



CALOUNDRA CITY PRIVATE SCHOOL



# ACADEMIC COURSES HANDBOOK YEARS 7 & 8

**TABLE OF CONTENTS**

<b>Junior to Senior Schooling .....</b>	<b>3</b>
<b>The next generation of learners .....</b>	<b>3</b>
<b>Student success.....</b>	<b>4</b>
<b>Years 7 and 8 curriculum.....</b>	<b>5</b>
<b>Digital Technology .....</b>	<b>6</b>
<b>English .....</b>	<b>7</b>
<b>Enterprise Education, Hospitality and Tourism.....</b>	<b>8</b>
<b>Health and Physical Education .....</b>	<b>9</b>
<b>Humanities .....</b>	<b>10</b>
<b>Japanese.....</b>	<b>11</b>
<b>Mathematics .....</b>	<b>12</b>
<b>Media Arts.....</b>	<b>13</b>
<b>Music.....</b>	<b>14</b>
<b>Science.....</b>	<b>15</b>
<b>Visual Art .....</b>	<b>16</b>

## ***A SMOOTH TRANSITION FROM JUNIOR TO SENIOR SCHOOLING***

In the traditional Queensland school structure, Years 7 and 8 mark a defining stage in a young person's educational and developmental journey as the end of primary schooling and the student embarks on secondary education. This transition occurs at a time when young adolescents are also experiencing rapid changes intellectually, physically and emotionally on the often-bumpy road from childhood to adulthood.

The transition from Junior School to Senior School is an exciting time for students as they commence the next stage in a lifelong educational journey. The focus in Years 7 to 8 is to create a learning environment that is supportive and appropriate for these students. We aim to create an environment and academic program that encourages and supports the intellectual, physical, social and psychological growth of all students. Growth in each of these areas does not occur in isolation or at a steady and predictable rate, therefore we provide an atmosphere that encourages supportive student-teacher relationships and a child-centred approach to learning.

Teachers at Caloundra City Private School have a genuine commitment to providing a positive environment to support young students on the journey to discover who they are and how they relate to the world by providing the necessary guidance and boundaries required to foster positive decision-making. As educators, we recognise the need to design and provide programs and structures that will assist students in making connections between the academic curriculum and the world in which they live.

We aim to develop in our students a love of learning and to provide them with opportunities to engage in their learning while continuing to develop a positive self-image and to foster academic, social and personal growth into the future.

Some of the practical ways in which we support students is through a vertical House group and a Home Room where they receive support from a Head of House for all of their senior years, as well as have the support and guidance of the older students in their House.

Secondly a well-organised classroom environment and a well-designed curriculum can significantly improve students' engagement with the learning process, their sense of wellbeing; and their level of confidence. Our small student cohort enables students and teachers to develop strong working relationships and to know and understand each other. Furthermore we are able to teaching across traditional subjects, integrate, and make links and this help students break down the boundaries that often develop between subjects in the senior years. This allows a focus on the skills our students will need as they head into the future.

## ***A FOCUS ON WHAT NEXT GENERATION LEARNERS NEED***

### **A Global Perspective**

An ability to communicate with people from other cultures will be an essential ingredient for our students. Communication means more than the ability to speak foreign languages. The essential ingredient is cultural sensitivity. Students need to understand why people from other cultures do things differently and see these as a great opportunity to learn and grow their own perspectives.

### **A Futures (or Change) Orientation**

One of the biggest paradigm-shifts in the modern world concerns the nature of the status quo. The last generation expected stability. Change was unusual and often resisted. Today, change is the norm. 'Change' is the status quo! At first glance, this is an alarming statement, but it need not be if we add the element of principle-centeredness to the formula. The idea is that we prepare students to embrace changes that align with their principles and reject those that are in conflict. The preparation is, therefore, multi-dimensional. We must involve students in personal reflection and values clarification before establishing one's principles. Another involves equipping students with skills to analyse, synthesise and extrapolate from events.

### **A Capacity to Work in Teams**

Teamwork is not the same as 'group work'. Teams have a particular blend of skills and approaches that allows them to create more than the sum of their parts. Team members appreciate the unique contribution made by people with different outlooks and skills. There are a number of different types of teams, but the most challenging and appealing is the 'self-managed team', the characteristics of which include the capacity to set direction, assess performance, identify and harness strengths and weaknesses of team members and manage resources.

### **The Ability to Apply Knowledge**

Individuals need an opportunity to contribute in the workplace and in the general community. Application of knowledge need not always involve the production of tangible items. Finding solutions to intangible problems for example and creating works of art also fit this picture. How many times have we heard students ask about the 'use' of certain work/study? How many times have we asked the same question ourselves? Why are we hooked on the idea that 'academic' subjects are not meant to be practical?

### **An Interdisciplinary Perspective including STEAM (Science Technology Engineering Art Mathematics)**

It is Drucker, an ecologist who calls for the blending of 'knowledges' into 'knowledge'. His argument is that one cannot truly understand with blinkers on. He recognises that there is room for specialisation, but one must be able to seek the contributions of other disciplines in developing 'understanding'. This is why STEAM, project-based learning and a focus on entrepreneurial skills is so important and also promote and value creativity.

### **Imagination and Creativity**

We need to respond to the claim that little children are naturally imaginative and creative, and we then teach it out of them. Our aim instead is to treasure and develop this creativity. The value of learning to be creative cannot be underestimated. Creativity is multidisciplinary (includes many different subjects.) It allows students to build confidence in expressing themselves, their ideas, promotes thinking and problem-solving, gives a sense of purpose and feelings of accomplishment and pride.

### **Literacy, Numeracy and Communication Skills**

This refers to the three R's (Reading, Writing and Arithmetic) and an appreciation of the language of Science and Technology. Students should also have an appreciation of foreign languages, though this need not involve many years of study. The ability to communicate ideas, feelings and knowledge are crucial for success. Verbal and non-verbal communication skills should develop hand-in-hand with knowledge, skills and personal awareness.

### **Personal Mastery and Character-based Leadership**

We set ourselves the task of producing authentic leaders. The business world is looking for people with these qualities. It fits very much with the notion of being change orientated and principle centred. The three characteristics of leaders include 'integrity' (the ability to make and keep meaningful promises), 'maturity' (the ability to tell the truth without offending others) and 'abundance mentality', a preparedness to recognise the contribution of others.

### **Life-long Learning (Learning Networks)**

We must encourage students to see learning as a life-long process and year levels simply as staging posts. The key ingredients here are an interest in all fields of knowledge and a genuine enjoyment of learning. We must also encourage our students to see that learning goes beyond the teacher and the classrooms. There are opportunities to learn everywhere.

## ***STUDENT SUCCESS***

### **Student Success = 5Rs**

We focus on maintaining student success during this time of developmental change. This is possible by using the development units of work, which aim to enhance student success through engaging, authentic and relevant education experiences that promote the following:

#### **Resilience**

Successfully managing change, being adaptable, realistic and proactive in approaches to problem solving.

#### **Relationships**

Cooperative and collaborative learning, teamwork, sense of belonging, feeling valued and supported, tri-partnership between school-home-student.

#### **Rigour**

High expectations of student effort and achievement, opportunities to develop understanding and achieve educational outcomes.

#### **Relevance**

Experiences and content that is relevant and engaging to young adolescents with a focus on their place and responsibilities in a global community.

#### **Responsibility**

For self and actions, decision-making, leadership opportunities, personal choice.

## **YEARS 7 AND 8 CURRICULUM**

The curriculum offered in Years 7 and 8 provides opportunity for students to access a wide range of subjects, spanning the nationally recognised Key Learning Areas (KLAs) of English, LOTE (Languages Other Than English), History, Geography, Economics, Civics and Citizenship), the Arts, Mathematics, Science, Technology and Physical Education. Curriculum design centres on the spirit of investigation with students introduced to new and exciting subject offerings, as well as new academic routines.

Digital Technologies, English, Humanities, Languages other than English (LOTE), Mathematics, Physical Education and Science are considered essential subjects and will be undertaken by **all** students. Students will also rotate through semester units across Years 7 and 8 in Drama, Media Studies, Music and Visual Art.

The subjects offered are grouped under two categories **Core** and **Additional**. Core and Additional Activities are studied/completed by all students. Specific information on each subject is contained within this handbook.

### **Core Subjects**

The Core subjects consist of:

- Digital Technologies
- English
- Enterprise Education, Hospitality and Tourism
- Health and Physical Education
- Humanities (History and Geography)
- Japanese
- Mathematics
- Media Arts
- Music
- Personal Development
- Science
- Visual Art and Photography

### **Additional Activities**

In addition to the *Core* subjects described above, **all** students in Years 7 and 8 will participate in *additional* activities, as listed below:

- Assembly
- Sport
- Form
- Year Level and House Group Meetings

These additional activities and teachers will also play an integral role in your child's development and learning.

## **DIGITAL TECHNOLOGY**

Digital Technologies focuses on existing and emerging technologies that will be essential for students as they transition into an increasingly digital economy. Creativity and problem solving are developed through tasks that enable students to apply new skills.

The emphasis for Digital Technologies is creation. Rather than only consuming content, students need to be able to create content and solutions. Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. This subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be presented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

The technology concepts that we cover include:

- Digital Systems, including Networks;
- Databases, Spreadsheets and structured query language;
- Digital Citizenship;
- Data collection and analysis;
- Three-Dimensional modelling and printing;
- Augmented reality;
- Video creation;
- Digital Game Creation;
- Online communication;
- Coding (block-based and language-based).

### **Assessment**

Assessment tasks may include:

- Examinations;
- Projects;
- Creating a portfolio of work;
- Creating digital content and interactive experiences;
- Building solutions with hardware;
- Self and peer evaluation
- Collaborative group projects.

## **ENGLISH**

*English is a compulsory subject for all students in Years 7 and 8. Units are designed to engage and enthuse students, and follow the Australian National Curriculum in English.*

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Here at Caloundra City Private School, teachers bring these three strands to life, immersing and engaging students in listening, reading, viewing, interpreting, evaluating and performing the arts of Language, Literature and Literacy.

In Years 7 and 8, students communicate 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.

Students engage with a variety of texts for enjoyment. These include various text types: early adolescent novels, picture books, newspapers, magazines and digital texts, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

### **Pathways**

A course of study in English can establish a basis for further education and employment in various fields, including but not limited to: radio and film/television, journalism, law, education, politics, administration and writing/publishing.

### **Assessment**

Assessment will be continuous and can take the form of Reading and Viewing, Writing and Shaping, and Speaking and Listening (ACARA, 2020). All assessment tasks aim to give students a realistic opportunity to demonstrate understanding in a variety of genres and to a range of audiences. Students will create and craft a range of imaginative, informative and persuasive text types. For example: narratives, performances, and literary analyses. Students are expected to complete drafts, and seek and respond to parent, peer and teacher feedback in an attempt to develop their ideas and editing skills.

## ***ENTERPRISE EDUCATION, HOSPITALITY AND TOURISM***

Enterprise, Hospitality and Tourism introduces students to the world of business, economics, tourism, and hospitality through practical topics and investigations. It allows students the opportunity to be innovative, creative, take risks and manage them, to have a can-do attitude and the drive to make ideas happen.

Tourism is one of the most important industries in our local area. Tourism impacts on almost every other business. Students will develop an understanding of the tourism components and its impact in our local area.

Additionally, students will learn the practical skills of hospitality, inclusive of hygiene, practical food preparation skills and safety.

Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

Enterprise, Hospitality and Tourism gives students the opportunity to develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups.

The emphasis is on personal, community, national or regional issues or events.

### **Pathways**

A course of study in can establish a basis for further education and employment in the fields of small business owner, project manager, marketing manager, tourist guide, travel agent, chef, waiter, and so on.

### **Assessment**

A variety of assessment instruments will be used, and may include short and extended responses, assignments, responses to stimulus material and research assignments, projects and expos.



## **HEALTH AND PHYSICAL EDUCATION**

*Health and Physical Education is a compulsory subject for all students in Years 7 and 8. Students in Years 7 and 8 follow the Australian National Curriculum in English.*

In Health and Physical Education students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

### **Topics:**

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities.

### **Pathways**

A course of study in Health Physical Education can establish a basis for further education and employment in human movement-related fields of teaching, exercise science, health-related careers, recreation officer, sports coaching, physiotherapy, sports administration, paramedic, occupational therapy, nursing and medical careers, personal training, strength and conditioning, sports journalism, sports psychology, sports statistics and program analysis.

### **Assessment**

All units are assessed throughout the duration of the course. Practical activities are assessed throughout the unit, and in a more formal process at the end of the unit. Aspects in skill development and performance and movement patterns are observed in modified and authentic environments. In addition, students are assessed on the understanding of rules, safety and cooperation with others.

## **HUMANITIES**

*Humanities is a compulsory subject which follows the Australian National Curriculum for History, Geography and Civics and Citizenship, for all students in Years 7 and 8.*

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

**The Year 7 History curriculum** provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

**The Year 8 History curriculum** 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.

**The Year 7 Geography curriculum** includes two units of study: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. 'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

**The Year 8 Geography curriculum** includes two units of study: 'Landforms and landscapes' and 'Changing nations'. 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. 'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution.

**The Year 7 Civics and Citizenship curriculum** provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's secular system of government supports a diverse society with shared values.

**The Year 8 Civics and Citizenship curriculum** 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.

### **Pathways**

A course of study in Humanities can establish a basis for further education and employment in the fields of education, foreign relations, international diplomacy, property development, economics, business management, law, politics, stockbroking, architecture, engineering, tourism, social work, librarian, journalism, environmental management, conservation, museum curator, historian.

### **Assessment**

Assessment tasks may include: Response to Stimulus and Short Response Tests; Practical Tasks; Research Tasks; Tests / Quizzes; Multimodal Presentations; Extended Responses / Reports; and Debates and Discussions.

## **JAPANESE**

*Languages are a compulsory subject for all students in Years 7 and 8. Students in Years 7 and 8 follow the Australian National Curriculum.*

Learning a foreign language widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development by developing students' problem-solving skills, memory and decision-making skills.

For Australia, the countries of the Asian region are of critical importance. Japan is one of our closest neighbours and still one of our most important trading partners. The Sunshine Coast is also a popular holiday destination for Japanese tourists. Studying Japanese offers an opportunity for students to appreciate the uniqueness of Japanese cultural while learning about similarities of modern Australian and Japanese societies.

### **Course Information**

The Years 7 and 8 Japanese programs are designed to enhance students' Japanese proficiency and provide students with opportunities to reflect on their own identity and culture. Students are exposed to a variety of authentic Japanese situations and will develop their communication skills as a global citizen.

Students learn basic Japanese that includes:

- greetings
- introducing themselves
- describing people and places
- talking about their typical school day
- ordering food at a restaurant
- talking about their experience

### **Pathways**

Even partial knowledge of a foreign language is desirable for potential employees in any sector; particularly give the global community in which we now live.

A course of study in Japanese can establish a basis for further education and employment in the fields of flight attendant, translating, interpreting, government diplomacy, tourism industry, travel consultancy, defence force, intelligence, Interhouse business and law, journalism, teaching, international trade (import/export), construction and mining sectors.

### **Assessment**

Students will be assessed on Reading, Writing, Speaking and Listening.

## **MATHEMATICS**

*Mathematics is a compulsory subject for all students in Years 7 and 8. Students in Years 7 and 8 follow the Australian National Curriculum.*

Mathematics plays an integral role in the holistic development of the individual, enabling them to respond effectively to the demands of a rapidly changing society. Mathematics helps students prepare to face these challenges by developing higher order thinking processes so they can respond appropriately to the challenges of unfamiliar situations, different contexts or even conflicting data or information.

Learning mathematics 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.

### **Content Structure**

The course is organised around the interaction of three content strands and three proficiency strands;

The content strands are:

- number and algebra,
- measurement and geometry,
- and statistics and probability.

The proficiency strands are *understanding, procedural skills, problem-solving* and *reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

For further details, visit the ACARA website [www.acara.edu.au](http://www.acara.edu.au)

### **Assessment**

Assessment tasks may include:

- Written Examinations;
- Practical Investigations;
- Written Assignments or Reports;
- ICT Tasks.

### **Pathways**

A course of study in Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, teacher, social science and the arts.

## **MEDIA ARTS**

The media plays a significant role in the lives of teenagers. Media literacy has been identified as a critical skill needed to interpret and understand the influence of the media on shaping behaviour, social norms and trends.

Throughout the Media course students engage in two main areas of study: Making and Responding. Through creating a variety of professional media products, such as music videos, advertisements, documentaries, news broadcasts and short films, students gain a practical understanding of how the media works.

Technically, students learn to operate Adobe Premiere (digital editing software), employ special effects such as the green screen, and use their mobile phones to film original footage to create new and exciting media productions.

The course aims to develop a young person's ability to:

- communicate information and ideas individually or as a team;
- create for a purpose and produce for an audience;
- be innovative and entrepreneurial
- use and explore technology
- persevere through to completion which requires being self-directed and self-assured;
- be critical of what they see, hear or read.

The course content includes a range of aspects. Listed below are examples of the types of activities students may be involved in during Media Arts in Years 7 and 8.

- analysing and deconstructing news, television programs and stereotypes;
- examining the role of media;
- photographing people and objects and creating storyboards;
- recording voice-overs;
- constructing characters and writing scripts;
- focussing on the history of film and analysing important films/filmmakers;
- designing brochures and posters;
- advertising media products;
- experiencing with filming techniques;
- editing images and sound;
- using a range of technologies to design and create.

### **Pathways**

There are numerous career opportunities for students who study Media Studies, ranging from public relations and journalism to graphic design, multimedia and work in the film industry.

A course of study in Media Arts can establish a basis for further education and employment in the fields of advertising, animation, audio engineering, education, events management, film production, graphic design, hospitality, interior design, journalism, lighting, make-up artistry, multimedia, music recording, photography, promotions, public relations, publishing, sales and marketing, script writing, stage design and web design.

### **Assessment**

Assessment aims to test students in every aspect of Media Studies to provide feedback on individual strengths across three dimensions:

- Critique – analysing and/or evaluating existing media products to unpack and better understand how to construct more effectively.
- Design – planning and preparing for the production of a media product (e.g. scripts, storyboards, treatments)
- Production – producing a media product, usually involving the filming and editing processes of pre and post production

## **MUSIC**

The study of Music is an excellent opportunity for developing cognitive and cultural experiences. It holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community's cultural life. It also extends students in their spatial-mathematical, kinaesthetic and linguistic ways of learning whilst developing self-confidence and expression of thoughts, feelings and beliefs.

Music develops students' ability to be creative, an adaptable thinker and problem solver. It helps them make informed decisions and develops their abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making helps to cement in students a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression. Studying music gives students the opportunity to develop general capabilities and cross-curriculum priorities as outlined by the ACARA curriculum which include;

- Intercultural understanding
- Aboriginal and Torres Strait Islander Perspectives
- Critical and Creative Thinking
- Personal and Social Capability
- Information and Communication Technology Capability
- Asia and Australia's engagement with Asia

Along with some literacy and numeracy concepts that are inherent in learning the language of music.

### **Course content**

In Year 7, students begin by learning music from popular genres that they listen to at home.

In Term 1 they develop music skills in;

- Large group ensembles
- Drums, piano, guitar, bass, percussion and voice
- Composing using pop song chord structures
- Using the elements of music to describe what they hear

In term 2 they further this development by;

- Researching other music cultures
- Analysing what strategies are utilised to make music from these cultures
- Create their own compositions using similar concepts

In Year 8 students continue to refine their musical skills by

- Studying different composing methods utilised throughout the centuries
- Choosing their preferred composition style
- Developing their skills on a chosen instrument
- Performing on this instrument with a special focus on Australian contemporary music

### **Pathways**

A course of study in Music can establish a basis for further education and employment in the fields of performing, conducting, producing, sound engineering, instrument repair technician, choreographer, musical directing, theatre coaching, audiologist, neuroscience, music therapy, composing, song writing, promotions, advertising, journalism, musician, teaching, musicology and law (music and copyright).

### **Assessment**

Students are assessed according to the three broad dimensions of music

- Composing
- Performing
- Responding

Students are asked to consider the use of the elements of music in response to their own works and the works of others from a diversity of genres, times, cultures and places.

## **SCIENCE**

*Science is a compulsory subject for all students in Year 7 and 8. Students in Year 7 and 8 follow the Australian National Curriculum in Science.*

The Australian Curriculum in Science emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. This requires a context or point of relevance through which students can make sense of the ideas they are learning. Opportunities for student-led open inquiry will also be provided.

Students are given opportunities to develop an understanding of important science concepts and processes in the disciplines of Biology, Chemistry, Earth Science and Physics. In addition, students are able to explore and develop the practices of Engineering 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. 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.

In Years 7 and 8 students continue to study Science under a number of topic headings, which are aligned with the Australian Curriculum. The topics of Biology, Chemistry, Physics and Earth Science are addressed during each year of study and are embedded with digital technology. The three strands of the curriculum, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are interrelated and their content is taught in an integrated way.

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Science understanding, science as a human endeavour, and science inquiry skills are explored in each year level.

The Science curriculum at CCPS promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are: patterns, order and organisation, form and function, stability and change, systems, scale and measurement and matter and energy.

### **Assessment**

A variety of assessment instruments maybe used:

- Tests, including Data Tests
- Student Experiment or Research Investigation
- Practical Report
- Field Trip Report

### **Pathways**

A course of study in Science can establish a basis for further education and employment in the fields of medicine, forensic science, veterinary, food and marine sciences, agriculture, biosecurity, biotechnology, conservation and sustainability, engineering, environmental science, medicine, pharmacy, quarantine, sports science and fields of science and technology.

## **VISUAL ART**

Visual Art supports social, intellectual, physical, aesthetic, spiritual and emotional development. Students experience and explore the concepts of artists, artworks, world and audience. The study of Visual Art enhances students' creative thinking, problem-solving skills, questioning and interpreting skills, and helps them with the expression of ideas.

Students will have the opportunity to identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and they will apply this knowledge in their art making. They will explain how an artwork is displayed to enhance its meaning and evaluate how they and others are influenced by artworks from different cultures, times and places.

Students will be given opportunities to plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They will demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students:

- develop practical skills and critical thinking which inform their work as artists and audience
- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- extend their thinking, understanding and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- consider society and ethics, and economic, environmental and social factors
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- document the evolution of selected art styles and associated theories and/or ideologies
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues.

Students are required to keep a Visual Diary, which contains their ideas, notes on work in progress, difficulties that occur in production and how they were overcome, and any theory work undertaken.

### **Pathways**

A course of study in Visual Art can establish a basis for further education and employment in the fields of fine artistry, cartooning, graphic design, illustrating, animation, curating, teaching, lecturing, education, interior design, visual merchandising, fashion design, photographer, jeweller, art directing.

### **Assessment**

Students will be assessed on both their practical work and Visual Diaries at the end of each unit. Students will also be required to appraise their own and other artists' works, as well as research periods in Art History as part of their theoretical assessment.