



CURRICULUM HANDBOOK

YEAR 7 & 8

 *In the Mercy Tradition*



Let Your Light Shine!

HERBERTON

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WELCOME TO THE 2027 MOUNT ST BERNARD COLLEGE COURSE GUIDE

At Mount St Bernard College you will be provided with the opportunity to find your pathway to success. Remember that you are the reason that the College offers a wide range of subjects and co-curricular activities to develop your many talents. There are a range of program and elective choices open to you to help you build on your own abilities and strengths. This Course Guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your course of study.

Our Academic and Careers staff will support you as you plan a rewarding program to achieve your goals. Evaluate the information provided as you work through your selection of subjects. The subjects you decide to study are very important in preparing you for either your QCE or VET pathways. Seek further advice if needed.

What should you consider when choosing subjects?

- Consider prerequisites for post-school pathways - the Careers Advisor can help you with this
- Make your subject choices after careful consideration and discussion with your parents/guardians/carers and the College's Academic or Careers staff
- Consider the subjects you enjoy and that you do well in
- Consider what will keep you interested and engaged in learning.

An Inclusive Education

As part of our Mount St Bernard College vision, we 'affirm the uniqueness of every human being'. Students have varying cognitive, social, emotional and physical needs according to their different capacities, qualities and aptitudes. The College takes account of this in dedicating itself to the education of each student in a Catholic environment. The comprehensive and systematic curriculum provides for these varying needs. The range of options offered allows each student to pursue an educational course, which will more than adequately prepare them for their lives after secondary school. Our futures orientated curriculum focuses on giving students the capacity for lifelong learning as well as a thorough grounding in foundation knowledge and skills and the capacity to be adaptable and flexible in a changing world.



PRINCIPAL'S MESSAGE

Dear Students,

This curriculum guide provides you with course information about programs of study for all year levels in 2027. For students currently in Years 7 you get to experience a wide range of subjects across every learning area. In Year 8 you will undertake a range of core subjects, and you will have the opportunity to select elective subjects in each semester.



When selecting elective choices, it is recommended that you pick subjects that you are interested in as this will help you get a positive learning experience. This Course Guide will assist you in the course selection process and it is important that you take the time to read through it before selecting your course of study.

Our Curriculum Middle Leaders, Careers Advisors and School staff will support you as you plan a rewarding program that enables you to achieve your goals. Evaluate the information provided as you work through your selection of subjects.

Mount St Bernard College is proud to promote striving for excellence. We believe that the College Mission to provide a quality contemporary education. It is up to you to decide where you want to go from here.

Best wishes with your choices.

Mrs Narelle Hunt

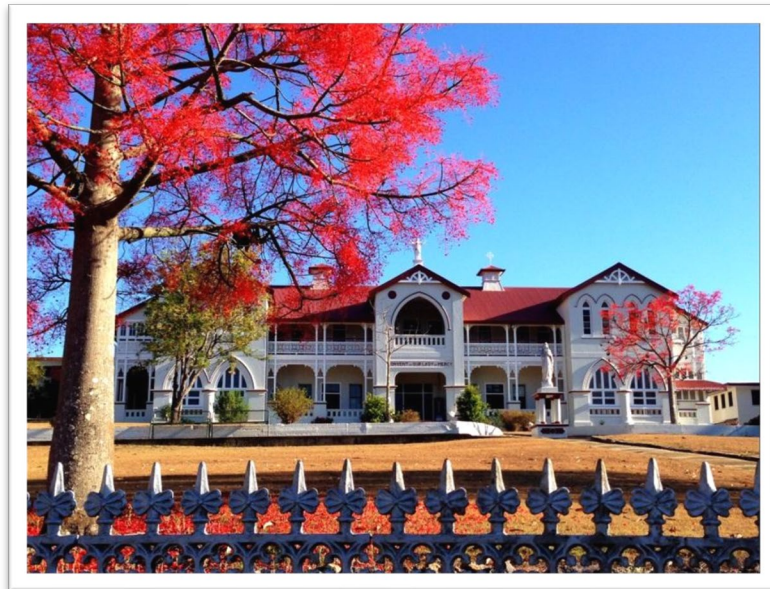
Principal



Mercy Traditions

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sisters of Mercy Boarding School, St Mary's, was moved from Cooktown to Herberton, and the new school, named Mount Saint Bernard College in honour of Father Doyle was opened.



In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick's Primary school while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick's Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown's St Mary's School during a period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of Far North Queensland and beyond.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese's Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.





Vision

Drawing our inspiration from the Gospel of Jesus and the Mercy Tradition, we empower young people through our commitment to education to become persons of faith, learning and hope, and so contribute to their communities.

Mission

We enact our vision by:

- Providing a quality, contemporary Catholic co-educational day school and boarding facility for Years 7-12
- Providing opportunities to grow in faith through communal celebration and outreach
- Providing stimulating, responsive, and engaging learning opportunities through quality teaching to enable students to achieve their individual personal best
- Working in partnership with families and communities
- Fostering safe and respectful day school and residential environments where everyone is valued and respected
- Nurturing the growth, wellbeing, and relationships of all members of our College community.

College Crest and Motto

Our College motto *Luceat Lux Vestra* – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness but rather let others see the good things God does through them. The MSB light shines most brightly through our students.





Year 7 – 8 Curriculum Overview

The arrangement of courses at Mount St Bernard College are comprised of Core and Rotational learning areas which are underpinned by version 9 of the Australian Curriculum. Within our Year 7 & 8 Curriculum we have also firmly embedded the General Capabilities & Cross Curricular Priorities in alignment with the Australian Curriculum.

	YEAR 7 and YEAR 8
Core	English
	Mathematics
	Science
	History
	Religious Education
	Health and Physical Education
	Activities
	Assembly
Global Futures Rotation	Geography Civics and Citizenship / business and economics Chinese Digital Literacy
Arts Rotation	Visual Arts Music Media Drama
Technologies Rotation	Digital Technologies Design Technologies Materials and Technologies Technologies Food Specialisation

Core subjects are compulsory for each student and will provide them with the tools to access a variety of senior schooling and vocational pathways.

Rotation Subjects are subjects that complement our core program. Each student will study each elective subject in rotation across the year, to build foundational knowledge and skills, and to inform student choices as they move into years 9 and 10. Rotation includes subjects from areas within Global Futures, Technology and The Arts.


Timetables and Bell Times

Each student will receive an individual timetable which outlines their classes, teachers, and allocated rooms. Our college bell times can be seen here:

BELL TIMES			
	Start	Finish	Total
HOMEFORM	8.35AM	8.55AM	20
PERIOD 1	8.55AM	9.55AM	60
PERIOD 2	9.55AM	10.55AM	60
MORNING TEA	10.55AM	11.20AM	25
PERIOD 3	11.20AM	12.20PM	60
PERIOD 4	12.20PM	1.20PM	60
LUNCH	1.20PM	2.00PM	40
PERIOD 5	2.00PM	3.00PM	60



The Australian Curriculum – Version 9



The Australian Curriculum

The Australian Curriculum is 3-dimensional; it includes:

- **learning areas,**
- **general capabilities**
- **cross-curriculum priorities**

Together, the **3 dimensions** set out essential knowledge, understanding and skills that enable all young Australians to learn, contribute and shape their world now and in the future.

3 dimensions of the Australian Curriculum

8 Learning Areas ...

and the disciplines from which they are drawn, provide the foundation of learning.

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn.

- English**
- Maths**
- Science**
- Humanities and Social Science**

- HASS F-6
- Civics & Citizenship
- Economics & Business
- Geography
- History



7 General Capabilities

equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully.

They support and deepen student engagement with learning area content and are developed within the context of the learning areas.

The Arts

- Drama
- Media
- Visual Arts
- Dance
- Music

Technologies

- Design & technologies
- Digital technologies

- Health and Physical Education**
- Languages**

3 Cross Curriculum Priorities

support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts.

They are incorporated through learning area content; they are not separate learning areas or subjects.



Years 7 & 8 Information

Years 7 and 8 are transitional years for students during which they come to terms with the rigours of High School both socially and academically. It is a time in which students are exposed to a wide range of options in their rotation subjects, from which they can then choose to specialise in years 9 and 10, as well as laying strong foundations within their core areas of study.

In addition to academic classes, each student is allocated to a Home form. Home form teachers of year 7 & 8 students are responsible for the daily pastoral care of their students and are tasked with the coordination and mentoring of students through a successful transition into the high school context. They operate under the supervision of the Junior Wellbeing Coordinator.

Settling into high school involves a variety of factors, and our middle school organisation supports this in several ways, including (but not limited to):

- Campus orientation program
- College routines and expectations
- Organisation and study
- Positive staff relationships
- Consistent teachers, rooms and school officer support
- Small class sizes
- Holistic student view.

Firmly embedded within the Junior Programme is the Australian Curriculum's General Capabilities (GC) and Cross Curricular Priorities (CCP).



Year 7 Transition Program

To support the transition from Primary to Secondary Schooling, the college has developed a designated Transition Program, in which Year 7 arrivals undergo in the first week of Year 7.

This program covers the broad spectrum of aspects which contribute to college life at MSB including:

- Personal wellbeing
- Academic growth
- Classroom Routine
- Social and emotional skill development.

Opportunities are facilitated for students to immerse themselves within targeted activities to better prepare them for secondary schooling.

Through a gradual release of responsibility model, students are transitioning into daily school routine by the end of the week.

CORE SUBJECTS



ENGLISH

WHY STUDY ENGLISH?

English enables students to read, write and speak fluently through various genres, providing them with the necessary skills for success in their everyday lives. The Junior English Work Program aims to develop students' ability to communicate confidently and effectively, and to develop positive attitudes to lifelong learning.

COURSE CONTENT – What will I be Studying?

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together, the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Year 7-8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical: for example, narratives, performances, reports, reviews and arguments for different audiences.

The units studied include:

- Narrative and persuasive writing
- Visual literacy and myths
- Poetry
- Heroes and Villains - Spoken presentation
- Persuasive speech
- Short stories – flash fiction
- Advertising

ASSESSMENT – How will I be assessed?

Throughout the two-year course Year 7 and 8 students are required to complete a series of written and spoken assessment tasks, including essays and other analytical tasks, poetry, persuasive speeches, narrative writing, playwriting and performance, and examinations. These tasks will ultimately prepare them for the assessment requirements of Year 11 and 12 English subjects.



CAREER PATHWAYS – Where can this Lead?

English is a mandatory subject for all students from Years 7–12, as it is vital that students obtain the skills in speaking, reading and writing needed throughout their lives. English can establish a basis for extended literature studies in Years 11 and 12 and beyond, as well as developing essential communication skills to enhance employment opportunities.

GENERAL CAPABILITIES & COGNITION – Learning for LifeStudents will:

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.



MATHEMATICS

WHY STUDY MATHEMATICS?

Mathematics is a central part of a general education. To function in today's society students must possess basic numeracy skills and be able to apply them, especially in financial contexts. A basic understanding of mathematics is necessary in most walks of life. Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Study of mathematics raises students' competence in and confidence with the mathematics needed to make informed decisions in their day-to-day life. It also assists in ensuring scientific literacy and functioning effectively in a technologically skilled work force. Students are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

In Mathematics, skills are developed which form the basis for further study in senior maths. These senior maths subjects develop skills that are needed in the traditional careers of Engineering or the Physical Sciences, and act as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.

COURSE CONTENT – What will I be studying?

The course covers the three strands:

1. Number and Algebra

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedures and strategies associated with:

- Number concepts
- Addition and subtraction
- Multiplication and division
- Patterns and functions
- Equivalence and equations
- Graphical representations.

2. Measurement and Geometry

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Length, mass, area, capacity and volume
- Time
- Angles
- Transformations.



3. Probability and Statistics

A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Chance experiment representation and outcomes
- Collecting and analysing data sets
- Location, direction and movement.

ASSESSMENT – How will I be assessed?

Students will be assessed through a combination of written examinations, assignments and projects. The examinations and assignments will evaluate their understanding and fluency in various mathematical concepts. These tests will typically involve short response questions and will be conducted under supervised and unsupervised conditions.

Projects will require students to apply their mathematical knowledge to real-life scenarios. These may include investigative reports, statistical analyses, and problem-solving tasks. Projects will help students demonstrate their understanding, fluency, and reasoning proficiencies in practical contexts.

Students will be assessed at the levels they are currently working on, generally corresponding to Years 7 or 8. The delivery and assessment of units of work may be modified to suit the cohort of students within the year level.

CAREER PATHWAYS – Where can this lead?

Mathematics provides students with some of the necessary “life skills” involving use of maths in the real world, particularly in the finance area.

Mathematics is a key learning area and can be a necessary pre-requisite for some university courses, particularly in Science, Medicine and Engineering. This must be confirmed by consulting the relevant institution’s handbook.



GENERAL CAPABILITIES & COGNITION – Learning for LifeStudents will:

Mathematics aims to ensure that students:

- become confident, proficient and effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens
- develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability
- make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines
- foster a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study
- acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.



SCIENCE

WHY STUDY SCIENCE

Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences, that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of ways of working to develop and demonstrate their knowledge and understanding. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

COURSE CONTENT – What will I be studying?

In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. They extend their understanding of the particulate nature of matter and explore how interactions of matter and energy at the sub-microscopic scale determine macroscopic properties. They consider the effects of multiple forces when explaining changes in an object's motion. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

In Year 8 students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.



ASSESSMENT – How will I be assessed?

Assessment items include Extended experimental investigations, projects, oral presentations, written tasks, supervised assessment under test conditions, outdoor ecological / field studies, extended responses to scientific stimulus material.

CAREER PATHWAYS – Where can this lead?

Apart from the general life skills of interpreting, analysing, experimenting and concluding, which science emphasizes, the following career pathways are possible for those with an aptitude for science. These range from unskilled to university trained positions:

- Pharmacist
- Nurse
- Marine Scientist
- Photographer
- Farm Manager
- Pest and Weed Controller
- Food Processing Technician
- Medical Doctor
- Industrial / Civil Engineer
- Ambulance Officer
- Fitness Instructor
- Zookeeper
- Veterinarian
- Ecologist
- Medical Research Biologist
- Chemist
- Surveyor
- Physiotherapist
- Radiographer
- Space Scientist / Astronomer



GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

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

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.



HUMANITIES & SOCIAL SCIENCE

WHY STUDY HISTORY?

History is a central part of a general education. To function effectively in today's society, students need to understand the past and how it has shaped the present. A knowledge of history enables students to develop an understanding of people, events, ideas and movements that have influenced the development of societies, cultures and nations.

The study of History develops students' ability to think critically and to analyse evidence from a range of sources. Students learn to question, interpret and evaluate information, and to consider different perspectives. This supports them to make informed judgements and to understand the complexity of human experiences over time.

Through the study of History, students develop skills in research, communication and problem-solving. They learn to construct arguments, use evidence effectively, and communicate their ideas clearly. These skills are essential for active and informed participation in society.

History also fosters an understanding of identity, heritage and diversity. It encourages students to appreciate the experiences of Aboriginal and Torres Strait Islander peoples and the impact of past events on contemporary Australia and the wider world.

COURSE CONTENT – What will I be studying?

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. 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 from places including Egypt, Greece, Rome, India and China. In Year 7, students are expected to study the sub-strand Deep time history of Australia and at least one of the topics from The ancient world sub-strand.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies 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. An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

ASSESSMENT – How will I be assessed?

Students will be assessed using a variety of instruments ranging from short answer exams, essays, investigations, response to stimulus exams, document interpretations, research projects, source analyses and evaluations and multi modal presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.



CAREER PATHWAYS – Where can this lead?

Students develop skills in reading, analysis and communication. Students who study this subject gain skills necessary in professions such as advertising, law, teaching, journalism, media and business and administration.

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

History aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and systems throughout the world, past and present, and an interest in and enjoyment of the study of these phenomena
- key historical, geographical, civic, business and economic knowledge of people, places, values and systems, past and present, in local to global contexts
- an understanding and appreciation of historical developments, geographic phenomena, civic values and economic factors that shape society, influence sustainability and create a sense of belonging
- an understanding of the key concepts applied to disciplinary and/or cross-disciplinary inquiries
- the capacity to use disciplinary skills, including disciplinary-appropriate questioning, researching using reliable sources, analysing, evaluating and communicating
- dispositions required for effective participation in everyday life, now and in the future, including the ability to problem-solve critically and creatively, make informed decisions, be a responsible and active citizen, make informed economic and financial choices, and reflect on ethics.



RELIGION

WHY STUDY RELIGION?

As a learning community grounded in the Christian faith tradition in respectful dialogue with other faith traditions, Religion is an essential area of study at Mount St. Bernard College. Religion challenges students to live the gospel of Jesus Christ and become literate in the Catholic and broader Christian tradition so that they can participate critically and authentically in faith contexts and the wider society. Students learn through analysing, critiquing, evaluating, ritualising, reflecting and creating in a diverse range of religious and secular contexts.

COURSE CONTENT – What will I be studying?

Religion in Years 7 – 8 at Mount St. Bernard College is guided by the Religion Curriculum P-12 which involves four strands: Sacred Texts, Beliefs, Church and Christian Life. Each of these is explained below:

Sacred Texts

Students develop knowledge and understanding of the Old Testament, the New Testament and other Christian and spiritual writings and wisdom. They apply these to relevant and contemporary contexts.

Beliefs

Students develop knowledge and understanding of core beliefs and teachings of the Church. They also investigate perspectives on human existence as well as other world religions.

Church

Students develop knowledge and understanding of how God’s covenant with His people is nurtured within the faith community, its prayer and worship.

Christian Life

Students develop knowledge and understanding in three major areas of Christian living: moral formation, mission and justice, and prayer and spirituality.

These strands are interrelated and are taught in an integrated way through term units (detailed below) which are driven by a key inquiry question and are appropriate to school, parish and community contexts.

	Semester One	Semester Two
Year 7	<ul style="list-style-type: none"> ● Community of Believers: what does it mean to be a member of the MSB community? ● One God: how can so many people believe in one God? 	<ul style="list-style-type: none"> ● Liturgy, prayer & rituals: how can I speak to God and how does he speak to me? ● Jesus: what does all this Christmas stuff really mean?
Year 8	<ul style="list-style-type: none"> ● Movers and Shakers: who rocked the Church? ● Covenant: what does God really want for us anyhow? 	<ul style="list-style-type: none"> ● Sacraments of Initiation: how do believers begin their journey of faith? ● My World, Our World: how do we all play a role in making the world a better place?



ASSESSMENT – How will I be assessed?

Assessment tasks in Religion may include multimodal presentations, artistic creations, visual displays, extended writing responses, examinations and persuasive oral presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.

CAREER PATHWAYS – Where can this lead?

Religion develops reading and communication skills. Students who study religion gain skills necessary in professions such as psychology, sociology, media and business.

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

- Recall important information
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Research
- Critically analyse
- Evaluate
- Draw conclusions and make decisions to construct arguments
- Identify social issues of injustice and develop socially just responses
- Engage in respectful dialogue with people of other faiths or perspectives
- Reflect on learning, apply new understandings and justify future decisions.



HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

HPE develops healthy and active citizens with critical inquiry skills for analysing and understanding the influences on their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts confidently, competently and creatively.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

COURSE CONTENT – What will I be studying?

A major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others. Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives.

Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it. In these years, Health and Physical Education (HPE) plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Key Learning Area- Health & Physical Education				
Year 7	Term 1	Term 2	Term 3	Term 4
Physical Activity	Team Games & Athletics	Flying Disc	Soccer	Long Life Fitness
Theoretical: Core Content	Safe Choices	Super Snacks	Approaching Adolescence	From the Inside Out
Year 8				
Physical Activity	Team Games & Athletics	Orienteering	Stick Sports	Dance
Theoretical: Core Content	Supporting Others	My Decisions, MyLife	Food For Life	Sharing Community



ASSESSMENT – How will I be assessed?

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- practical performance
- reflecting.

These elements are assessed through the written, spoken, project and practical mediums.



CAREER PATHWAYS – Where can this lead?

Health and Physical Education prepares students for a variety of post-school pathways, including employment, certificate studies or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the Sport, Leisure and Recreation industries, Education, Sport Development, Youth Work, and health and medical fields linked to physical activity and sport. Health and Physical Education also equips students to take on volunteer and leadership roles in community activities.

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Health and Physical Education aims to enable students to:

- access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.



ROTATION SUBJECTS



GEOGRAPHY

WHY STUDY GEOGRAPHY?

Geography helps students make sense of the world around them. It develops an understanding of places, environments and how people interact with them. Students learn to think critically about global challenges such as climate change, sustainability, population growth and natural hazards. Geography encourages informed and active citizenship by building knowledge of how decisions impact environments and communities at local, national and global levels.

COURSE CONTENT – What will I be studying?

Students explore a range of geographical concepts including place, space, environment, interconnection, sustainability, scale and change.

In Year 7 and 8, students investigate topics such as:

- Landforms and landscapes
- Water in the world
- Place and liveability
- Changing nations
- Environmental challenges and sustainability

Students develop skills in:

- Reading and interpreting maps, graphs and data
- Using geographical tools and technologies
- Conducting inquiry and research
- Analysing human and environmental interactions

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including investigations, projects, fieldwork activities, exams and short responses.

CAREER PATHWAYS – Where can this lead?

Geography provides a foundation for careers that involve understanding environments and human systems, including:

- Environmental science
- Urban planning
- Tourism
- Geospatial technologies (GIS)
- Conservation and sustainability roles

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Geography aims to develop students':

- ability to think critically about environmental and human issues
- skills in inquiry, research and data interpretation
- understanding of sustainability and global citizenship
- capacity to make informed decisions about the future



CIVICS AND CITIZENSHIP / BUSINESS AND ECONOMICS

WHY STUDY CIVICS AND CITIZENSHIP / BUSINESS AND ECONOMICS?

This subject develops students' understanding of how society operates, including government, laws, business and the economy. It equips students with the knowledge and skills needed to participate as informed, responsible and active citizens. Students learn how decisions are made, how economies function, and how individuals and businesses contribute to communities.

COURSE CONTENT – What will I be studying?

Students explore key concepts in civics, citizenship, business and economics, including:

- Australia's system of government and democracy
- Laws, rights and responsibilities
- The role of citizens in society
- How businesses operate
- Economic decision-making and financial literacy
- Resource allocation, needs and wants

Students develop skills in:

- Analysing real-world issues
- Making informed financial decisions
- Evaluating economic and business choices
- Understanding civic participation

ASSESSMENT – How will I be assessed?

Students are assessed through investigations, projects, case studies, exams and short responses.

CAREER PATHWAYS – Where can this lead?

This subject provides a foundation for careers in:

- Business and entrepreneurship
- Law and government
- Finance and economics
- Public service and community leadership

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Students will:

- develop financial and economic literacy
- understand civic systems and responsibilities
- build skills in decision-making and problem-solving
- become active and informed members of society



CHINESE

WHY STUDY CHINESE?

Learning Chinese provides students with the opportunity to engage with one of the world's oldest and most widely spoken languages. It develops communication skills, cultural understanding and global awareness. Studying Chinese enhances cognitive flexibility, problem-solving skills and intercultural understanding, preparing students for participation in a globalised world.

COURSE CONTENT – What will I be studying?

Students are introduced to the Chinese language and culture through engaging and practical activities.

They explore:

- Chinese culture, traditions and daily life
- Basic spoken and written language skills
- Pinyin (Romanised system of pronunciation)
- Common characters and vocabulary
- Geography and key features of China

Students develop skills in:

- Listening and speaking in simple contexts
- Recognising and using basic characters
- Understanding cultural practices and perspectives

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including class activities, projects, short responses and cultural investigations.

CAREER PATHWAYS – Where can this lead?

Chinese language skills can support careers in:

- International business and trade
- Tourism and hospitality
- Education and translation
- Diplomacy and global relations

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Chinese aims to develop students':

- communication skills in another language
- understanding of cultural diversity
- confidence in engaging with global communities
- ability to think flexibly and creatively



DIGITAL LITERACY

WHY STUDY DIGITAL LITERACY?

Digital Literacy equips students with the essential skills to effectively and safely use digital technologies in everyday life. It supports students to become confident, responsible and critical users of technology, enabling them to communicate, collaborate and create in a digital world.

COURSE CONTENT – What will I be studying?

Students develop practical skills in using digital tools and technologies, including:

- Using devices and software effectively
- Online safety and digital citizenship
- Creating and presenting digital content
- Managing information and data
- Understanding the impact of digital technologies on society

Students learn to:

- communicate using digital platforms
- create documents, presentations and media
- use technology safely and responsibly
- apply problem-solving skills in digital contexts

ASSESSMENT – How will I be assessed?

Students are assessed through practical tasks and projects.

CAREER PATHWAYS – Where can this lead?

Digital Literacy supports all future pathways by developing transferable skills required in:

- all industries and workplaces
- further study in technology-related subjects
- everyday life and communication

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Digital Literacy aims to develop students’:

- confidence in using digital tools
- understanding of online safety and ethics
- ability to create and communicate digitally
- skills for lifelong learning in a digital world



DIGITAL TECHNOLOGY

WHY STUDY DIGITAL TECHNOLOGY?

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

COURSE CONTENT – What will I be studying?

By the end of Year 8 students should have had the opportunity to apply computational thinking by defining and decomposing real world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. Students represent and communicate their algorithmic solutions using flowcharts and pseudocode. Then check their solutions meet the specifications by testing and debugging their algorithms before and during implementation.

Students apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform. They investigate how data is transmitted via wired and wireless networks and explain the need for encryption to protect and secure data. Students investigate personal security controls, including multi factor authentication, to protect their data if passwords are compromised, and they understand the impact of phishing and other cyber security threats on people and data.

Students will be working on practical digital technology skills in the areas of:

- Programming
- 3D modelling.

Students will design digital products and solutions using software on school computers to solve assigned design problems. They will learn skills required to operate digital technology applications and the design process.

ASSESSMENT – How will I be assessed?

Students will be assessed using multimodal projects and multimodal investigations as demonstrations of their skills and knowledge about digital technology. Each project requires students to produce a digital solution to a problem within a set timeframe. Communication of ideas and evaluating their products assess their abilities in writing.



CAREER PATHWAYS – Where can this lead?

The Digital Technology workforce falls into two broad categories: the specialist and the user (these categories range from basic to advanced users and whose level of ICT skill requirement will vary depending on their work role). Students completing this course will have skills and knowledge of specialist applications.

Digital Technology underpins all Australian industries and helps businesses and individuals achieve national objectives, including:

- Progress towards a knowledge-based nation
- Innovation and education as economic drivers
- Enhanced employability through transferable knowledge and skills
- Access to and use of the information economy
- ICT resources pool to underpin a strong, vibrant ICT industry.
- Students will also develop necessary 'life skills' for participating in the 21st century.

Possible Digital Technology careers include:

- Software Engineer
- Programmer
- Web Developer
- 3D animator
- 3D artist
- IT support personnel

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.



DESIGN & TECHNOLOGIES

WHY STUDY DESIGN & TECHNOLOGIES?

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

COURSE CONTENT- What Will I Be Studying?

By the end of Year 8 students should have had the opportunity to create 4 designed solutions, and addressed each of the 4 technologies contexts:

- Engineering principles and systems
- Food and fibre production
- Food specialisations
- Materials and technologies specialisations.

Engineering principles and systems

In this unit, students learn about a range of traditional, contemporary and emerging engineered solutions. They consider how solutions are designed to meet community needs and investigate how designers use design thinking when they analyse needs and opportunities and evaluate impacts (positive, negative and unintended).

Students collaboratively apply the design process to creatively adjust and improve a given design to meet provided design criteria. They analyse how force, motion and energy are used to manipulate or control solutions.

Students consider how engineered solutions can be used to meet sustainability goals. They independently design and collaboratively produce a prototype solution for a given need. They select materials, components, tools, equipment and processes to create designed solutions for this service.

Food and fibre production

Sustainable managed environments provide new opportunities for food and fibre production. After analysing how food and fibre are produced in sustainable managed environments (e.g. greenhouses that reduce water and pesticide use) students select a managed environment to analyse how it has met needs, how its designers considered ethical and sustainability factors, how food and/or fibre were produced, and any impacts of innovations and technologies.



Students then collaboratively consider how the solution could be adapted to a different context. They practise a range of graphical representation techniques (e.g. landscape plans, perspective drawings) by hand and using drawing software. Students use critical thinking to generate ideas and individually create a community garden design that addresses a need relating to flooding, pests or accessibility. They present their design solution to the class using a multimodal presentation that includes annotated graphical representations. They support their design solution by providing reasons and arguments for the choices they've made.

Food specialisations

Many celebrity chefs and online influencers share innovative solutions for healthy meals to encourage different eating experiences. In this unit, students will analyse properties of foods and experiment with ingredients to determine preparation and presentation techniques to use when designing solutions for healthy eating. Students explore online platforms to source healthy meal recipes and food preparation techniques. They analyse healthy meal recipes and evaluate them against codeveloped design criteria. Students select and adapt a healthy meal recipe. They capture images using digital tools while experimenting with the preparation and presentation of the meal. They communicate their recipe and encourage healthy eating experiences using a mock social media post or digital recording.

Materials and technologies specialisations

Social entrepreneurs can have a positive impact on individuals and communities by creating innovative solutions to social, ethical and environmental needs. In this unit, students examine how a range of Australian social enterprises have generated positive solutions aimed at improving people's lives. Students explore how the characteristics of a range of materials, systems, components, tools and equipment (e.g. fabric durability, techniques for attaching components, the use of 3D printers to support rapid prototyping) can be combined to create solutions. They explore ways to manage projects and practise a range of relevant graphical representation techniques (e.g. sketches and mood boards). They apply the design process to create and evaluate design ideas and prototype solution for a turtle potholder.

ASSESSMENT- How Will I Be Assessed?

Students are assessed through a variety of methods including portfolios, investigations, exams, completed projects, observation and oral responses.

CAREER PATHWAYS- Where Can This Lead?

Design & Technologies provides students with the practical skills and theoretical knowledge that may lead to success in trades, engineering, and construction. Through hands-on experiences with basic machines, power tools, and hand tools, students learn to operate safely and effectively in a workshop environment, with an emphasis on Occupational Health and Safety. The subject fosters a solid foundation for those considering careers in industrial sectors. By incorporating design and systems thinking, students may develop confidence as critical users of technologies and as designers of innovative, ethical, and sustainable solutions. They gain valuable skills in generating, communicating, and evaluating design ideas, which can be applied creatively and competently in various real-world contexts. Additionally, students explore the potential roles and contributions of professionals in design and technologies occupations, helping them understand how these roles may contribute to society.



GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.



MUSIC

WHY STUDY MUSIC?

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

COURSE CONTENT – What will I be studying?

Students learn in and through the music practices of listening, composing and performing. They take opportunities to engage with living composers and performers and expand their awareness of the diversity of music practices, genres and/or styles. They explore music across cultures, times, and places.

Students develop skills for listening, vocal and instrumental performance, and composition in different music genres, interpreting and manipulating the elements of music: duration/time (including beat and rhythm, tempo, pulse, simple/compound metre), pitch, dynamics and expression, form and structure, timbre and texture.

They then go on to compose and perform genres such as songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining.

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including projects, exams, performances and short responses.

Students will sit a Theory exam which will show their understanding of musical notation and elements of music.

Students will perform a song on their chosen instrument and participate in a group musical performance.

CAREER PATHWAYS – Where can this lead?

This music class will prepare students to study music further in senior levels as well as give them the ability to appreciate music.

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Music aims to develop students':

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



DRAMA

WHY STUDY DRAMA?

Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and “standing in the shoes” of another and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students’ development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

COURSE CONTENT – What will I be studying?

Drama is primarily performance based. Individual creativity is encouraged as most task content is flexible/negotiable within a set task format.

Year 7

Drama enables students to explore alternate perspectives. Walking in someone else’s shoes allows students to develop empathy and build the social, critical and creative capacity to understand others. Through practical exploration, students learn and manipulate the elements of drama, shaping dramatic action which is driven by dramatic tension. They experiment with movement and voice to develop role and character. Students improvise and interact with one another in character, building confidence and capacity to sustain belief and extend ideas.

The unit then moves to experiencing and understanding the four different types of tension (task, relationship, surprise and mystery) by working with scripted drama and improvisation. Students relate the tension types to their own world and experiment with characterisation in scenarios based on real-life situations. Students develop collaboration skills by reflecting upon their communication and creations, appreciating diverse perspectives and developing negotiation skills to devise drama.

Students develop skills of acting including energy level, focus and working as an ensemble. Working with blank scripts, they manipulate the elements of drama, specifically tension, to shape and sustain character and dramatic action.

Through rehearsal and responding to draft feedback, they refine their performance skills. Students perform for one another in an informal class setting.

Year 8

As a creative outlet for expression, Drama provides teenagers an opportunity to explore inner thoughts, opinions and emotions. Focussing on the structure and purpose of a monologue deepens students’ understanding of character, role and perspectives. In this unit, students use popular shows and stories to explore different roles from children to teenagers. Exploring contrasting worlds and characters, students participate in class activities including process drama. Students experience situations from a character’s perspective and express their feelings and responses to scenarios.

Activities include hot seating, conscience alley and journal writing, role-playing, freeze frames of key moments of character’s life through to collaborative class activities.

By analysing characters and their relationships from a range of texts including plays, animations, television shows and live theatre or musical theatre comparisons, students explore how to develop a character and respond in-role to scenarios and complications.



Examining how language is used to communicate emotion and how to structure a monologue, students analyse and evaluate a range of monologue examples. Students apply their understanding of a monologue and respond to a seen stimulus in an examination.

The focus then shifts to students reflecting on a previous attachment they had to an object (e.g. toy) when they were younger. Students experiment with developing a character for this object to communicate how the object feels about the change from being used and loved to being abandoned.

They generate ideas and create possibilities for devising a monologue and experiment with ways of communicating emotion and evoking responses from the audience. Students devise a monologue to reflect on the relationship they used to have. They refine their performance skills to present or perform their monologue for their peers.

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including projects, practicals, exams, performances and short responses.

CAREER PATHWAYS – Where can this lead?

A course of study in Drama can lead to further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. Skills in presentation and public speaking are sought after in most fields and essential in the media, public relations and all forms of education and training.

GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Drama aims to develop students’:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, processes, forms, styles and techniques of drama to engage audiences and create meaning
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.



VISUAL ART

WHY STUDY VISUAL ART?

Visual Art is a subject that offers creativity, critical thinking, aesthetic knowledge and understanding about arts practices to respond to artworks with increasing self-confidence. It fosters an understanding of social, historical and cultural awareness of a variety of artists, techniques and materials. Visual Art challenges artists to extend on their current knowledge and art experiences to solve problems that can be applied to the real world and audiences.

COURSE CONTENT – What will I be studying?

Year 7 and 8 students will identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to the concepts, Dragon Dreams (Year 7) and Self-identity (Year 8). They will explore techniques and processes used in their own and others' artworks. When their folios are completed, they will communicate meaning in their artworks both, visually and through an artist statement.

The course covers Drawing (pastel, chalk, charcoal, pencil), Painting (tonal skills, colour mixing, brush techniques), Sculpture, Photography (basic Adobe Photoshop tools) and Printmaking (Lino-prints, collage).

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including projects, portfolios, displays, visual diaries and short responses.

CAREER PATHWAYS – Where can this lead?

The following careers are just a few of the options open to students who want to make a career in the Arts:

- Curator (Galleries or museums)
- Visual merchandiser (shop window dresser)
- Sign Writer
- Set Designer
- Graphic Designer
- Milliner (hats)
- Theatre Set Designer
- Cartographer (maps)
- Film & Television
- Interior Designer
- Furniture Designer
- Tattoo Artist
- Potter
- Architecture
- Art Conservator
- Fabric Designer
- Cartoonist or Animator
- Fashion Designer



GENERAL CAPABILITIES & COGNITION – Learning for Life Students will:

Visual Arts aims to develop students’:

- conceptual and perceptual ideas and representations through design and inquiry processes
- knowledge and skills in using visual conventions, visual arts processes and materials
- critical and creative thinking skills through engagement with and development of visual arts practice
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- personal expression through engagement with visual arts practice and ways of representing and communicating.