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COOLOOLA CHRISTIAN COLLEGE

WELCOME

TO

Years 7 - 10

INTRODUCTION
The middle years of schooling encompass the management and education of a very distinctive group of young people, those in the developmental stages of adolescence, which often means students between the ages of 11 - 15 years (Years 7 – 10).

The quality of this phase of schooling is of crucial importance to the future lives and prospects of our students.

AIMS
The middle years are vitally important to a student’s development. They encompass the change from Primary methods and thinking to Secondary processes and structures, and prepare the student for the Senior School, further studies and post school life.

Effective middle schooling is characterised by:

1 having a broad and general range of intellectual outcomes;

2 providing practical and meaningful ways of addressing the learning needs, interests and concerns of students through a variety of learning approaches and strategies;

3 motivating and supporting students in their efforts to become responsible for their own learning and development.
OVERVIEW

Year 7 is a transition year in which students will be partially integrated into Secondary studies and processes in a manner that will ease them into the new systems and prepare them for Years 8 and 9.

During the year they will, as far as possible, have two principal teachers for the core subjects, Maths/Science/English/History/Geography/AXIS. Specific subject teachers will cover the additional offerings of Art, Drama, Music, Technology, and Health & Physical Education.

Years 8 – 10 will see students exposed to the more traditional secondary schooling format, with a range of teachers taking responsibility for their particular subjects.

As students proceed from Year 7 to Year 10 they will progress from largely teacher directed study to increasingly self-motivated and self-directed study, utilising the teacher as one of many resources contributing to the outcomes. This is in preparation for the senior years, where self motivated and self directed study are essential to success of students, equipping them both for tertiary studies and the work place.

During this phase of a student’s education growing maturity is expected to be manifest in self-discipline and a willingness to participate in the education process as fully as possible.

Extra-Curricular Activities Students are encouraged to participate as fully as possible in these areas in order to broaden their experience and to better equip them for their senior years.

Some opportunities are:

- English, Science and Maths Competitions
- School and Inter School Sports
- Musical/drama involvement in Chapel Services
- Voluntary help at school functions
SUBJECTS

Core Subjects

Years 7 - 10

All students will be involved in the compulsory activities of: AXIS which encompasses Biblical Studies, Life Skills & Chapel.

Year 7

In Year 7 all students will study the following subjects:

- Civics and Citizenship
- English
- Geography
- Health and Physical Education
- History
- Mathematics
- Science

Elective Rotation may include:

- Art
- Drama
- Home Economics
- Music
- Technology (Industrial and/or Information)

Year 8

In Year 8 all students will study the following subjects:

- Civics and Citizenship
- English
- Geography
- Health and Physical Education
- History
- Mathematics
- Science

Elective Rotation may include:

- Art
- Drama
- Home Economics
- Technology (Industrial and/or Information)
- Music
- Outdoor Education
Years 9/10  

In Years 9 and 10 all students will study the following subjects:

- English
- Health and Physical Education
- History
- Mathematics
- Science

Electives for 2017 may include:

- Digital Technologies
- Drama
- Food Technology
- Global Citizenship (Geography & Civics)
- Graphic Design
- Home Economics
- Industrial Design & Technology
- Media Arts
- Music
- Outdoor Education
- Visual Art
AXIS

ATTITUDE, the CROSS, INSTRUCTION AND SERVICE

OBJECTIVES

AXIS is divided into three components – Biblical Studies, Service and Chapel. The aim of Biblical Studies is to provide an understanding of the Bible and how it relates to life here and now. We aim to help students explore the Bible for themselves, to understand the gospel and to consider seriously a Christian worldview. In Service, our aim is for students to live out the Christian values of the school in practical ways. Chapel involves students from each class preparing for and running the weekly chapel service at CCC once per term.

CONTENT:

Year 7
- Christianity explained
- Camp – Risking it for God
- The Bible – Introduction to God’s story (Creation – Christ)
- Investigation of the people God used in the Old and New Testament to fulfil His promises.

Year 8
- Teaching of Jesus (Parables)
- God’s Promises being fulfilled
- The Early Church (A study of the Book of Acts)
- Chapel Preparation

Year 9
- Ordinary People who God equipped to do Extraordinary Things.
- No Apologies – The truth about life, love and sex, a character-based sexual health curriculum.
- Hebrews – “from shadow to reality”.
- James – “Practical Christianity”.
- Chapel Preparation.
- Camp – “The Amazing Race”.

Year 10
- The Bible – The Big Picture. God’s story of Creation, Fall and Redemption as told through the bible. 17 major points from the Bible.
- Career Pathway preparation.
- Work experience preparation
- Chapel Preparation

ASSESSMENT

Assessment may include
- Written assignments and bookwork
- Tests
- Class presentations, individually or cooperatively.
CIVICS AND CITIZENSHIP

CORE SUBJECT in Years 7 & 8
ELECTIVE in Years 9 & 10 (Strand of Global Citizenship)

Rationale and Aims

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia’s system of democratic government and law, and the role of the citizen in Australian government and society
- skills – including questioning and research; analysis, synthesis and interpretation; problem solving and decision making; communication and reflection – to investigate contemporary civics and citizenship, and foster responsible participation in Australia’s democracy
- the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

Organisation

Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

Year 7–8 curriculum focus

Through the Civics and Citizenship curriculum in Years 7 and 8 students develop knowledge and understanding of Australia’s political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia’s legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity
ENGLISH

Aims

The course is designed to refine the basic skills and understanding of Language and Literacy developed in the Primary years. The principal focus areas include reading, effective comprehension of text material and clear, flexible communication of ideas in a range of styles.

Students will develop:

- comprehension skills
- critical thinking and analytical skills
- an improved spelling ability
- a wide and flexible vocabulary
- effective speaking in both formal and informal settings
- effective listening skills.

Content

Year 7

- Formal/informal writing
- Narrative writing
- Poetry
- Newspapers
- Novel studies
- Language conventions (spelling, grammar, punctuation)

Year 8

- Unfamiliar cultures
- Advertising
- Animal Farm
- Poetry
- Language conventions (spelling, grammar, punctuation)

Year 9

- Narrative writing
- Persuasive language
- 1984
- Book fair
- Language conventions (spelling, grammar, punctuation)

Year 10

- War Poetry
- Creative writing
- Romeo and Juliet
- The Truman Show
- Language conventions (spelling, grammar, punctuation)

Range of assessment types

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GEOGRAPHY

CORE SUBJECT in Years 7 & 8 (Strand of Humanities)
ELECTIVE in Years 9 & 10 (Strand of Global Citizenship)

Rationale

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. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

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 concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

Aims

The Foundation - Year 10 Australian Curriculum: Geography aims to ensure that students develop:
• a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
• a deep geographical knowledge of their own locality, Australia, the Asia region and the world
• the ability to think geographically, using geographical concepts
• the capacity to be competent, critical and creative users of geographical inquiry methods and skills
• as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

The Australian Curriculum: Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Geographical Knowledge & Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument.

Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographical Inquiry & Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom. Students learn to think critically about the methods used to obtain, represent, analyse and interpret information and communicate findings. Key skills developed through Australian Curriculum: Geography include formulating a question and research plan, recording and data representation skills, using a variety of spatial technologies and communicating with appropriate geographical vocabulary.

Geographical Skills are described in the curriculum under five sub-headings representing the stages of a complete investigation. Over each two-year stage students should learn the methods and skills specified for that stage, but it is not intended that they should always be learned in the context of a complete inquiry. Teachers could, for example, provide students with data to represent or analyse rather than have them collect the information themselves. Inquiry does not always require the collection and processing of information: the starting point could be a concept or an ethical or aesthetic issue that can be explored orally. Many inquiries should start from the observations, questions and curiosity of students. Inquiry will progressively move from more teacher-centred to more student-centred as students develop cognitive abilities and gain experience with the process and methods across the years of schooling.
Years 7–10: Curriculum focus - Regional and global places in an environmental and human geography context

As students move into adolescence, their interests extend beyond their own communities and they begin to develop concerns about wider issues. They are able to work with more abstract concepts and consider increasingly complex ideas, and are keen to debate alternative answers and interpretations.

The geography curriculum in these years seeks to accommodate the needs of learners through a much wider exploration of the world and ideas about it. There is a focus on citizenship, as students study local, national and global issues and identify actions that they could take. One sequence of units focuses on environmental geography and introduces students to the basic elements of hydrology, geomorphology and biogeography. The Year 10 unit applies the knowledge gained from these three units to studies of environmental change and environmental management. All units combine studies of both environmental and human processes and have an applied focus on the management of environmental resources. Sustainability is a continuing theme and is progressively developed to become the major focus in Year 10. The second sequence of units focuses on some key aspects of human geography, including the liveability of places; spatial change in the distribution of populations; interconnections, with an emphasis on how people, including students, are connected to and have impacts on places and environments around the world; and the geography of human wellbeing at the local, regional and global levels.

The Years 7–10 curriculum continues to develop students’ geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries. Where studies of place are not specified, teachers can select an area of Australia, or countries of the Asia region, or areas of the world, which are contextually appropriate.

Specific geographical skills in Years 7–10 emphasise analysing and interpreting geographical data and information, using spatial technologies and other digital techniques, and developing reasoned arguments based on evidence to support conclusions.
HEALTH AND PHYSICAL EDUCATION

Aims
1. To promote the health of individuals and communities.
2. To develop concepts and skills for physical activities.
3. To enhance personal development.

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Assessment

Assessment will take the form of both formative and summative evaluation.

Techniques used will include student observation, standardized tests, and written and practical examinations.
HISTORY

Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. 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. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Content Structure

The Australian Curriculum: History is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills.
Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10 and a focus on world history in the senior secondary years. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Inquiry questions

Each year level from Foundation to Year 10 includes key inquiry questions that provide a framework for developing students’ historical knowledge, understanding and skills.

Overviews

*Historical Knowledge and Understanding* includes an overview of the historical period to be covered in each year level 7–10. The overview is not intended to be taught in depth; it will constitute approximately 10% of the total teaching time for the year. The overview content identifies important features of the historical period at the relevant year level and provides an expansive chronology that helps students understand broad patterns of historical change.

Depth studies

In addition to the overview, *Historical Knowledge and Understanding* includes three depth-studies for the historical period at each year level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail, which will constitute approximately 30% of the total teaching time for the year. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.
Years 7–10

Curriculum focus: World and Australian history, the analysis and use of sources and historical interpretation

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues.

Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and are keen to explore the nature of evidence and the contestability of ideas.

Through this history curriculum, students in Years 7–10 pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through past and present debates.

Curriculum structure: Foundation – Years 7–10

- the Year 7 curriculum focuses on history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE); a period defined by the development of cultural practices and organised societies.

   At CCC in Year 7 the following units will be studied:
   - The Ancient World: an overview
   - Investigating the ancient past
   - Ancient Rome
   - Ancient China

- the Year 8 curriculum focuses on history from the end of the ancient period to the beginning of the modern period (c.650 – 1750); a span of human history marked by significant economic, religious and political change

- the Year 9 curriculum focuses on the making of the modern world and Australia from 1750 to 1918; an era of industrialism, nationalism and imperialism

- the Year 10 curriculum focuses on the history of the modern world and Australia from 1918 to the present; The twentieth century was an important period in Australia’s social, cultural, economic and political development.
MATHEMATICS

Aims

- To enable students to become aware of the order, precision, design and constancy of God’s creation and to gain an appreciation of God’s greatness and the wonder of His creation.

- To assist students to become skilled and creative members of society by developing their God-given gifts and abilities in logical thought, decision-making, discovering, inventing, problem solving and creativity.

- To encourage an interest in, and enjoyment of, the challenge of Mathematics through developing a positive, adventurous attitude.

- To develop and maintain mathematical reasoning, skills and concepts that are relevant to the student personally as well as to the community.

- To prepare students for using Mathematics in everyday life, the world of work, and in further study.

Content

The ACARA National Curriculum for Mathematics is organised into two sets of strands: The proficiency strands of Understanding, Fluency, Problem Solving and Reasoning and content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

- Proficiency strands describe the skills, or “how”, of Mathematics and
- Content strands describe the knowledge and understanding or ‘what’ of Mathematics.

The ACARA National Curriculum for Mathematics is a spiral curriculum and so each year the content of the previous year is revised and taught in more depth.

Topics by Year & Strand are:

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<td>Graphing Quadratic Functions</td>
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<td>Indices, Surds &amp; Logarithms(A)</td>
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<td>Linear Equations &amp; Inequalities(A)</td>
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<td>Quadratic Equations(A)</td>
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<td>Graphing Non-Linear functions &amp; relations(A)</td>
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<td>Financial Mathematics</td>
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Assessment

Assessment will be in accord with levels established by the QSA (Queensland Studies Authority).

Students will be assessed across the proficiencies and content strands using the criteria:

- Fluency & Understanding and Problem Solving & Reasoning.

Assessment will consist of the following each semester:

- Unit tests
- In class problem solving activities and/or investigations
- Assignments or projects

Year 10 Assessment will be used to determine the exit level of achievement.

Preparation for Senior Schooling

Where staffing and student numbers allow, Year 10 students will be organised into Core and Extension Mathematics classes according to academic results and with parental negotiation to better prepare students for Senior Mathematics Subjects.
SCIENCE

Aims

Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a ‘way of knowing’ and a ‘way of doing’ can help students reach a deeper understanding and appreciation of their world and the structures and laws that maintain it. It equips them with the means to present and defend their understanding in a persuasive and non-confrontational manner.

Science education involves students and teachers working together as each constructs new understandings and compares their current ideas with those of the scientific community. Such collaboration challenges students, contributes to a sense of personal success as lifelong learners and seeking new insights.

Science is a key learning area and provides many opportunities for students to develop the valued attributes of lifelong learners.

A lifelong learner is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

Science also aims to develop in students:

- knowledge, understanding and skills related to the component areas of study;
- problem solving skills, responsible and safe attitudes, self-reliance and a sense of personal worth; and
- appropriate literacy and numeracy.

At Cooloola Christian College, the students are helped to understand that:

- Science and Scriptures are not necessarily in conflict, and in fact, a lot of things in Scripture make more sense in the light of current scientific knowledge.
- Science follows a prescribed method in its search for truth, but is tentative in the conclusions reached. However, God has revealed His truth to us in Scripture, even though human interpretation of this truth may be influenced by the culture or the technology of the time.
- God’s Creation is evident in:
  - the design and functioning of living things
  - the design and functioning of the Universe
  - the natural laws that govern forces, the structure of matter, chemical reactions and inheritance.
- There are a number of moral, ethical, social and legal issues related to some scientific pursuits (e.g. ecological issues and medical techniques). These need to be assessed in the light of scriptural and parental guidelines.
Year 7

The study of Science in Year 7 is undertaken to help students understand:

- The methods used in scientific investigation
- That God’s Creation is evident in the natural laws that govern:
  - forces such as magnetism, friction and gravity,
  - sound,
  - the structure of matter and chemical reactions.
- That God has created a spectacular planet on which we live and His majesty can be seen in the night sky.
- That God has created a great variety of organisms that have characteristics that allow us to put them into groups. He created humans to have fellowship with Him.
- That the history of earth as recorded in fossils is consistent with Creation and a global flood.
- The way in which organisms in nature interrelate with each other. However, human activities sometimes destroy this balance instead of maintaining it by good stewardship.

Year 8

The study of Science in Year 8 is undertaken to help students understand:

- The methods used in scientific investigation;
- That God’s Creation is evident in the natural laws that govern:
  - light and heat;
  - the structure of matter and chemical reactions.
- That God has created the planet on which we live - and the universe.
- That the history of earth as recorded in rocks is consistent with Creation and a global flood.
- That God has created resources such as metals for our use. However, human activities sometimes destroy the balance within the environment instead of maintaining it by good stewardship.
- God’s creation is evident in the design and functioning of the systems which make up our bodies;
- That our bodies are fearfully and wonderfully made.

Year 9

The study of Science in Year 9 is undertaken to help students understand:

- The methods used in scientific investigation;
- That the history of earth as recorded in rocks is consistent with Creation and a global flood;
- God’s Creation is evident in:
  - the design and functioning of the systems which make up our bodies;
  - the design of atoms and the ways in which they bond with other atoms to form substances
  - the natural laws that govern light, chemical reactions, electricity and movement;
  - the way in which organisms in nature interrelate with each other. However, human activities sometimes destroy this balance instead of maintaining it by good stewardship.
- That our bodies are fearfully and wonderfully made.
Year 10

The study of Science in Year 10 is undertaken to help students understand:

- Methods used in scientific investigation
- Chemical reactions
- Periodic Table
- Using Chemistry (everyday uses)
- DNA & Genetics
- Evolution
- Forces and Motion
- Alternate Energy Sources
- Earth systems
- Environment case studies
- The Universe

Assessment

Assessment will be in accord with levels established by the Queensland Studies Authority. Students will be assessed across the proficiencies and content strands using the criteria:

- “Knowledge and Understanding”, and
- “Skills”

Assessment will be consist of the following:

- Written examinations
- In class practical reports and investigations
- Assignments or projects
Elective Subjects

COMPUTING – DIGITAL TECHNOLOGIES

Digital Technologies in the twenty-first century is increasingly interlinked and mediated by technology. Digital technology enables individuals to access, construct and publish information for particular purposes and audiences. It also allows communication and collaboration with others in real and virtual spaces. Individuals can use digital technologies as a medium to express ideas and be creative.

Aims

In Digital Technologies Education, students develop and demonstrate the knowledge, practices and dispositions necessary to operate effectively in information-enriched environments. They understand the transformation of data to information, information to knowledge, and knowledge to wisdom, and the interdependent human and technological agencies that lead to these transformations. Students critically analyze information and construct personal meanings to develop and present responses to information and communication challenges.

Content

The learning outcomes of the Digital Technologies Education subject area are organised into four strands:

- Accessing and Constructing Digital Information
- Digital Communication and Publishing
- Interfacing with Machines
- Participating in Online Communities

Assessment

All assessment in Digital Technologies is in class and can range from theory exams to practical tasks including: Document production, Image manipulation, Web page design, Game development, Programming, Robotics, Animation, Multimedia presentation and Graphic editing.
FOOD TECHNOLOGY

Our students are growing up in a world that is technologically diverse and challenging so it is important to incorporate a relevant and contemporary approach to food and nutrition. While we acknowledge the fast-paced technological society we are preparing our students for, we still need to maintain a focus on the importance of healthy eating.

Food Technology encourages students to build on the traditions within the family, embrace new learnings and apply this knowledge to the practical skills required to enhance their individual well-being as well as that of their family and the wider community.

Food technologies engages students in critical and creative thinking to solve complex problems and will produce dishes using the design process to ensure optimum nutrition and appeal to the targeted audience.

9/10 Food Technology is a composite class and the subject is studied over 2 years with a different theme for each year.

Year A: Eat Healthy, Eat Better
Year B: The Wider World of Food

Topics covered over the two years include:

- The Australian Dietary Guidelines to Healthy Eating
- Nutrition and diet related diseases
- The impact of technology on food, food processing and food preparation
- Food additives
- Food labelling and packaging
- Food production, sustainability and organic foods
- Environmental issues related to the production of food
- International cuisine and its influence on our food habits and patterns

Assessment will include:

- Practical cookery: individual tasks as well as collaborative tasks
- Written tasks
- Research topic
- Process journal
- Preparing and serving food for others
DRAMA

Aims

Drama is a practical subject, which requires students to make dramatic concepts a reality through polished performances, which can be either original or printed works, as well as their own scripted dramas. They respond to dramatic performances, sometimes allowing us to make use of current live theatre productions in Brisbane. Students must work with others to share and develop ideas, and to gain insights into fictional characters and situations.

Experiences in the Drama classroom develop skills in creativity, communication, decision making and group work. Students’ self-discipline and self-motivation is vital to success and growth in Drama as students work alongside their peers to create innovative pieces with little teacher guidance.

Students in the Drama classroom learn in a hands-on, engaging and challenging environment, using higher order thinking skills as they devise, create and analyse dramatic compositions. Drama is a language in and of itself and provides students with a unique way of experiencing and expressing the world we live in, and above all, our relationship with God.

Content

The two areas of Drama are:

MAKING Involves a variety of individual and group activities including script writing, devising dramatic works and improvisation, as students learn to use the dramatic elements effectively. It also involves performances both in class, and presenting for semi-formal or formal audiences with an emphasis upon polished performances, stage confidence and clear visual/oral communication.

RESPONDING Involves a growing awareness of the effective use of the elements of Drama in written and performed dramatic works.

Topics

- Non-Realism/Absurdism
- Story Drama
- Improvisation and Process Drama
- Clowning
- Solo Performance/Whole-class productions
- Shakespearean Theatre
- Collage Drama
- Scriptwriting
Assessment

- *Making Tasks* include individual and group assessment pieces, in the form of improvisations, script writing, dramaturgical folios, participation in process dramas and directing workshops. They also include individual and group performances, in the form of scripted dramas and student devised dramas, and are performed in-class or for a semi-formal audience.

- *Responding Tasks* are completed individually, in the form of analytical essays, response essays and orals, as students reflect upon live theatre, play texts, and film excerpts.
GLOBAL CITIZENSHIP

Combines Geography & Civics and Citizenship.

Aims

The Australian Curriculum: Civics and Citizenship aims to ensure students develop:

- A lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society.

- Knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia’s system of democratic government and law, and the role of the citizen in Australian government and society.

- Skills – including analysis, synthesis, collaboration, decision-making, reflection and communication – to undertake inquiry into contemporary civics and citizenship, to foster responsible participation in Australia’s democracy.

- The capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

The Years 7-10 Australian Curriculum: Civics and Citizenship is organised into two interrelated strands: Civics and Citizenship Knowledge and Understanding, and Civics and Citizenship Skills.

Civics and Citizenship Knowledge and Understanding

The Civics and Citizenship Knowledge and Understanding strand comprises three key focus areas at each year level: Government and democracy; Laws and citizens; and Citizenship, diversity and identity.

Government and democracy involves a study of Australian democracy and the key institutions, processes and roles people play in Australia’s system of government. Laws and citizens examines Australia’s legal system, the creation of laws and the rights and legal obligations of Australian citizens. Citizenship, diversity and identity explores citizenship, the diversity of Australia as a multicultural and multi-faith society, and what shapes identity.

The Australian Curriculum – Geography

In Years 9 and 10, students develop their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations

Issues that will be addressed:

- The causes and consequences of change in places and environments and how change can be managed.
- The importance of interconnections and interdependencies for the future of places and environments.
- Explaining the spatial variation between places and changes in environments.
- Management options existing for sustaining human and natural systems into the future.
- How worldviews influence decisions on how to manage environmental and social change.
GRAPHIC DESIGN

Year 9

Aims

Graphic Design provides Year 9 students with skills in a broad range of design and drawing applications using computer aided drafting.

Content

Students will study:

- Technical Drawing
- Product Design
- Auto CAD, REVIT & INVENTOR

Assessment

- Folio of Class Work Drawings
- Test
- Quality Work or Assignments

Year 10

Aim

Graphic Design provides Year 10 students with skills in a broad range of design and drawing applications using computer aided drafting.

Content

Students will study:

- Auto CAD, Revit & Inventor
- Product Design and Build Environment

Assessment

- Folio of Class Work Drawings
- Test
- Quality Work or Assignments
HOME ECONOMICS

Home Economics is a subject that involves the study of the individual and the relationships that individual has with the family in everyday situations and the wider community. This subject provides a mixture of practical and theoretical situations, which contribute to the wellbeing of the developing individual, from that of a dependent child to an independent person who is a well-adjusted, active and informed adult member of society.

Wellbeing is linked to satisfactory ways of meeting social, emotional, physical, intellectual and spiritual needs (Galatians 5: 22-23), as well as food, clothing and housing. Home Economics endeavours to enrich and improve each student’s life through the development of knowledge, skills, attitudes and values which will be effective in personal and family relationships.

Year 7

Students will study:

Safety and hygiene in the Food Technology Room
Australian Dietary Guidelines
Preparing a range of healthy foods suitable for breakfast, lunch and dinner, as well as snacks
Understanding the need for good grooming
Introduction to the design process

Assessment: Practical cookery

Year 8

Students will study:

- Safety and hygiene in the Textile Technology Room
- How to use a sewing machine and general sewing equipment
- Building textile skills making a book cover from provided kits

Assessment

- Create a A4 Book cover from the provided kit.
Home Economics (continued)

**Years 9 & 10**

**Food Studies includes:**
- The Australian Dietary Guidelines
- Food and health with focus on foods suitable for children aged birth to 12 and adolescents
- Design and create healthy snacks, meals and desserts suitable for children aged birth to 12 and adolescents
- Presentation of food and meals
- Evaluate meals for nutritional content
- Safety and hygiene in the food and textile technology rooms

**Textile Studies includes:**
- The suitable function of different fabrics, different uses and occasions
- Use the design, make and appraise process to construct a soft toy
- Use the design, make and appraise process to create and embellish a cushion cover
- Record these processes in a Process Journal
- Human development and relationships

**Assessment**
- Process journals
- Written tasks
- Practical cookery
- Practical textiles
INDUSTRIAL DESIGN & TECHNOLOGY

Industrial Design and Technology is an area of study that focuses on a wide range of workshop skills with an emphasis on design and technology processes. It dovetails into the Key Learning Area (KLA) of Technology, which is being introduced throughout Queensland from P-10. There is a non-elective component in Year 8 called Industrial Design & Technology (previously called Manual Arts), which provides an introduction to all 3 strands potentially to be offered in Years 9 & 10.

Course Structure

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<thead>
<tr>
<th>Year 8</th>
<th>Focus on Industrial Design &amp; Technology</th>
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<tr>
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<td>All students</td>
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<tr>
<td>Years 9/10</td>
<td>Industrial Design &amp; Technology covers both Wood &amp; Metal</td>
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<td>2 year elective subject</td>
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Year 8

Aims

Industrial Design & Technology introduces students to the basic skills and knowledge of woodworking, plastic fabrication, sheet metal work and graphic design. Through the completion of various projects, students develop essential hand-eye and fine motor skills, drawing and design skills and a sense of confidence and satisfaction. Furthermore, students gain an understanding of stewardship of our God given natural resources and an understanding of safe workshop practices.

Content

Students will be introduced to:

- Health and Safety in the Workshop
- Woodworking Tools and Machines
- Fixing and Finishing
- Plastics
- Design and Planning
- Sheet Metal Fabrication
- Graphic Design conventions

Projects will vary from year to year, but will include a number of timber, metal and plastic products constructed using hand tools and machines.

Assessment

- Project work
- Graphic Design Folio
- Demonstrated safe workshop practices
INDUSTRIAL DESIGN & TECHNOLOGY

Year 9 & 10

Aims

Industrial Design & Technology is designed to give students a range of practical experiences through a series of project based tasks that focus on the use of metal and wood in society and develops both traditional and modern knowledge and skills in these fields.

Content

Students will study:
- Health and Safety in the Workshop
- Wood & Metal Classification, Properties and Production Techniques
- Wood & Metal Working Tools
- Use of Machines
- Sheet Metal Fabrication
- Fitting and Turning
- Basic Mechanics
- Basic Electronics
- Design And Planning

Projects will include metal, wood, plastic and electronics products.

Assessment

- Short Theory Tests (1 per semester)
- Project Work (an average of 1 project per term)
- Demonstrated Safe Workshop Practices
MEDIA ARTS

Aims

Year 9 Media Arts is designed as an introduction to the subject. The objective of the course is to expose students to a variety of aspects of Media Arts. Students will study different forms of Media representations and then apply their knowledge and understanding to creating their own Media productions.

In Media Arts, students explore elements of mass media, including online and social media, television, radio and film industries, to gain an understanding of their significance, structure and production. Issues within the media are addressed, and students use starting points such as observation, experience and research to express their ideas and opinions.

Students produce media presentations, using appropriate skills, techniques and processes, for particular purposes and in a variety of styles. They analyse and criticise media presentations, and develop these skills through discussion and observation. Students gain an understanding of the way in which media products are made within particular cultural and historical contexts, comparing those of the past within modern day.

Content

Two main components of Media Arts:

**Media Theory**
Analysis and evaluation of the Media in society focusing on social and cultural impacts, different points of view, media conventions and techniques. How the media is used to manipulate and control representations. Social, institutional and ethical issues will be discussed as well.

**Media Production**
Students will produce different media productions (photography and film making) and apply design, production and distribution processes to these productions.

Topics

- What is Media?
- Advertising and Propaganda
- Photography
- Sound and Audio – Radio play
- TV and sitcoms
- History of the Media
- Photography
- Film making
MUSIC

Aims

Music is a subject that involves both written and practical work. It requires students to make music, through composition and performance, as well as respond to the musical works of others. Students are required to work both individually and as part of a group in order to develop their skills of musicianship, collaboration and self-directed learning. Experiences in Music involve learning some of the fundamentals of music theory, which are essential for further studies within the subject. Within Junior Music, students are given opportunities to progress their knowledge of an instrument that they already play, as well as some opportunities to broaden their musical talents on other instruments. Experiences also involve research into particular artists, as well as specific genres and time periods throughout the history of music.

Content

There are two areas of Music:

Making involves devising original music compositions within a specific framework (either genre or an exploration of an idea). Making also involves the polishing of a published work for performance, which can be either individual or group performances.

Responding involves the evaluation of the musical performance or composition of others. They may be asked to review a performance (either live or recorded) or respond to the musical concepts within the written compositions of others.

Topics

- Rhythm and percussion
- Rock Music
- Jazz
- Composition
- Music computer programs
- Looping
- Exploration of the elements of Music
- Storytelling through Music
- Worship Music

Assessment

Making Tasks include compositions (either written by hand, on the computer or recorded), devising musical concepts and creative ideas and polished performances, both individual and group.

Responding Tasks include examinations, essays and/or orals in response to a live/recorded performance or in response to a collection of musical excerpts or recordings.
OUTDOOR EDUCATION

Elective Rotation Year 8

Outdoor Education in Year 8 provides students with an introduction to the philosophies, skills and knowledge of Outdoor Education. Students are then able to make an informed decision in choosing Outdoor Education as an elective in year 9 &10. The foundation for discussion and experience is built upon developing relationship in four main areas.

Community – Learning to live, work and play with others by focusing on team work, problem solving and leadership.
Outdoor Recreation - Students experience a range of activities which help them to explore and enjoy God’s natural world in a safe way.
Environment - In order to look after the world God created we must first understand and value it. Students will gain an insight into their role in the environment.
Personal Development – Students will develop in many areas including physical fitness and resilience as they face challenges and learn their unique value to God.

Units of Study

Students will experience approximately 3 lessons of each of the following units:
- Mountain Biking, Canoeing, Camping Skills, First Aid
- Environmental Project, Indoor Climbing

Subject Levy

There is no additional cost to participate in this course.

Student Requirements

Folder with plastic sleeves
A4 loose leaf lined paper
Old sneakers for canoeing
Bike helmet, waterbottle
Hat for every practical lesson

Outdoor Education

Year 9 & 10 Course Details

Brief Description

Outdoor Education equips students for life by building its wide range of experiences, skills and knowledge upon a foundation of relationship in four distinct aspects of Outdoor Education.

Community: Learning to live, work and play together. The focus here is on servanthood, teamwork, communication, inclusion, resolving conflict, group management and leadership and understanding the biblical principles behind each of these skills.

Outdoor Recreation: God created an exciting natural world for us to enjoy. He also created us with an intrinsic desire to explore, take risks, and overcome physical challenges. Students will be taught by qualified and experienced instructors, learning
the theory, history and technical skills with a range of practical lessons, camps and excursions.

**Personal Development:** Facing challenges head on, learning new skills, developing resilience and dealing with adversity are just some of the experiences that will help students in their personal development. Throughout the course we will focus on issues of life, faith and self-concept with the ultimate aim of growing into the person God intended each of us to be.

**Environment:** God gave us the role of caretaker when he created the world. In order to look after it we must first understand and value it. This course will give students an insight into how to enjoy being a part of their environment and how to look after it as God intended.

**Proposed Units of Study**
The course is a 2 year program of 8 units.

**Year A**

A 1 - Rock Climbing and Abseiling  
This unit will teach basic top rope climbing and abseiling techniques. It will involve theory, technical and practical experiences on both climbing walls and natural rock.

A 2 - Canoeing  
Students will experience canoeing in a number of different environments. Canoeing focuses on fitness, skills and communication.

A 3 - First Aid  
This unit will provide students with practical knowledge and skills in first aid as they apply to outdoors and wilderness experiences. Assessment will result in experience in responding to remote area scenarios.

A 4 - Expedition Planning and Management  
This unit will give students the skills they need to plan and prepare for safe and enjoyable camping and hiking trips into wilderness locations. They will have opportunity to put their survival skills into practice on a four day expedition.

**Year B**

B 1 – Survival Skills  
This unit involves learning to navigate using a map and compass, and exploring navigational knowledge and technologies, such as the GPS. Survival skills such as lighting fires, making shelter, finding water, food and help will be experienced.

B 2 - Mountain Bikes  
Students will learning to fit, maintain and ride mountain bikes in a variety of terrains.

B 3 – Sustainable Communities  
Students will research, explore and experience the effects of man on his environment and examine personal, local and global choices which affect our impact on the earth which has been entrusted to us as stewards.

B 4 - Marine Studies  
Marine Studies presents multiple career opportunities. We focus on the physics of Snorkelling and SCUBA diving in our local marine environment, and grow in knowledge and appreciation of God’s creation.
Camps
It is expected that there will be planned 2 course camps for each year. The cost of these camps is included in the subject levy (see below). These camps are compulsory and the highlight of the year.

Assessment
Students are assessed on their practical skills on an ongoing basis, with a final summative assessment at the end of each unit. For some units an in-class exam is given, for some an assignment where group work is required. All students are given a journal to record and reflect on their experiences. This journal is continued from Year 8 through to Year 10.

Timetable
The program will require considerable commitment from all stakeholders – students, teacher and parents and the College. Some classes will be timetabled in regular school times. However, due to the nature of some of the units, there may be times that students will be required to attend sessions outside school hours and at different locations. Students are expected to maintain high academic standards and plan around any disruptions.

Subject Levy
The cost of providing such a program is more than a standard classroom based subject. The 2017 subject levy for Outdoor Education is expected to be approximately $420. This levy covers the cost of logistics including bus transport, camps and some food, extra instructors as required, and use of specialist equipment.

Parental Support
Do you want to experience adventurous experiences with your child? Parents who help with camps get to know their own child and the cohort in a deeper way, work alongside teachers to achieve goals and have opportunities beyond the everyday! Without parent support activities will cost more due to the cost of employing extra staff. When you are asked to help, please volunteer!
VISUAL ART

Rationale
The first way we meet God in the Bible is as Creator. As Genesis 1 records, we have been made in the image of God, so being creative is the first way in which we express our imagery of God. This is why there is so much satisfaction gained from developing creative skills. Students who participate in the Arts (visual arts, music and drama) also develop competence in analytical and problem solving skills.

Aims
To develop student skills and techniques in various media.
To examine the rich heritage of art history.
To help students learn how to analyse and interpret works of art.
To develop aesthetic awareness in students.

Content
Students will study selections from the following areas in all years:
- Two-dimensional work in different media: Drawing; Painting; Print making
- Three-dimensional work: Clay work; Sculpture in different media

Year 7
- Begin understanding of elements and principles of art and of appraising artworks.
- Colour and composition studies.
- Study art of other cultures & Indigenous art.

Year 8
- Develop understanding of elements and principles of art and of appraising artworks
- Colour and composition studies, introduction to techniques in different media.

Year 9/10 Elective
- Continue study of elements and principles of art and appraising artworks for richer personal understanding, and to prepare for senior study.
- Develop drawing skills; and skills in different techniques and media.
- Art history focus is on
  - European art
  - Australian art
  - Japanese and other South-East Asian art

Assessment
- Practical Portfolio, Visual Diary Work for Each Unit Studied
- Written Assignment