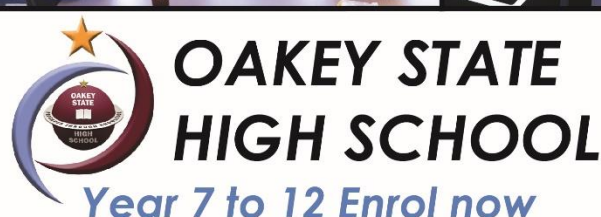


JUNIOR SECONDARY HANDBOOK 2021



Our Success:

- 100% QCE attainment - 91% OP 1- 15, 16% OP 1 - 5
- QLD school based apprentice of the year two years in a row 2017, 2018
- 97.6% "I'm getting a good education at my school"
(School Opinion Survey)

Like what you see?

Check out our frequently updated **Facebook** page and **website**: oakeyshs.eq.edu.au

Want to be a part of our community?

Get in touch through your channel of choice,

Phone: (07) 4691 4100

Address: 1 Campbell Street, Oakey

Email: admin@oakeyshs.eq.edu.au



/ RESPECT / EXCELLENCE / PARTICIPATION / PERSONALITY / SAFETY /

JUNIOR SECONDARY PHILOSOPHY

Our philosophy focuses on fostering the social, emotional and academic growth of our students. It is underpinned by positive, productive relationships, high expectations, a seamless curriculum and quality teaching that is explicit and engaging. We aim to nurture self-belief, increase opportunities and enhance learning outcomes for our Year 7, 8 and 9 students, instilling in them a love of learning.

We have purposely worked at developing school culture in ways that will further engage each student in a safe environment. Our school prides itself on being a Positive Behaviour for Learning (PBL) School. The looking, thinking, and acting we encourage, is about increasing a culture of educational engagement by promoting:

1. A culture that is **welcoming**
2. A culture in which the **conditions for learning are ever-present**
3. A culture in which we examine **how our behaviours affect us, others, and our world**,
4. A culture in which there is a shared belief that we are a **part of something special and great**, and
5. A culture in which the language creates and fosters our school values of **respect, excellence, participation, personality, and safety**.

At Oakey State High School, we are committed to the following principles:

1. All staff members in our school consider their job to make every student, parent, and visitor feel noticed, welcomed, and valued.
2. Our school rules and values are the tools for teaching students to become the moral and ethical citizens we expect them to be.
3. Students tell a story about themselves that is one of possibility and potential, students perform in ways that are consistent with that belief.
4. Students go beyond the minimum needed to get by, to discover what they are capable of achieving.
5. Our school is the best place to teach, the best place to learn and the best place to work.

Our Explicit Improvement Agenda Priorities for 2020 are:

1. **Engaged student attendance** with a goal that students will be present 92% of time
2. Students exhibit our school values and **Positive Behaviour for Learning** on a daily basis
3. The **Australian Curriculum** and Senior Syllabuses are implemented with fidelity.

Victoria Menkins
DEPUTY PRINCIPAL
 Junior Secondary

Our Junior Secondary Philosophy is founded on the following flying start principles:

Distinct Identity

Years 7 – 9 are recognised as an important developmental phase for adolescents. We aim to support students to develop a group identity within the school and ensure they feel connected, safe and confident in this environment.

Distinct home rooms for Year 7 students
Designated eating and recreational area for breaks
Core teacher for English and Humanities, Maths and Science, and Pastoral Care for Year 7's supported by the TIP leader program
Year 6 into 7 Transition Program each year
Year 7 Orientation Program each year
Year 7 camp supporting the development of students' leadership, cultural identity and positive peer relationships
JET (Junior Education Training) Plans are developed to support students to set academic and personal goals; identify strengths and weaknesses and possible career pathways

Quality Teaching and Learning

Quality teaching is the most powerful effect on student achievement and improved outcomes. We aim to develop teachers to use highly effective teaching practices relevant to adolescent learning.

EIA: Curriculum
EIA: Reading Comprehension is a key priority with 1:1 intervention for students with a reading age less than 6, Small Group intervention for students with a reading ages <11 and Whole Class Reading Comprehension Strategies supporting all students in the classroom.
Teachers have the tools to teach and students have the tools to learn
Curriculum development in line with the content descriptors and assessment standards of the Australian Curriculum
Students are introduced to specialised subject areas (Science laboratories; ITD workshops, Home Economics kitchens and sewing rooms, computer labs and creative art spaces) in Year 7 and 8. Students select electives in Year 9
Collaborative professional learning for teachers accessing experts in adolescent areas of development
We promote curriculum inclusiveness – designed to meet the specific needs of diverse learners based on school and systemic data
Staff confidently review, interrogate and analyse student data to improve learning outcomes for students
Integrated curriculum, assessment and reporting
A teaching culture that focuses on teaching students not subjects
Using technologies and digital resources to connect, collaborate and create

Student Wellbeing

Student wellbeing is critical to continued improved student achievement. We aim to support students with proactive programs and access to support specialists to optimise wellbeing and engagement.

EIA: Engaged Student Attendance
EIA: Positive Behaviour for Learning
Embedded transition and orientation systems
Pastoral care program that focuses on interpersonal skills, goal setting, self-awareness and respectful relationships
TIP leaders / Peer mentoring program – older students as buddies
Circle Connect– Elders and family members supporting students about indigenous culture protocols and expected behaviours
Wrap around support for students – students access Guidance Officer, Youth Support Worker, CEC, School-based Youth Health Nurse, School Chaplain, Attendance Officer and Head of Student Support - Behaviour Support through the HUB.
College-wide behaviour expectations based on our whole school values - Respect, Excellence, Participation, Personality and Safety
Speak up, Speak Out Anti-bullying and Cyberbullying programs
Stymie – anonymous online notification of bullying
Student referral processes that support students at risk
Whole School Positive reward systems - VIVO

<p>Parent and Community Involvement</p> <p>Families play an integral part in supporting children's learning. We aim to empower our parents and community to have meaningful input and engage with their student's learning and development.</p>	<p>Parent and community involvement is encouraged in the following ways:</p> <ul style="list-style-type: none"> o Monthly Parents & Citizen's Association meetings o Quarterly Indigenous and EALD Reference Group meetings o Industry and Business partnerships including: New Acland Coal, Oakey Beef Exports, Oakey Army Aviation Base, Oakey Chamber of Commerce, Oakey Junior Chamber and Oakey sporting associations o Regular communication via phone contact home, positive postcards, Parent – Teacher Interviews, School Newsletters, Website, Facebook, SMS
<p>Leadership</p> <p>Leadership is about changing behaviours that are required in the learning place that will lead to improved outcomes. We aim to provide leadership opportunities for both student, teachers and parents.</p>	<p>Embedded Junior Secondary staff leadership team that is supported with development and training</p> <p>Teacher leadership through collaboration on curriculum and pedagogy, Year Level coordination and Head of Student Support</p> <p>Parent leadership through the P&C</p> <p>Student leadership opportunities:</p> <ul style="list-style-type: none"> o Junior Secondary School Captain and Vice Captains o Year level representatives on Student Council o Peer Mentoring programs
<p>Local Decision-making</p> <p>Parents and communities can influence the effectiveness of schools and their strategic direction. We aim to develop policies and processes in response to the needs and aspirations of our community through continued consultation and reflection.</p>	<p>Ongoing consultation with a range of parent and community bodies:</p> <ul style="list-style-type: none"> o Parent and Citizen Associations o Student Representative Council o Indigenous and EALD Reference Groups o Industry and Business networks

At Oakey State High School the following key staff play important roles ensuring a culture that promotes learning and continual improvement in student achievement.

Junior Secondary CCP teachers:

- **Welcome**
 - o Each teacher provides welcoming routines for establishing home group on a daily basis
 - o Each student is individually welcomed and referred by name
 - o Provide opportunities for students to learn about their classmates and their teachers
- Are the first point of contact for student concerns and show students how to access support and assistance at school
- Contact home within first 3 weeks of the school year to invite parents to our welcome BBQ and comment on how student is settling into their first year at high school. Teacher addresses any parent concerns (if any). Contact is recorded as a contact home on OneSchool
- Attend the Welcome BBQ
- Invite Parents to term 2 and 3 Parent Teacher Evening
- Explicitly teach the PBL Value and the Behaviour of the Week each fortnight as a part of the CCP curriculum lesson
- Teach the CCP curriculum for their year level using the resources provided each week
- Report on student effort, behaviour and personal and social capabilities each term.

Junior Secondary Classroom Teachers:

- **Welcome**
 - Each teacher provides welcoming routines for establishing the lesson on a daily basis
 - Each student is individually welcomed and referred by name
 - Provide opportunities for students to learn about their classmates and their teachers
- **Do No Harm**
 - Explicitly teach the value and the behaviour of the week in every curriculum class every day - REPPS
 - Explicitly teach classroom expectations and universals
 - Develop supportive and caring relationships in their classroom – Take care of Yourself, Take care of each other, Take care of this place
 - Foster self-regulation to build student capacity to function at school each day
 - Invest in a preventative mindset that seeks to address potential difficulties before they spin into crisis
 - Learn and deploy restorative practices.
 - Give hallway TLC
- **Use Choice Words**
 - The language we use can affect the learning of students positively or negatively - choose words wisely. Praise and affirm.
 - Foster a growth mindset daily to unlock human potential
 - We are builders of identity and agency
 - Replace the damaging “but” with the power of if” when communicating
 - Eliminate sarcasm as a means of providing feedback or trying to be funny
 - Provide extensive learning opportunities each day for students to experience
 - Listen
- **It's Never too Late to Learn**
 - All students at OSHS deserve high-quality instruction
 - We believe learning is not fixed in time. Learning should be the constant, with time being a variable
 - Perseverance is an attribute of success that will be supported and rewarded
 - We recognise competence, not compliance
 - Academic rigor means students are challenged, but not frustrated to the point of giving up
 - We rally resources when students exhibit gaps in performance
 - Every adult in the school has an instructional role, including recovery and support efforts
 - Grades don't teach – people do
 - Reward students using the VIVO online rewards system on a regular basis
- **Own it, believe it, and achieve it.**
 - We figure out what our best is, and then pursue it relentlessly
 - We be our best today and everyday
 - We make data driven decisions to understand our student's learning

Year Level Coordinators:

- Coordinate Care and Careers Program (CCP) curriculum and learning opportunities for students on a weekly basis
- Run weekly parades focusing on the school improvement priorities – Engaged attendance, PBL and Explicit Instruction and the school value and behaviour of the week in line with the school values of Respect, Excellence, Participation, Personality and Safety
- Coordinate whole day wellbeing programs for each year level in line with the school CCP program
- Coordinate year level camps and excursions

Junior Secondary Head of Student Support:

- First point of contact for students and teachers with overall focus on supporting a students' academic, wellbeing and behavioural performance in the classroom
- Provide year level behaviour support for Tier II students
- Agents of restorative practice providing tools and assistance to staff and students to ensure students return to the classroom actively willing to participate in their learning and follow classroom universals
- Assist with referrals to Classroom Problem Solving Team, Student Welfare Action Team, Deputy Principal, Guidance Officer, Youth Support Worker, SATs officer, School Based Youth Health Nurse, Chaplain, Community Education Counsellor and outside agencies
- Maintain contact with home on a regular basis ensuring open and two way communication channels

Head of Department - School Improvement

- Provide opportunities for parents to engage with the school – welcome BBQ, parent enrolment and information nights, parent-teacher evenings
- Provide opportunities for Year 6 into 7 transitioning students to be appropriately and adequately prepared for high school in a planned and informative approach
- Assist Year 7 in the orientation phase at the beginning of the school year
- Coordinate NAPLAN testing arrangements and triangulate data to inform student performance
- Lead school improvement agenda priorities – engaged student attendance, explicit instruction and reading
- Coordinate academic programs to improve student learning outcomes for indigenous students including: Solid Pathways
- Conduct academic coaching conversations with identified students to develop a supportive action plan to improve student achievement outcomes

Head of Department (Curriculum)

- Manage the human, physical and financial resources necessary to implement quality, engaging junior curriculum
- Provide engaging curriculum and learning opportunities that support the junior secondary philosophy of Oakey SHS
- Facilitate data conversations with classroom teacher to discuss student achievement and areas for action in line with school improvement domains.
- Collate data performance and meet with Deputy Principal at line management meeting once per term to discuss actions, strategies and monitoring processes

Deputy Principal (Junior Secondary)

- Provide strategic leadership in the explicit improvement priorities for 2019 – engaged attendance, positive behaviour for learning, explicit instruction and reading
- Provide year level behaviour support to classroom teachers, Head of Student Support for Tier II and Tier III students
- Review junior secondary data sets (attendance, behaviour, academic achievement) by assessing student performance, prioritising areas of improvement, developing and planning a course of action, supporting implementation and monitoring performance.
- Support professional learning opportunities for staff and leadership team to implement school improvement priorities
- Seek school community partnerships to enhance and improve student learning opportunities

CURRICULUM LESSON STRUCTURE

	English	Math	Science	Humanities	HPE	CCP	Japanese / English Support Lesson	Technology	ARTS Rotations
Year 7	3	3	3	3	2	1	1	2	2
Year 8	3	3	3	3	2	1	1	2	2

	English	Math	Science	History	HPE / Geography	CCP	Elective 1	Elective 2
Year 9	3	3	3	2	2	1	3	3
Year 10	3	3	3	2	2	1	3	3

	English	Math	Elective 1	Elective 2	Elective 3	Elective 4	CCP
Year 11	3	3	3	3	3	3	2
Year 12	3	3	3	3	3	3	2

CURRICULUM OFFERINGS – JUNIOR SECONDARY

Lessons	Year 7	Year 8	Year 9	Year 10
CORE				
3	English	English	English	English
3	Mathematics	Mathematics	Mathematics	Mathematics
3	Science	Science	Science	Science
3	Humanities	Humanities	History	History
2	HPE	HPE	Rotation – 3 lessons Health and Physical Education & Geography 1 semester each	Rotation – 3 lessons Health and Physical Education & Geography 1 semester each
1	English Support Lesson / Japanese	English Support Lesson / Japanese		
1	Care and Careers Program (CCP)	Care and Careers Program (CCP)	Care and Careers Program (CCP)	Care and Careers Program (CCP)
ELECTIVES				
2	The Arts Elective Rotations 1 per term Music Drama ICT Visual Art	The Arts Electives – Choose 2 – 6 months each Drama Media Arts Music Visual Arts	Elective 1 - Choose 1 – 12 months Agricultural Studies Art Music HPE Extension Graphics ITD Home Economics	Elective 1 - Choose 1 – 12 months Agricultural Studies Art Music HPE Extension Graphics ITD Home Economics
2	Technology Elective Rotations 1 semester each Industrial Technology and Design – ITD Home Economics	Technology Elective Choose 1 – 12 months Information Communication and Technologies - ICT Industrial Technology and Design - ITD Home Economics	Elective 2 - Choose 1 – 12 months Industrial Technology and Design – ITD Information Communication and Technologies – ICT Drama Agricultural Studies Business Studies Social and Enterprise Learning – (SEL)	Elective 2 - Choose 1 – 12 months Industrial Technology and Design – ITD Information Communication and Technologies – ICT Drama Agricultural Studies Business Studies Social and Enterprise Learning – (SEL)



YEAR 8

SUBJECT GUIDE

2021

Student OneSchool subject preferences are available at:
oslp.eq.edu.au (accessed with student login/password)

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Philosophy Behind the Year 8 Curriculum

Student needs will best be met by choosing a course of study that will help them in their individual and career needs, as well as cater for their interests and abilities, whilst providing a broad, sound and balanced education.

Year 8 students *must study* English, Mathematics, Science, Health and Physical Education, and Humanities (History and Geography).

Subjects and the Timetable Structure

In order to apply for Year 8 subjects the form at the back of this booklet needs to be completed and returned to the office. The table that follows indicates which units are compulsory and the step-by-step guide at the end of the booklet indicates how to select subjects.

Subjects offered are as follows:-

<p>Compulsory Subjects:</p> <p>English 4 X 70 minute lessons per week</p> <p>Mathematics 3 X 70 minute lessons per week</p> <p>Science 3 X 70 minute lessons per week</p> <p>Health & Physical Education 2 X 70 minute lessons per week</p> <p>Humanities 3 X 70 minute lessons per week</p> <p>Care and Careers Program 1 X 70 minute lessons per week</p> <p>Japanese (ONLY STUDENTS WHO HAVE STUDIED IN YEAR 7 MAY CONTINUE IN YEAR 8) 1 X 70 minute lesson per week</p>	<p>Choice of Two Arts Electives: 2 X 70 minute lessons per week (6 month rotation)</p> <p>Art</p> <p>Drama</p> <p>Media Arts</p> <p>Music</p> <p>Choice of One Technology Elective: 2 X 70 minute lessons per week (12 month rotation)</p> <p>Design and Technologies – Home Economics (HEC)</p> <p>Design and Technologies – Industrial Technology and Design (ITD)</p> <p>Digital Technologies – Information, Communications and Technology (ICT)</p>
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Guidelines

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/s, or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

1. Keep your options open

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to "keep your options open". This means choosing a selection of subjects which makes it possible for you to continue thinking about career choices over the next few years before making more definite choices as you approach the end of Year 10.

2. Think about careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in the future. The school has a program to help you with career exploration. You can make an appointment with the Guidance Officer and check the Queensland Job Guide and other careers information found in the school Resource Centre.

3. Find out about the list of subjects your school offers

Even though you have studied a wide range of subjects in Year 7, it is important to find out as much as possible about the subjects offered in Year 8. To find out about the school's subjects:

- read the subject descriptions in booklets provided by the school
- ask the teachers and Heads of Department of particular subjects
- look at books and materials used by students in the subjects
- listen carefully at class talks and subject selection nights
- talk to students who are already studying the subjects.

When investigating a subject to see if it is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also about how the subject is taught and assessed. For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Maths B without a relatively high level of achievement in Maths
- It will be difficult in the future to take Chemistry and Physics without a relatively high level of achievement in Maths and Science
- Music and languages in the Senior years almost always require previous study at a Junior level
- Subjects such as Graphics and Accounting may be taken up for the first time in senior, though it is useful (but not essential) to have taken related subjects in Year 9 and Year 10.

4. Make a decision about a combination of subjects that suits you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- "all the boys or girls take that subject" (All subjects have equal value for males and females).

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

School-Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships allow students – typically Year 11 and 12 (or Year 10 where students have turned 15 years) to work for an employer as paid employees. Students gain a nationally recognised qualification, i.e. a VET qualification, in their chosen area and broaden their pathway options on completion of Year 12. An Expression of Interest needs to be completed and submitted to Ms Darr in B4 to initiate this process.

DESIGN & TECHNOLOGIES

Food and Textile Technologies (Home Economics)



What do students learn?

Home Economics is an enjoyable, practical subject that provides students with many useful skills **necessary in our world today**. The central focus of Home Economics is the development and investigation of the design process in food and textiles contexts. Using a technology focus, students are given the opportunity to work collaboratively and independently when investigating, designing and producing solutions to given tasks in both the food and textiles areas.

Topics will include but are not limited to:

- Introduction to the design process
- Skills associated with the safe and effective production and evaluation of items with both foods and textiles
- Selecting and preparing healthy food suitable for individuals and family
- A study of the Australian Guide to Healthy Eating
- Further development and refinement of skills with food and textiles
- Investigation into new and alternative textile techniques
- Consideration of food and textile sustainability

How are students assessed?

Assessment is a combination of practical and theoretical work. It will include a folio of work that aims to find a solution to a design situation.

How Does Home Economics Benefit Students?

Students will

- Develop skills in safely and effectively creating food and textile solutions for individuals and families
- Make informed decisions about food and textile products and processes including sustainability considerations
- Take control of health and health promoting behaviours
- Create with imagination and originality a range of products and processes in food and textile contexts
- Work collaboratively and communicate with others

DRAMA



What do students learn?

Drama is a hands on practical subject where students get to explore and create while developing and refining skills used in almost every other subject. The core of Year 8 drama is about creating student-driven performances while developing the ability to analyse drama in all its different forms such as film, stage and written. Drama gives students the opportunity to write and perform their own dramatic pieces while building confidence in public speaking in a safe and collaborative environment.

Topics will include but are not limited to:

- Continuation of the elements of drama
- Introduction to the basic of stage combat training
- Development and refinement of dramatic languages
- The writing and performing of self-devised scripts
- The exploration of Melodrama
- Building and refining of dramatic characters
- Reviewing and responding to live/recorded live theatre

How are students assessed?

Assessment is a combination of practical and theoretical work. Students will write and perform their own dramatic pieces while also analysing and responding to others work.

How Does Drama Benefit Students?

Students will

- Develop improvisational skills
- Build confidence in public speaking and presenting
- Develop and refine their ability to analyse performances on stage and in film
- Learn new communication skills
- Plan and manage their own time
- Work collaboratively and communicate with others

INDUSTRIAL TECHNOLOGY & DESIGN



What do students learn?

Yr 8 ITD is an opportunity for students to **create** designed solutions, **design** and **produce** products, **investigate** and **select** from a range of technologies, **evaluate** design processes used and designed solutions. Using project based learning, students will be exposed to: Computer aided drafting, basic electronics, basic hand skills, a range of materials, problem solving and design strategies.

Topics will include but are not limited to:

Letter Rack – incorporating:

- Computer aided drafting.
- Designing logo.
- Laser etching.
- Practical construction.

Backhoe Design Project – incorporating:

- Assembly of laser cut frame.
- Practical construction of base.
- Construction of hydraulic system.
- Design and construction of bucket / grapple.
- Design and etching of logo.

Dustpan – incorporating:

- Edge treatments
- Folds and seams
- Joining methods

Aluminium BBQ Tool – incorporating

- Materials
- Fluidising
- Forming materials.

Electronic Skill tester – incorporating:

- Electronics and basic circuits
- Housing design and construction

How are students assessed?

Assessment will be undertaken through Practical Projects, Design Folios and Theory Work Booklets.

Materials:

Students will use timber, ply, acrylic, sheet metal, aluminium, steel bar.

INFORMATION COMMUNICATION & TECHNOLOGY



What do students learn?

In Year 8, ICT students continue to explore how **innovative digital design** and **production solutions** are employed to solve social, ethical, technical and sustainability real-world problems. Students learn a wide variety of **ICT and digital skills**, combined with a new-found **technical knowledge** to find **digital alternatives to recognisable everyday issues**.

Students define issues in terms of **functional requirements and constraints**, then:

- **collect, authenticate and interpret data.**
- **design ideas** for different audiences using appropriate **technical terms**, and **graphical representation techniques including algorithms**.
- independently and safely **plan, design, test, modify and create** a range of **digital solutions** that meet intended purposes including **user interfaces** and the use of a **programming language**.
- **plan, document** and effectively **manage processes and resources** to produce designed solutions for each of the prescribed technologies contexts.
- **develop criteria** for success, including **innovation and sustainability** considerations, and use these to judge the suitability of their ideas, solutions and processes.
- use **appropriate protocols** when **collaborating, and creating and communicating** ideas, information and solutions face-to-face and online.

Topics will include but are not limited to:

<p style="text-align: center;"><u>Term 1</u></p> <p>Website Design</p> <ul style="list-style-type: none"> - Coding - Data Types (Compression, file size) - File Management <p>Assessment – Design, Develop and Build a website</p>	<p style="text-align: center;"><u>Term 3</u></p> <p>Video/Audio Production</p> <ul style="list-style-type: none"> - Video data collection - Video editing - Audio data collection - Audio editing <p>Assessment – Combining video and audio to create a short Vlog</p>
<p style="text-align: center;"><u>Term 2</u></p> <p>Digital Networks</p> <ul style="list-style-type: none"> - Investigating data types/categories - The workings of network systems - Digital security and encryption <p>Assessment – Digital Networks Multimedia presentation</p>	<p style="text-align: center;"><u>Term 4</u></p> <p>Digital Image Design</p> <ul style="list-style-type: none"> - Introduction to PhotoShop - Manipulating digital photos - Creating digital objects - Introduction to image file types and uses <p>Assessment – Creating a digital book cover</p>

How are students assessed?

By the end of Year 8, students:

- distinguish between **different types of networks and defined purposes**.
- explain how **text, image and audio data** can be **represented, secured** and **presented** in digital systems.
- **plan and manage digital projects** to create interactive information.
- **define and decompose problems** in terms of **functional requirements and constraints**.
- design **user experiences and algorithms** incorporating branching and iterations, and **test, modify and implement digital solutions**.
- **evaluate information systems and their solutions** in terms of meeting needs, innovation and sustainability.
- **analyse and evaluate data** from a range of sources to **model and create solutions**. They use **appropriate protocols** when communicating and collaborating online.

MEDIA ARTS

What is Media Arts?

Media Arts is the study of human communication through film, photography, video, audio, computer/digital arts, and interactive media.

Creatively, this subject will employ the elements of space, time, light, motion, color, and sound to express students' perspectives, feelings, and ideas. Students will create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience.

Critically, students learn to interpret and evaluate media within artistic, cultural, and historical contexts to become more knowledgeable consumers and effective digital citizens of the 21st Century. Through this, students will gain understanding and the role of the artist and designer, their contribution to society, and the significance of the creative industries.

Media Arts is an important aspect of our daily life as the idea creating is an essential part of thinking in our world of mass media.

These skills will be developed through investigating the following Media outlets:

- Advertising Campaigns
- Film and editing techniques
- Photography
- Websites and online media
- Marketing techniques and Design processes

What do students learn?

Media Arts is an artistic-based subject and uses elements and tools of current technologies to create works that express feelings and ideas.

Students will learn the skills of photography, marketing, advertising, sound, moving film, online websites, typography and many more.

Year 8	<input type="checkbox"/> Magazines and representations <input type="checkbox"/> Analyse and discuss how magazines are created <input type="checkbox"/> Make your own magazine front cover <input type="checkbox"/> Business Branding <input type="checkbox"/> Create a local business/organisation of your choice <input type="checkbox"/> Plan and develop marketing aspects of your business. (slogan, logo, pamphlet, business card, mission statement)
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How are students assessed?

Media employs a wide range of assessment techniques to judge student achievement.

These Include:

- Responding (Short response)
- Making (Folio of work)

How does MEDIA ARTS benefit students?

Media Arts provides students with the knowledge, understanding and skills to represent meaning associated with personal and global views. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students gain the ability to utilise techniques, technologies, practices and processes with images, sound and text and will become increasingly confident and proficient in achieving their personal visual ideas, and appreciating and valuing that of others.

After high school, students may also choose to pursue a career or further training in Marketing, Advertising, Film, Game Design, Animation, Photography, Fine arts and many more creative outlets. Media Arts provides students with the option to gain skills on which to explore the varied career options in the industry of Mass Media.

MUSIC



What do students learn?

Music will involve you making and responding to music independently. You will explore music as an art form through listening, composing and performing. As you make and respond to music, you will explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture.

If you choose music you will be focusing on the basic foundation requirements in music, with a focus on rhythm and notation reading and writing. You will also develop aural skills, focusing on the differences in rhythm and pitch.

Topics will include but are not limited to :

- ♫ Common Musical Symbols and Terms
- ♫ Rhythmic Dictation
- ♫ Melodic Dictation
- ♫ Aural Skills
- ♫ Instrumentation
- ♫ Tempo/Texture
- ♫ Elements of Pop/Rock Music
- ♫ Compositional Skills
- ♫ Practical Skills (Playing Instruments)

How are students assessed?

Three Assessments:

♫ Analytical Essay Exam -

- ♪ Write an analytical essay discussing two different pop or rock songs using the musical elements covered in class

♫ Composition Task -

- ♪ Use skills taught in class to compose a piece of music 12 bars in length

♫ Practical Performance Task -

- ♪ Perform a 45 second (minimum) piece of music using technical and expressive skills learnt in class

VISUAL ART

What do students learn?

In Year 8 art, students 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 exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

What do students learn?

Over the course of Year 8 Art, students learn about:

- fundamental concepts of art – elements and principles of design
- Artists and their work (contemporary artists as well as the Masters)
- How to present and display their resolved artworks
- Art history and specific movements
- Writing, analysing and presenting skills as they interpret and critique theirs and others artworks

Term 1		Term 2	
<input type="checkbox"/>	Portraiture and the Archibald Prize	<input type="checkbox"/>	Indigenous Art
<input type="checkbox"/>	Abstract Self Portraite	<input type="checkbox"/>	Elements and Principles of Art
<input type="checkbox"/>	Elements and Principles of Art	<input type="checkbox"/>	Artist Statments
<input type="checkbox"/>	Artwork analysis	<input type="checkbox"/>	Artwork analysis and critical study
		<input type="checkbox"/>	Print Making

How are students assessed?

Assessment is in the form of:

- practical tasks associated with units
- documentation and reflection in their visual journal
- written tasks associated with units

How does Year 8 Art benefit students?

Students understand that creativity is an imaginative and inventive act to produce something new of personal, social and/or cultural value. They learn problem solving skills, take and manage risk, adapt to change, and combine and explore ideas. Skills learned may enhance career opportunities and enrich leisure time activities.

By the end of Year 8, students 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 exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Oakey State High School

2021 Year 8 Subject Application Form



Student's Name: _____ CCP: _____

Notes

1. All students must study English, Mathematics, Science, History/Geography and Health and Physical Education.
2. Please ***select your ARTS subject preference 1 to 4***, with 1 being your highest preference.
3. Please ***select your TECHNOLOGY subject preference 1 to 3***, with 1 being your highest preference.
4. We will endeavour to accommodate all students however due to the high demand of some subject areas we may need to consider 3rd and 4th preferences.
5. Preference is given to application forms as they are submitted and with consultation with Head of Departments. Applications are due on or before **Friday, 20 November 2020**.

<input checked="" type="checkbox"/>	English
<input checked="" type="checkbox"/>	Maths
<input checked="" type="checkbox"/>	Science
<input checked="" type="checkbox"/>	Humanities – History and Geography
<input checked="" type="checkbox"/>	Health and Physical Education
<input checked="" type="checkbox"/>	Technology (1 of the below for 12 months) – preference 1 – 3 (1 being the most preferred)
<input type="checkbox"/>	Design and Technologies – Home Economics
<input type="checkbox"/>	Design and Technologies – Industrial Technology and Design (ITD)
<input type="checkbox"/>	Digital Technologies – Information Communication & Technologies (ICT)
<input checked="" type="checkbox"/>	The Arts (2 of the below for 6 months each) – preference 1 – 4 (1 being the most preferred)
<input type="checkbox"/>	Drama
<input type="checkbox"/>	Media Arts
<input type="checkbox"/>	Music
<input type="checkbox"/>	Visual Arts

Student Signature

Parent/Caregiver Signature

Date

***Please return this page
To the HUB***

Please initial. Date & Time Received: _____ (Office Use Only)



YEAR 9 and 10

SUBJECT GUIDE

2021

Student OneSchool subject preferences are available at:
oslp.eq.edu.au (accessed with student login/password)

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Philosophy Behind the Year 9/10 Curriculum

Student needs will best be met by choosing a course of study that will help them in their individual and career needs, as well as cater for their interests and abilities, whilst providing a broad, sound and balanced education.

Year 9 and 10 students ***must study* English, Mathematics, Science, Health and Physical Education, and Humanities (History and Geography).**

Subjects and the Timetable Structure

In order to apply for Year 9 subjects the form at the back of this booklet needs to be completed and returned to the office. The table that follows indicates which units are compulsory and the step-by-step guide at the end of the booklet indicates how to select subjects.

Subjects offered are as follows:-

Compulsory Subjects:	Two Electives: <i>3 X 70 minute lessons per week</i>
English <i>3 X 70 minute lessons per week</i>	Agricultural Studies
Advanced or Core Mathematics <i>3 X 70 minute lessons per week</i>	Art
Science <i>3 X 70 minute lessons per week</i>	Business Studies
Health & Physical Education <i>2 X 70 minute lessons per week</i>	Design and Technologies
Humanities <i>2 X 70 minute lessons per week</i>	Drama
Care and Careers Program <i>1 X 70 minute lessons per week</i>	Environmental Studies
	Graphics
	Industrial Technology and Design
	Information Communication and Technology
	Music

How to Choose Subjects

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/s, or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

Guidelines

1. Keep your options open

Many students in Year 9 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to "keep your options open". This means choosing a selection of subjects which makes it possible for you to continue thinking about career choices over the next few years before making more definite choices as you approach the end of Year 10.

2. Think about careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in the future. The school has a program to help you with career exploration. You can make an appointment with the Guidance Officer and check the Queensland Job Guide and other careers information found in the school Resource Centre.

3. Find out about the list of subjects your school offers

Even though you have studied a wide range of subjects in Year 9, it is important to find out as much as possible about the subjects offered in Year 10. To find out about the school's subjects:

- read the subject descriptions in booklets provided by the school
- ask the teachers and Heads of Department of particular subjects
- look at books and materials used by students in the subjects ☐ listen carefully at class talks and subject selection nights ☐ talk to students who are already studying the subjects.

When investigating a subject to see if it is suitable for you, try to find out not only about the content (i.e. what topics are covered in the subject) but also about how the subject is taught and assessed. For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work.

Remember too, that your choice of subjects **now** may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Maths B without a relatively high level of achievement in Maths
- It will be difficult in the future to take Chemistry and Physics without a relatively high level of achievement in Maths and Science
- Music and languages in the Senior years almost always require previous study at a Junior level
- Subjects such as Graphics and Accounting may be taken up for the first time in senior, though it is useful (but not essential) to have taken related subjects in Year 9 and Year 10.

4. Make a decision about a combination of subjects that suits you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher
- "all the boys or girls take that subject" (All subjects have equal value for males and females).

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking subjects that have proved difficult even after you have put in your best effort. Similarly if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

School-Based Apprenticeships and Traineeships

School-based apprenticeships and traineeships allow students – typically Year 11 and 12 (or Year 10 where students have turned 15 years) to work for an employer as paid employees. Students gain a nationally recognised qualification, i.e. a VET qualification, in their chosen area and broaden their pathway options on completion of Year 12. An Expression of Interest needs to be completed and submitted to Ms Darr in B5 to initiate this process.

AGRICULTURAL STUDIES

What is Agricultural Studies?

Agricultural Studies is a hands-on subject that lets you explore and investigate ideas, systems, issues and problems in agriculture.

It lets you experience the agricultural industry through plant science, animal science and the facets of business that impact on agricultural production. You will also investigate and analyse issues relating to sustainable resource management that affect agricultural production systems.



What do students learn?

As you study Agricultural Studies, you will learn key concepts that relate to plant science, animal science and agribusiness.

The key concepts of plant science and animal science involve the anatomy and physiology of plants and animals, and their influence on agricultural production systems. The key concepts of agribusiness will show you how agriculture has a major impact on the Australian economy and economies around the world, as well as teaching you about the management and strategic decision making involved in the short- and long-term supply of food, fibres and other products.

You will also look at significant ways in which agricultural production systems can be sustainably managed. These fall into four areas that you will consider across the course of study; plant and animal management, soil and water management, climate and weather, land management.

Agriculture Studies can be studied in Year 9 or 10 or over both years. The program has been written to allow for a combined Year 9 & 10 class if needed as it has a Year A and Year B work program.

	Year A Work Program	Year B Work Program
Year 9	<input type="checkbox"/> Introduction to Agriculture <input type="checkbox"/> Animal Studies <input type="checkbox"/> Poultry Reproduction <input type="checkbox"/> The Dairy Industry <input type="checkbox"/> Plant Industries	<input type="checkbox"/> Safety and Management <input type="checkbox"/> Practices <input type="checkbox"/> Animal Studies <input type="checkbox"/> Agribusiness <input type="checkbox"/> Environmental Sustainability Health and Safety of Angora Goats <input type="checkbox"/> Propagation of Native trees.
Year 10	<input type="checkbox"/> Safety and Management <input type="checkbox"/> Practices <input type="checkbox"/> Animal Studies <input type="checkbox"/> Agribusiness <input type="checkbox"/> Environmental Sustainability <input type="checkbox"/> Health and Safety of Angora Goats <input type="checkbox"/> Propagation of Native trees.	<input type="checkbox"/> Introduction to Agriculture <input type="checkbox"/> Animal Studies <input type="checkbox"/> Poultry Reproduction <input type="checkbox"/> The Dairy Industry <input type="checkbox"/> Plant Industries

How are students assessed?

Assessment in Agricultural Studies gives you opportunities to demonstrate your knowledge and understanding through investigating, analysing and evaluating agricultural information. You will have a chance to present this information to audiences through writing and speaking, or by combining modes for a presentation.

How does Agricultural Studies benefit students?

A course of study in Agricultural Studies can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, food technology, aquaculture, veterinary science, equine science, environmental management, biotechnology, business, marketing and agricultural education, research and development.

ART

What is Art?

Year 10 Art is designed to let students experience styles of learning consistent with the senior courses.



Visual literacy, literacy and numeracy have always been important components of Art and there has been a recent emphasis on these, particularly as they pertain to artmaking and art appreciation.

What do students learn?

Over the course of Year 9 and 10 Art, students learn about:

- Media and techniques of art-making
- Artists and their work (contemporary artists as well as the Masters)
- How to present and display their resolved artworks
- Art history and key movements
- Writing, analysing and presenting skills as they interpret and critique theirs and others artworks

	Year A Work Program	Year B Work Program
Year 9	<input type="checkbox"/> Portraiture and the Archibald Prize <input type="checkbox"/> Exploring Ceramics as a media <input type="checkbox"/> 2D and 3D styles of artmaking <input type="checkbox"/> Artist's Books <input type="checkbox"/> Elements and Principles of Art Artwork analysis and critical study	<input type="checkbox"/> Pop Art movement and related artists <input type="checkbox"/> Indigenous Art <input type="checkbox"/> Elements and Principles of Art <input type="checkbox"/> Art through the Ages (study art movements) <input type="checkbox"/> 2D and 3D styles of artmaking <input type="checkbox"/> Exploration of Sculpture as a media <input type="checkbox"/> Artwork analysis and critical study
Year 10	<input type="checkbox"/> Pop Art movement and related artists <input type="checkbox"/> Indigenous Art <input type="checkbox"/> Elements and Principles of Art <input type="checkbox"/> Art through the Ages (study of key art movements) <input type="checkbox"/> 2D and 3D styles of artmaking <input type="checkbox"/> Exploration of Sculpture as a media <input type="checkbox"/> Artwork analysis and critical study	<input type="checkbox"/> Portraiture and the Archibald Prize <input type="checkbox"/> Exploring Ceramics as a media <input type="checkbox"/> 2D and 3D styles of artmaking <input type="checkbox"/> Artist's Books <input type="checkbox"/> Elements and Principles of Art <input type="checkbox"/> Artwork analysis and critical study

How are students assessed?

Assessment is in the form of:

- practical tasks associated with units
- documentation and reflection in their visual journal □ tests and/or written/oral tasks associated with units

Students may be expected to attend exhibitions and/or art workshops during the course as part of their assessment criteria.

How does Year 10 Art benefit students?

Students understand that creativity is an imaginative and inventive act to produce something new of personal, social and/or cultural value. They learn problem solving skills, take and manage risk, adapt to change, and combine and explore ideas. Skills learned may enhance career opportunities and enrich leisure time activities.

Students are able to understand and make informed choices about Senior Art courses.

BUSINESS STUDIES



What is Business Studies?

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

What do students learn?

Through your learning across the core 'Business practices' and 'Business functions', you will experience the knowledge and skills used when working in a business, exploring and applying these through a variety of business contexts, such as entertainment, events management, health and wellbeing, legal, media, mining, real estate, retail, sports management, technical, tourism.

You will engage in learning from four business practices:

- Business fundamentals — to develop understanding of how a business operates and functions
- Financial literacy — to make informed and effective decisions in consumer and financial contexts
- Business communication — to effectively exchange information through different modes of interaction for the purpose of carrying out business activities
- Business technology — to select and use technology applications to process, convey and present information effectively.

	Year A Work Program	Year B Work Program
Year 9/10	<input type="checkbox"/> Consumer Choice <input type="checkbox"/> Personal Finance <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> The Global Economy	<input type="checkbox"/> Foundation Legal Studies <input type="checkbox"/> Foundation Accounting <input type="checkbox"/> Foundation Business <input type="checkbox"/> Applying Business Skills

How does Business Studies benefit students?

A course of study in Business Studies can establish a basis for further education and employment office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

DESIGN & TECHNOLOGIES:

Food and Textile Technologies (Home Economics)



What do students learn?

Students **apply** their knowledge and practical skills and processes when using technologies and other resources to **create** innovative solutions to meet current and future needs regarding food and textiles. In doing so, they consider economic, environmental and social sustainability issues important in our world and **evaluate** their possible relevance to production.

		Semester 1		Semester 2
Year 9	<input type="checkbox"/> Introduction to the Design Process <input type="checkbox"/> Producing a novelty cake using the design process <input type="checkbox"/> A study of fibres and fabrics <input type="checkbox"/> Effective production and evaluation of a hoodie	Planning with Food and Textile Technology	<input type="checkbox"/> A study of nutrients and their properties <input type="checkbox"/> Investigation and analysis of sustainable food options <input type="checkbox"/> Effective production and evaluation of a variety of foods <input type="checkbox"/> Food and sustainability issues <input type="checkbox"/> Creative solutions to design briefs in food contexts	Sustainability and Food Technology
Year 10	<input type="checkbox"/> History of Australian food habits <input type="checkbox"/> Multiculturalism and contemporary food habits <input type="checkbox"/> Creative solutions to design briefs in food contexts <input type="checkbox"/> Effective production and evaluation of a textile item suited to an adolescent	Food- The Australian Way and Textile Technology	<input type="checkbox"/> In depth study of nutrition <input type="checkbox"/> Creative solutions to design briefs <input type="checkbox"/> Effective production and evaluation of a variety of family meals <input type="checkbox"/> Food and sustainability issues <input type="checkbox"/> Investigation of how foods may be used in celebratory contexts	Eating for Health and Celebratory Cookery

How are students assessed?

Assessment is a combination of practical and theoretical work. It will include a folio of work that aims to find a solution to a design situation.

How Does Home Economics Benefit Students?

Students will:

- Develop skills in safely and effectively creating food and textile solutions for home and industry
- Make informed decisions about food and textile products and processes including sustainability considerations
- Take control of health and health promoting behaviours
- Create with imagination and originality a range of products and processes in food and textile contexts
- Work collaboratively and communicate with others

A study of Home Economics can also lead to opportunities in the career areas of Food Science, Food Manufacturing, Tourism and Hospitality, Childcare, Teaching, Social Work, Fashion Designing, Nursing, Food Critiquing, Dietetics, Health Advising, Window Dressing, Fashion Co-ordination.

DRAMA



What is Drama?

Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment.

What do students learn?

Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media. This mode of learning and expression integrates oral, kinaesthetic, visual and aural dimensions and sign systems. Students explore, analyse, understand and use aspects of dramatic languages.

	Year A Work Program	Year B Work Program
Year 9	<ul style="list-style-type: none"><input type="checkbox"/> Improvisation and<input type="checkbox"/> Theatresports<input type="checkbox"/> Commedia and Comedy<input type="checkbox"/> Directing Theatre for Young People and Realism	<ul style="list-style-type: none"><input type="checkbox"/> Stagecraft – lighting and<input type="checkbox"/> sound<input type="checkbox"/> Modern Circus<input type="checkbox"/> Word Theatre – traditions from other times and places Realism
Year 10	<ul style="list-style-type: none"><input type="checkbox"/> Stagecraft – lighting and<input type="checkbox"/> sound<input type="checkbox"/> Modern Circus<input type="checkbox"/> Word Theatre – traditions from other times and places Realism	<ul style="list-style-type: none"><input type="checkbox"/> Improvisation and<input type="checkbox"/> Theatresports<input type="checkbox"/> Commedia and Comedy<input type="checkbox"/> Directing Theatre for Young People and Realism

How are students assessed?

Drama employs a wide range of assessment techniques to judge student achievement. These include dramatic exploration (improvisation, workshop, practical demonstration), creative writing (scriptwriting, dramatic treatment), design (design concept), performance of scripted drama or student-devised drama, oral (seminar), extended writing (critical essay, text analysis). Types of assessment are Forming – where students operate as an artist (director, designer, playwright), Presenting (where students perform) and Responding (where students watch theatre and critique what they see).

As part of the Drama curriculum students will be expected to attend approximately two excursions per year. One excursion is usually to view and experience live theatre, and the other is usually to attend a skills-based workshop. Students may also be expected to attend rehearsals in their lunch hours and outside of school time, particularly when preparing ensemble performances.

How does DRAMA benefit students?

Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players. Students may also choose to pursue a career or further training in the Creative Arts after high school and Drama gives them a firm knowledge and skills-base on which to explore the many and varied career options in this very exciting and diverse industry.

GRAPHICS



What is Graphics?

Our ability to communicate effectively is an essential requirement in every field of endeavour and often our communication requirements are inadequately served by the spoken and written word.

Drawings, sketches, coloured illustrations and computer aided drafting are often needed to enable clear and efficient communication. Thus graphical communication is used by us either as a supplement to the spoken or written word or as a total replacement of it. Consequently, there is a need for every student to gain a basic knowledge of and develop skills in various means of graphical communication including the use of computers.

What do students learn?

	Semester 1	Semester 2
Year 9	MECHANICAL AND FURNITURE DESIGN <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to Computer Aided Design <input type="checkbox"/> Developing ICT skills in relation to Drafting <input type="checkbox"/> Effective production of engineering drawings to industry standards <input type="checkbox"/> Introduction to the design process 	BUILT ENVIRONMENT AND CONSTRUCTION METHODS <ul style="list-style-type: none"> <input type="checkbox"/> Introduction to BIM <input type="checkbox"/> Basic Construction materials and methods <input type="checkbox"/> Legal regulations and requirements <input type="checkbox"/> Effective production of construction drawings to industry standards
Year 10	GENERAL AND INDUSTRIAL DESIGN <ul style="list-style-type: none"> <input type="checkbox"/> Steps to Computer Aided Design. <input type="checkbox"/> Using the design process <input type="checkbox"/> Effective production and evaluation of part, assembly and detail drawings of a designed product. 	BUILT ENVIRONMENT AND HOUSE DESIGN <ul style="list-style-type: none"> <input type="checkbox"/> Using a BIM system <input type="checkbox"/> Construction Styles and solutions <input type="checkbox"/> Legal regulations and requirements <input type="checkbox"/> Using the design process <input type="checkbox"/> Effective production and evaluation of House designs using CAD.

How are students assessed?

Through the following tasks:

- A class folio of drawings, term 1 & 3
- A practical assignment/project term 2 & 4.

How does Graphics benefit students?

Many students may wish to utilise the skills taught in Graphics when they begin a career in the Construction, Manufacturing or Mechanical trades.

INDUSTRIAL TECHNOLOGY & DESIGN



What is ITD?

Through producing items in a range of wood, metal and plastic materials, and gaining knowledge and understanding of these, students are provided with the context to develop a range of practical and organisational skills, and undertake design processes.

What do students learn?

Students will learn how to produce workshop sketches and how to safely use hand & power tools to produce items to prescribed standards. They will gain knowledge and understanding of materials and processes to undertake their own designs and provide evaluation of completed products against specific criteria.

	Semester 1		Semester 2	
Year 9	<input type="checkbox"/>	Introductory Project	<input type="checkbox"/>	Introductory Project
	<input type="checkbox"/>	Main project/s May Include:	<input type="checkbox"/>	Main project/s May Include:
	<input type="checkbox"/>	Sheet Metal Manufacturing principles, processes & tools	<input type="checkbox"/>	Timber Manufacturing and
	<input type="checkbox"/>	Solid Steel Fabrication principles, processes & tools	<input type="checkbox"/>	Fabrication principles, processes & tools.
	<input type="checkbox"/>	Metal Lathe work principles, processes & tools	<input type="checkbox"/>	Wood Lathe work principles, processes & tools
			<input type="checkbox"/>	Plastics fabrication
Year 10	<input type="checkbox"/>	Introductory Project	<input type="checkbox"/>	Introductory Project
	<input type="checkbox"/>	Main project/s May Include:	<input type="checkbox"/>	Main project/s May Include:
	<input type="checkbox"/>	Sheet Metal Manufacturing principles, processes & tools	<input type="checkbox"/>	Timber Manufacturing and
	<input type="checkbox"/>	Solid Steel Fabrication principles, processes & tools	<input type="checkbox"/>	Fabrication principles, processes & tools.
	<input type="checkbox"/>	Metal Lathe work principles, processes & tools	<input type="checkbox"/>	Wood Lathe work principles, processes & tools
			<input type="checkbox"/>	Plastics fabrication

How are students assessed?

Assessment is designed to enable students to demonstrate their Process and Production Skills, as well as Knowledge and Understanding of the contexts in which they are working.

An assessment task typically includes:

- Production of workshop sketches
- Production of a parts list
- Providing solutions to design criteria
- Project construction
- Process description
- Evaluation

Theory tests may be used to further assess Knowledge and Understanding

How does ITD benefit students?

ITD provides students with transferrable skills and knowledge to undertake Trade Training courses in Years 11 and 12, and provides a basis for a career in a trade or technical area..

INFORMATION COMMUNICATION & TECHNOLOGY



What is ICT?

Information Communication Technologies (ICT), or Digital Technologies as an elective subject, is designed to further develop and enhance a students' knowledge and skills in working digitally. By working digitally, students analyse how humans interact with an array of networked systems, including websites and data based systems, and robotics, as well as digital still and video imagery. By selecting ICT as an elective, students will be provided with an opportunity to rationalise and integrate certain coding, design and accepted digital protocols, as well as put into practice newfound design and development skills in order to solve real-life digital problems.

What do students learn?

	Year A and B Work Program topics	
Year 9/10	<input type="checkbox"/> Website Production	<input type="checkbox"/> Animation
	<input type="checkbox"/> Video and Audio	<input type="checkbox"/> Application Development
	<input type="checkbox"/> Online Collaboration	<input type="checkbox"/> Network Fundamentals
	<input type="checkbox"/> Document Production and Data Management	<input type="checkbox"/> Digital Imaging and Modelling

How will students be assessed?

- Mostly practical project assignments (Websites, Wikis, Programming etc.)
- Some theory exams

How will ICT studies benefit students?

ICTs, digital technologies, computers, or portable communication device usage has grown exponentially in recent years and continues to become further integrated and into the homes and businesses of all citizens and an integral part of everyday life. Whilst not everyone who employs digital devices will be required to program one, the ability to problem solve with technologies is becoming paramount in society, whether it be online, within documents, digital media, or any facet of multi-modal mixes of technology. It is also important that students develop an understanding of protocols, security, best practices and ethics surrounding the use of digital technologies.

MEDIA ARTS

What is Media Arts?

Media Arts is the study of human communication through film, photography, video, audio, computer/digital arts, and interactive media.



Creatively, this subject will employ the elements of space, time, light, motion, color, and sound to express students' perspectives, feelings, and ideas. Students will create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience.

Critically, students learn to interpret and evaluate media within artistic, cultural, and historical contexts to become more knowledgeable consumers and effective digital citizens of the 21st Century. Through this, students will gain understanding and the role of the artist and designer, their contribution to society, and the significance of the creative industries.

Media Arts is an important aspect of our daily life as the idea creating is an essential part of thinking in our world of mass media.

These skills will be developed through investigating the following Media outlets: Advertising Campaigns; Film and editing techniques; Photography; Soundscapes; Websites and online media; Marketing techniques and Design processes.

What do students learn?

Media Arts is an artistic-based subject and uses elements and tools of current technologies to create works that express feelings and ideas.

Students will learn the skills of photography, marketing, advertising, sound, moving film, online websites, typography and many more.

	Year A Work Program	Year B Work Program
Year 9	<ul style="list-style-type: none"><input type="checkbox"/> Advertising<input type="checkbox"/> Photography<input type="checkbox"/> Marketing techniques and Design processes	<ul style="list-style-type: none"><input type="checkbox"/> Film and editing techniques<input type="checkbox"/> Soundscapes<input type="checkbox"/> Websites and online media
Year 10	<ul style="list-style-type: none"><input type="checkbox"/> Film and editing techniques<input type="checkbox"/> Soundscapes<input type="checkbox"/> Websites and online media	<ul style="list-style-type: none"><input type="checkbox"/> Advertising<input type="checkbox"/> Photography<input type="checkbox"/> Marketing techniques and Design processes

How are students assessed?

Media employs a wide range of assessment techniques to judge student achievement.

These Include:

- Responding (Extended written, Short response, Investigative)
- Making (Folio of work)

How does MEDIA ARTS benefit students?

Media Arts provides students with the knowledge, understanding and skills to represent meaning associated with personal and global views. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students gain the ability to utilise techniques, technologies, practices and processes with images, sound and text and will become increasingly confident and proficient in achieving their personal visual ideas, and appreciating and valuing that of others.

After high school, students may also choose to pursue a career or further training in Marketing, Advertising, Film, Game Design, Animation, Photography, Fine arts and many more creative outlets. Media Arts provides students with the option to gain skills on which to explore the varied career options in the industry of Mass Media.

MUSIC



What is Music?

Music is an important part of our way of life and with the music industry in Australia growing quickly, the study of music can lead to a wide variety of job opportunities. These include Journalism (Music Critic); Medicine (Music Therapy); Engineering (Electronics Engineer, Acoustics); Teaching; Publishing; Performing; Directing; Producing; Composing; Arranging and Conducting. Many other job opportunities with on-the-job training are also available after Year 12 in areas such as film and television, theatre, sound technology, radio, entertainment and hospitality industries.

What do students learn?

Throughout Years 9 and 10 students will learn about performance techniques, history of music, musicianship skills (theory), composing and aural skills (listening) across a range of musical genres. Throughout the course students are introduced to a wide range of musical ideas. They have the opportunity to play and sing different styles of music in both solo and group situations, as well as learning to create their own compositions. Students will be introduced to the characteristics and values of different styles of popular music with a main focus on music they enjoy listening to.

	Year A Work Program	Year B Work Program
Year 9	<ul style="list-style-type: none"><input type="checkbox"/> Back to basics – songwriting<input type="checkbox"/> Music through time<input type="checkbox"/> On the Stage – music of stage<input type="checkbox"/> All that Jazz	<ul style="list-style-type: none"><input type="checkbox"/> Back to basics - Music theory<input type="checkbox"/> World Music<input type="checkbox"/> Music of Film & TV<input type="checkbox"/> Popular Music
Year 10	<ul style="list-style-type: none"><input type="checkbox"/> Back to basics - Music theory<input type="checkbox"/> World Music<input type="checkbox"/> Music of Film & TV<input type="checkbox"/> Popular Music	<ul style="list-style-type: none"><input type="checkbox"/> Back to basics – songwriting<input type="checkbox"/> Music through time<input type="checkbox"/> On the Stage – music of stage<input type="checkbox"/> All that Jazz

How does Music benefit students?

Students who decide to study music will be introduced to a wide range of knowledge and skills that have positive benefits in current schooling and later life. Music consists of new literacy and numeracy to learn as well as increased cultural knowledge of the arts around the world. Students gain insight into one of world's most lucrative industries and enjoy several excursion opportunities to see the industry in a work environment. Music inspires creativity, builds self-confidence, teaches new skills, improves social interaction, increases critical listening skills and gives enjoyment to both performer and audience.

How are students assessed?

Assessment in music is divided into prac and theory.

Practical Performances

Practical Performances consists of student's performing a work they have been practicing throughout the term as part of a group or in some cases as a solo. These performances are held towards the end of each term and are performed in front of the class. A different practical performances is required each term.

Theory Assignments

These assignments vary depending on content covered and range from exams, compositions, research assignments, oral presentations and music analysis.

Oakey State High School

2021 Year 9/10 Subject Application Form



Student's Name: _____ CCP: _____

Notes

1. All students must study English, Mathematics, Science, History/Geography and Health and Physical Education.
2. **Please select your subject preference 1 to 6/7, with 1 being your highest preference.**
3. We will endeavour to accommodate all students however due to the high demand of some subject areas we may need to consider 3rd, 4th and 5th preferences.
4. Preference is given to application forms as they are submitted and with consultation with Head of Departments. Applications are due on or before **Friday, 20 November 2020**.
5. Subjects may be deleted from this offering due to insufficient student demand or resources.

☒ English

☒ Maths

☒ Science

☒ Humanities – History and Geography

☒ Health and Physical Education

Preference 1 – 7 the following:

☐ Agricultural Studies ☐ Art ☐ Graphics

☐ HPE Extension ☐ Home Economics

☐ Industrial Technology & Design (ITD) ☐ Music

Preference 1 – 6 the following

☐ Agricultural Studies ☐ Business Studies ☐ Drama

☐ Information Communication & Technologies (ICT)

☐ Industrial Technology & Design (ITD) ☐ Media Arts

Student Signature

Parent/Caregiver Signature

Date

**Please return this BLUE page
To the HUB**

Please initial. Date & Time Received: _____ (Office Use Only)

2021 Stationery List

Year 7 - All Subjects

General - All Subjects

1 x scissors
1 x 40g glue stick
1 x plastic ruler (no metal rulers)
1 x pencil case
2 x red, blue and black pens
2 x HB and 2B pencils
1 x pencil eraser
1 x packet of 12 coloured pencils
1 x highlighter pen pack
1 x pencil sharpener

10 x A4 exercise books (96 pages)
1 x A4 envelope
1 x Ti 30XB Scientific Calculator (Green)
1 x protractor (360 degrees)
1 x music book (including manuscript)
1 x clear safety glasses (ITD) purchased at HUB
1 x USB drive (8GB recommended)
1 x math compass
2 x ring binder (English and Humanities)
1 x display folder (Home Economics)

Year 8 - All Subjects

General - All Subjects

1 x scissors
1 x 40g glue stick
1 x plastic ruler (no metal rulers)
1 x pencil case
2 x red, blue and black pens
2 x HB and 2B pencils
1 x pencil eraser
1 x packet of 12 coloured pencils
1 x highlighter pen pack
1 x pencil sharpener

10 x A4 exercise books (96 pages)
1 x A4 envelope
1 x Ti 30XB Scientific Calculator (Green)
1 x protractor (360 degrees)
1 x music book (including manuscript)
1 x clear safety glasses (ITD) purchased at HUB
1 x USB drive (8GB recommended)
1 x math compass
2 x ring binder (English and Humanities)
1 x display folder (Home Economics)

Year 9 - All Subjects - BYOx Device

General - All Subjects

1 x scissors
1 x plastic ruler (no metal rulers)
2 x red, blue and black pens
1 x pencil eraser
1 x highlighter pen pack
1 x A4 envelope
7 x A4 page exercise books (96 pages)
2 x A4 2 ring binder (English & Hum)
2 x pack A4 loose leaf paper (English & Hum)
2 x pack A4 sheet protectors (English & Hum)
1 x clear safety glasses purchased at HUB (ITD)
1 x display folder (Home Economics)

1 x 40g glue stick
1 x pencil case
2 x HB and 2B pencils
1 x pack of 12 coloured pencils
1 x pencil sharpener
1 x USB drive (8GB recommended)
1 x headphones (BYOx)
1 x Ti 30XB Scientific Calculator (Maths)
1 x protractor (360 degrees - Maths)
1 x math compass
1 x music book (incl manuscript – Music)

Year 10 - All Subjects - BYOx Device

General - All Subjects

1 x scissors
1 x plastic ruler (no metal rulers)
2 x red, blue and black pens
1 x pencil eraser
1 x highlighter pen pack
1 x A4 envelope
7 x A4 page exercise books (96 pages)
2 x A4 2 ring binder (English & Hum)
2 x pack A4 loose leaf paper (English & Hum)
2 x pack A4 sheet protectors (English & Hum)
1 x clear safety glasses purchased at HUB (ITD)
1 x display folder (Home Economics)

1 x 40g glue stick
1 x pencil case
2 x HB and 2B pencils
1 x pack of 12 coloured pencils
1 x pencil sharpener
1 x USB drive (8GB recommended)
1 x headphones (BYOx)
1 x Ti 30XB Scientific Calculator (Maths)
1 x protractor (360 degrees - Maths)
1 x math compass
1 x music book (incl manuscript - Music)

Please note:

**A list of additional items may be distributed if required
at the start of school in 2020.**



JUNIOR CERTIFICATE OF EDUCATION (JCE)

The Junior Certificate of Education is a school based junior schooling qualification awarded to eligible students at the end of Year 9 on successful completion of the junior phase of learning.

At Oakey State High School, the JCE has been strategically designed with 3 aspects in mind:

- As an explicit framework to track student progress and engagement
- A tool to enable students to self-regulate their own learning through a systematic cycle of inquiry
- Recognition of students readiness to embark on their Senior Schooling journey

How the JCE Works

For a student to be awarded a JCE they will need to achieve a significant amount of learning, at a set standard – including being literate and numerate. This requires achieving a 'C' standard or higher in a number of core and elective subjects across 2 Semesters in Year 9. To be awarded the Oakey State High School Junior Certificate of Education (JCE) students must at the completion of Year 9:

- Accumulate at least 10 out of the 14 available credits
- Achieve a C standard or better in English & Mathematics for 3 out of 4 semesters of Year 9
- A statement will be included to identify where students are working on an Individual Curriculum Plan (ICP)

In Year 7 and 8 will be regarded as transition students will set goals and track results, but only credits achieved in Semester 1 and 2 of Year 9 will be used to determine the JCE.

Literacy and Numeracy Requirements

In **Year 9, Semester 1 AND 2** students must achieve a "C" standard or higher, in English **and** Mathematics for a minimum of 3 credit points over two semesters.

	Credit Point For N, D or E Result	Credit Point For C or better Result	OVERALL Max Credits for Year
*MUST HAVE C OR BETTER (Require a minimum 3 Credit Points)			
English*	0	1	Must gain a C or better for English and Mathematics in Semester 2
Mathematics*	0	1	
ADDITIONAL CORE AND ELECTIVE CREDITS (Total requirement 10 Credit Points overall including English and Mathematics)			
Science	0	1	2
History	0	1	2
HPE/Geography	0	1	2
Elective 1	0	1	2
Elective 2	0	1	2

Recognition of Student Participation

Additionally, a Statement of Participation showing service to the school in a range of activities including: leadership roles, representative sport and extra-curricular activities will be recorded on the Junior Certificate of Education. It is the home group teacher's responsibility to keep a record of the student's involvement in each activity throughout the year.