to develop their own identity? This question will be the hypothesis around which students will examine how technology and the media shapes who they are and where they fit in modern society.

Unit 2: Students explore how themes of personal and global significance are represented in a novel through the use of language and textual features. Students analyse the author’s purpose and justify their point of view about how the author constructs characters, theme and events to position the reader.

Unit 3: Students listen to, read and interpret literary texts about and from Aboriginal and Torres Strait Islander histories and cultures. They select a text and examine how it represents Indigenous perspectives and justify its use in teaching children about Indigenous values and beliefs.

Unit 4: Students view and analyse classic fairy tales (print and film versions), examining their features and purposes. They compare these texts with “fractured” versions which place a modern spin on the classic tale. Students write and illustrate their own fractured fairy tale for a young audience.

Course Content

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<tr>
<th>SEMESTER 1</th>
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<tr>
<td>TERM 1</td>
<td>TERM 2</td>
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<tr>
<td>Who Am I?</td>
<td>Significant Issues: A Novel Study</td>
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<tr>
<td>TERM 3</td>
<td>TERM 4</td>
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<tr>
<td>Indigenous Perspectives</td>
<td>And They Lived Happily Ever After?</td>
</tr>
</tbody>
</table>

Assessment Summary
Assessment in English is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and Understanding and Reasoning.

Types of assessment may include:

INSTRUMENT 1
Persuasive written – Persuasive exposition

INSTRUMENT 2
Imaginative written – Journal entries

INSTRUMENT 3
Informative written – Analytical essay

INSTRUMENT 4
Persuasive multimodal – Critical evaluation

INSTRUMENT 5
Imaginative multimodal – Illustrated short story

Homework Requirements
Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
HEALTH & PHYSICAL EDUCATION

Subject Description
Health and Physical Education is a core subject that includes both practical and theory units. It aims to teach movement skills and physical activities to enhance student health and wellbeing. In year 8 students choose from a variety of sporting options learning about the benefits of physical activity and the key role it plays on their health. Students refine, develop and perform skills in the various sports, athletics and gymnastics options with a focus on their personal best and maximising improvement.

In theory students record and analyse their own personal diet and make comparisons to healthy dietary and activity principles. They examine values, self-esteem, and the issues around relationships, alcohol, tobacco and sexuality. The focus is developing knowledge and skill to make informed decisions, be assertive, emotionally resilient and aware of consequences of their choices.

Course Content

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<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td><strong>TERM 1</strong></td>
<td><strong>TERM 3</strong></td>
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<tr>
<td>Gymnastics</td>
<td>A Matter of Balance – Diet and Nutrition</td>
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<tr>
<td>Health and Fitness Testing</td>
<td>Winter Games and Sports</td>
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<tr>
<td><strong>TERM 2</strong></td>
<td><strong>TERM 4</strong></td>
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<tr>
<td>Sun Safety</td>
<td>Making Healthy Choices</td>
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<tr>
<td>Athletics</td>
<td>– Drugs and Sexuality</td>
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<td>Summer Games and Sports</td>
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</tbody>
</table>

Assessment Summary
Assessment in Health & Physical Education is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:
- Self-monitoring and evaluation
- Practical assessment of performances
- Practical assessment of skills in class
- Written assignment
- Written exam

Homework Requirements
Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
Subject Description

HISTORY in Year 8 provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 – 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

GEOGRAPHY in Year 8 provides a study of the natural and human world we inhabit with particular focus on natural hazards and urbanisation.

‘Landforms and Landscapes’ focuses on investigating landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

‘Changing Nations’ investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography.

CIVICS AND CITIZENSHIP provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Course Content

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<thead>
<tr>
<th>SEMESTER 1</th>
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<tbody>
<tr>
<td>TERM 1 History</td>
<td>TERM 3 Geography</td>
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<tr>
<td>The Western and Islamic World</td>
<td>Landforms and Landscapes</td>
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<td>Changing Nations</td>
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<tr>
<td>TERM 2 History</td>
<td>TERM 4 Civics And Citizenship</td>
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<td>Shogunate Japan</td>
<td>Exploring influences that</td>
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<td>OR</td>
<td>shape citizenship in</td>
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<tr>
<td>The Spanish Conquest</td>
<td>Australia’s democracy</td>
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</table>

Assessment Summary

Assessment in Humanities and Social Sciences focuses on two strands: Knowledge and Understanding and Skills.

Types of assessment may include:
- History
  - Research assignment
  - Test
- Geography
  - Short response/response to stimulus test
  - Report
- Civics and Citizenship
  - Participatory Action

Homework Requirements

Students will have set activities related to classwork and assessment to complete.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
<table>
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<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
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<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
<td><strong>Assessment in Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical Skills, Knowledge and Understanding and Reasoning.</strong> Types of assessment may include:</td>
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<tr>
<td>TERM 1</td>
<td>Tests</td>
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<td>Integers</td>
<td>Assignments</td>
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<td>Fractions</td>
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<td>Decimals</td>
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<td>PIMDAS</td>
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<td>Percentages</td>
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<td>Terminating and recurring numbers</td>
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<td>Irrational numbers</td>
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<td>Index laws</td>
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<td>Pre-algebra</td>
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<td><strong>SEMESTER 2</strong></td>
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<td>TERM 3</td>
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<td>Data representation and interpretation</td>
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<tr>
<td>Geometry</td>
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<td>Area and volume</td>
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<td>Congruency in triangles</td>
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<td>Properties of quadrilaterals</td>
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<tr>
<td><strong>SEMESTER 1</strong></td>
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<td>TERM 2</td>
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<td>Time</td>
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<td>Probability</td>
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<td>Converting units</td>
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<td>Perimeter</td>
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<td>Distributive law</td>
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<td>Highest common factors</td>
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<td>Factorising</td>
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<td><strong>SEMESTER 2</strong></td>
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<td>TERM 4</td>
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<td>Rations</td>
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<td>Cartesian number plane</td>
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<td>Graphing linear equations</td>
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<td>Solving linear equations</td>
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<tr>
<td>Word problems involving equations</td>
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</table>

**Homework Requirements**  
Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**  
See Resource/Stationery Requirement List  
Laptop needed for assessment and classwork.
### Subject Description

In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

### Course Content

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<tr>
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<tr>
<td><strong>TERM 1</strong></td>
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<td>PHYSICS</td>
<td>BIOLOGY</td>
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<td>Biology of Life</td>
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<td><strong>TERM 2</strong></td>
<td><strong>TERM 4</strong></td>
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<tr>
<td>CHEMISTRY</td>
<td>EARTH SCIENCE</td>
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<tr>
<td>Chemistry of Common Substances</td>
<td>Rocks in My World</td>
</tr>
</tbody>
</table>

### Assessment Summary

Assessment in Science is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Science Understanding and Science Inquiry Skills. Types of assessment may include:
- Written examination
- Experimental Investigation
- Research task

### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
21st CENTURY
ELECTIVE
CURRICULUM
SUBJECTS
# ART

**Subject Description:**

**Movement through Time and Space**

The 10 week course will be an exploration of art. Students will take inspiration from artists of the past. How artists create movement and space will be the main focus.

Area of study will/could include:

- drawing
- painting
- ceramics
- collage
- responding
- reflecting

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<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
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<tbody>
<tr>
<td>Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.</td>
<td>Assessment in Art is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. <em>Making and Responding</em>. Types of assessment may include:</td>
</tr>
<tr>
<td>Movement Through Time and Space</td>
<td>- Journal recording research and development of skills and knowledge</td>
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<td>- Written responding task</td>
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<td>- Resolved artwork</td>
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<td></td>
<td>- Written self-reflection</td>
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</tbody>
</table>

**Homework Requirements**

Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

Students require a spiral bound A4 journal and a pencil case with basic supplies.
# BUSINESS STUDIES

## Subject Description
The aim of this unit is to have students develop an understanding of the way to manage money.

The course will move from the concept of what money is and ways of earning it, to money management techniques, the pitfalls of credit, payment options and ways of increasing ones wealth.

These concepts are applied to their assessment, an online financial literacy game called ESSI Money (standing for Earning, Saving, Spending and Investing).

Through a ‘virtual reality’ that simulates 6 months, students achieve an understanding of how decisions made throughout a time period can have both positive and negative impacts on their financial situation. It allows students to practise real life financial transactions and experience the consequences in a fun and challenging way. This assessment allows students to demonstrate an understanding of the basic concepts surrounding financial management in the areas of Earning, Saving, Spending and Investing – ESSI!

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Assessment Summary</th>
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</thead>
<tbody>
<tr>
<td>Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.</td>
<td>Students are assessed on their ‘Knowledge and Understanding’ of financial matters. Results are based on the responses in the student’s log book that is completed while participating in the online ESSI money program.</td>
</tr>
<tr>
<td>Money Matters</td>
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</tbody>
</table>

## Homework Requirements
Students will have set activities related to classwork and assessment to complete.

## Resources/Stationery Requirements
- See Resource/Stationery Requirement List.
- Laptop needed for assessment and classwork.
- Internet access at home will assist with assessment completion.
## DRAMA

### Subject Description

**Voyaging**
- Group dynamics
- Movement / Mime
- Voice and speech techniques
- Verbal dynamics
- Images / Freeze Frames
- Appropriate audience behaviour
- Listening, relaxation and concentration techniques
- Levels of role
  - role taking
  - role play
  - role creation
- Past and present contexts
- Indigenous perspectives
- Relationships and role
- Developing and accepting role
- Basic stagecraft

### Course Content

<table>
<thead>
<tr>
<th>Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voyaging into a New World</td>
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<tr>
<td>Voyaging Through Night and Day</td>
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</tbody>
</table>

### Assessment Summary

Assessment in Drama is designed to enable students to demonstrate achievement in forming drama, presenting drama and responding to drama.

Types of assessment may include:

**Task A**
- Forming: Movement and sound group presentation

**Task B**
- **Responding:** Analysis of how aspects of roles and relationships have been combined to convey dramatic meaning in the Indigenous play *Honey Spot* by Jack Davis.

### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
FOOD TECHNOLOGY

Subject Description

INTRODUCTION TO FOOD TECHNOLOGY

Students develop the knowledge, understanding and skills to make healthy choices about food and nutrition. They will learn to apply nutrition knowledge through the design and preparation of food for a specific purpose and consumer through a design brief. This unit promotes “Healthy Eating” through the selection and preparation of quick nutritious snacks.

Students will:
- make healthy snack choices
- demonstrate basic cookery skills, fine motor skills and manipulation of materials
- use a variety of kitchen equipment in a safe, hygienic manner
- evaluate own dietary and food preparation skills.

When students identify and evaluate the design brief, generate ideas and concepts; and create solutions, they give consideration to sustainability through economic, environmental and social impacts.

Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

| Introduction to Food Technology |

Assessment Summary

Assessment in Food Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Design and Technologies, Knowledge and Understanding and Processes and Production Skills.

Types of assessment may include:
- Practical design project/s
- Research
- Collection of work
- Supervised assessment.

Homework Requirements

Students are required to buy ingredients for weekly cooking and their practical assessment task. Weekly homework includes writing out recipe cards and organising ingredients. Practical components are completed in class time with written tasks, including assessment, set for homework.

Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

Students will be required to provide ingredients for weekly practical tasks and final practical assessment task. Students will require a suitable (clearly named) container each week to take cooking home in.
# GRAPHICS

## Subject Description
This unit introduces the essential skills and knowledge used in the study of graphics. Students use a combination of drawing equipment and computer programs.

Students will utilise drafting equipment including C.A.D. to produce 3D models, orthographic projections and pictorial representations.

Students will:
- develop motor skills required to manipulate basic graphics equipment and materials
- develop a basic understanding in the areas of:
  - Orthographic Projection (technical)
  - Pictorial Views (isometric, oblique)
  - Production of drawings using Computer Aided Drafting (C.A.D.).

## Course Content

| Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year. |
| Introduction to Graphics |

## Assessment Summary

Assessment in Graphics is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Knowledge and Understanding of Design Technologies and Process and Production Skills.

Types of assessment may include:
- Class work
- Assignment

## Homework Requirements

N/A

## Resources/Stationery Requirements

See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
<table>
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<th>JAPANESE</th>
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**Subject Description**
All students will ideally achieve competency in the basic script of HIRAGANA and some basic KANJI and then use these to communicate about themselves in Japanese.
Throughout the course, students will learn about traditional arts and crafts (origami, traditional dressing, calligraphy, cooking and using chopsticks, ikebana, martial arts, Japanese cartoons).

**Course Content**
- Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.
- Culture about Japan (Sport, religion, food, location, life of Japanese people, etc.)
- Asking about and identifying things (e.g. classroom objects, things in the home).
- Self-introductions (age, address, year levels, greetings, telephone numbers).

**Assessment Summary**
Assessment in Japanese is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and Understanding and Reasoning.
Students will be assessed on the four basic language skills once in the term:
- Listening – 20 minute test
- Reading – 25 minute test
- Speaking – 5 minute prepared oral done in pairs
- Writing – 35 minute test

**Homework Requirements**
Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**
See Resource/Stationery Requirement List
Laptop needed for assessment and classwork
### PHYSICAL EDUCATION

**Subject Description**
This introductory unit will examine the major body systems skeletal, muscular, circulatory, respiratory and nervous systems.

Practical will be two seasonal games and sports chosen from touch football, basketball, volleyball and golf.

Students should be able to:
- recall and describe the structure and function of the skeletal, muscular, circulatory and respiratory systems
- understand and explain how the systems function together in the body
- develop and perform skills in the chosen sports.

### Course Content

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**An Introduction to Body Systems**

### Assessment Summary
Assessment in Physical Education is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:
- Theory – written exam (Week 8)
- Practical – skill performance and game play

### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
## METAL TECHNOLOGY

### Subject Description
This unit is aimed at developing basic knowledge, understanding of metal materials through practical skills using hand and power tools.

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from metal materials.

By completing this unit, students will:
- understand safe operating procedures
- demonstrate an understanding of the design process and drawing interpretation
- demonstrate correct marking out, cutting, folding and joining techniques in sheet and solid metal
- evaluate their own work.

### Course Content

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<tr>
<td>Introduction to Metal Technology</td>
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### Assessment Summary

Assessment in Metal Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Knowledge and Understanding of Design Technologies and Process and Production Skills.

Types of assessment may include:
- Practical projects
- Theory test

### Homework Requirements

Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for Onguard Safety Program
## MUSIC

### Subject Description
An introductory course in the study of music. Students will develop their listening skills, creative ability and performance skills through a variety of musical activities including:

- performing chosen pieces on keyboard/guitar
- basics of music theory
- getting to know and play the instruments of the orchestra
- aural work.

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<td>- Reading music in treble and bass clefs</td>
</tr>
<tr>
<td>- Keyboard skills</td>
</tr>
<tr>
<td>- Duration of notes and rests</td>
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<tr>
<td>- Scales</td>
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<tr>
<td>- Rhythmic dictation</td>
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<td>- Guitar skills</td>
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<tr>
<td>- Song Lyrics</td>
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<tr>
<td>- Instruments in the Orchestra</td>
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</tbody>
</table>

### Assessment Summary
Assessment in Music is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Practical skills, Knowledge and understanding and Reasoning.

Types of assessment may include:

- Practical performance
- Music theory
- Aural exam

### Homework Requirements
Students will have set activities related to classwork and assessment to complete.

### Resources/Stationery Requirements
See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
## TEXTILE TECHNOLOGY

### Subject Description

**INTRODUCTION TO TEXTILE TECHNOLOGY**

Students are actively engaged in the processes of creating designed solutions. This course develops introductory skills to work with textiles and the design process.

Students will:
- investigate and generate design ideas and plan a textile project to meet a design brief
- develop process and production skills e.g. master basic machining skills and textile equipment, construction through sewing techniques
- develop, create and evaluate their meeting the needs of given design brief.

### Course Content

Elective subjects are only 1 term in length and run, depending on demand and staff availability, throughout the year.

<table>
<thead>
<tr>
<th>Introduction to Textile Technology</th>
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### Assessment Summary

Assessment in Textile Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. Design and Technologies *Knowledge and Understanding* and *Processes and Production Skills*.

Types of assessment may include:
- Practical design project/s
- Research
- Collection of work
- Supervised assessment.

### Homework Requirements

Students are required to purchase materials and equipment for own personal textile project/s. Practical components completed in class time with written tasks, including assessment, set for homework.

### Resources/Stationery Requirements

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork

Students will be required to provide fabric along with a basic sewing kit **clearly named** in order to complete the unit along with a **clearly named** container to store garment and equipment.
**WOOD TECHNOLOGY**

**Subject Description**
This is an introductory unit encompassing the basic skills involved in working with wood and some plastic material. Students will be instructed in the safe and correct use of hand tools with some limited use of machinery.

Students will learn safe operating procedures for hand and power tools and use this knowledge to produce basic designs from wood and plastic materials.  

After completing this unit, students should be able to:
- understand safe operating procedures
- plan, design and appraise projects in wood, ply and plastic
- perform simple hand and machine operations
- interpret technical drawings and evaluate their own designs.

**Course Content**

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**Assessment Summary**

Assessment in Wood Technology is designed to enable students to demonstrate achievement in all aspects of the objectives, i.e. *Knowledge and Understanding of Design Technologies and Production Skills*.

Types of assessment may include:
- Practical projects
- Theory test

**Homework Requirements**

Students will have set activities related to classwork and assessment to complete.

**Resources/Stationery Requirements**

See Resource/Stationery Requirement List

Laptop needed for assessment and classwork
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