RIPLEY VALLEY
State Secondary College

# JUNIOR SECONDARY

## SUBJECT HANDBOOK

OCTOBER 2024

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# Message from the Principal

At Ripley Valley State Secondary College, we are committed to providing innovative learning experiences for your child that incorporate high quality, evidence-based teaching practices that focus on success for every student. To achieve this, we collaboratively work with students, staff and community members to create multiple pathways for all learners. Our subject offerings align with the Australian Curriculum and Queensland Senior Syllabuses. We are innovative in the way we deliver teaching to ensure that all students are given the skills and ability to successful transition from high school into adulthood.

The Junior Secondary Phase of Learning offers your child the opportunity to explore in greater detail a range of specialist subjects with specialist teachers in addition to their core subjects of maths, english, science, health & humanities.

This ability to experience in greater depth a range of specialist subjects allows your child to discover their passion for future pathways in their Senior Phase of Learning.

We ensure that all students experience the full range of Australian Curriculum Electives across Years 7 and 8, and in Year 9 students are offered their first opportunity to select elective courses of study.

This Handbook will provide you with an overview of all the subjects that are studied across Years 7 - 9. If you require additional information, I encourage you to contact the relevant staff via the contact details located on our College website. Our school motto “Achieving Excellence Together” reflects our school’s vision and your involvement in many aspects of your child’s education. I encourage you to talk with your child about their learning and academic progress so that they can achieve to the best of their ability.

As Principal, I look forward to working with you, your child and our talented team to ensure that your child achieves to the best of their potential.

Yours Sincerely,

Brendan Krueger

Foundation Principal

# Curriculum Overview

| Year 7 | Year 8 | Year 9 |
|---|---|---|
| **CORE SUBJECTS** | | |
| English | English | English |
| Maths | Maths | Maths |
| Science | Science | Science |
| HPE (1 sem) | HPE (1 sem) | HPE (2x 70min lessons) |
| Humanities (1 sem) | Humanities (1 sem) | History (1 sem) |
| | | Geography (1 sem) |
| **ELECTIVE SUBJECTS (1 SEMESTER)** | | |
| Dance | Drama | **Students select 4 elective subjects from the following:** |
| Music | Food Specialisation | Dance |
| Digital Technologies | Visual Arts | Drama |
| Design Technologies | Media Arts | Engineering Principals and Systems |
| Japanese (12 months) | Japanese (12 months) | Design Technologies |
| | | eSports |
| | | Food Specialisations |
| | | Music |
| | | Health Sport Exercise Science |
| | | Digital Technologies |
| | | Media Art |
| | | Visual Art |
| | | Japanese (12 months) |
| **EXCELLENCE PROGRAMS (12 MONTHS)** | | |
| Dance Excellence | Dance Excellence | Dance Excellence |
| Ignite Excellence | Ignite Excellence | Ignite Excellence |
| Football Excellence | Football Excellence | Football Excellence |
| eSport Excellence | eSport Excellence | eSport Excellence |

***Please note Excellence Programs cannot be chosen as a part of subject selections. Students complete EOI trial process and are invited to Excellence Programs pending selection from Academy Coordinator.**

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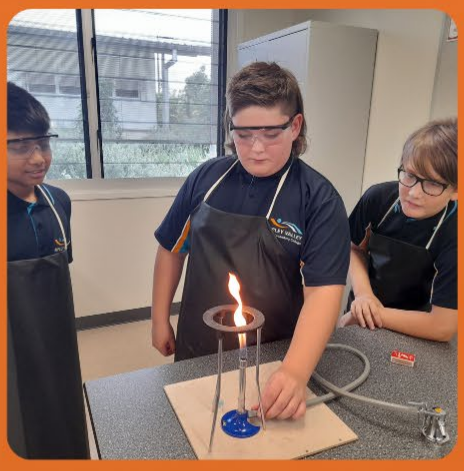
# CORE SUBJECTS



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# ENGLISH

# English – Year 7

CORE

## Subject Overview

English in Year 7 will follow the Australian Curriculum, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in previous years through in-depth studies of a variety of texts. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, essays and proposals.

## Key Skills

- Make presentations and contribute actively to class and group discussions, using language features to engage the audience
- Create structured and coherent texts for a range of purposes and audiences
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning

## Topics Studied

**Unit 1 - Have Courage; Be kind!**

In this unit students will examine narrative texts in particular memoirs, considering their structure, language features and the use of figurative language. Students will:

- Create structured and coherent texts for a range of purposes and audiences
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints

**Unit 2 - On Trial**

In this unit students will examine 'the art of persuasion' in role as either the defence or prosecution law for a film character. Students will:

- Make presentations using persuasive language features to engage the audience.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning

**Unit 3 - Sing It to Me!**

In this unit students will listen to, read, view, interpret and evaluate a range of texts including poetry and lyrics. Students will:

- Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage
- Create an informative and persuasive proposal

**From The Director's Chair**

In this unit students will complete an in-depth study of a film. They will:

- Create an analytical text that describes and explains directorial choices that position audiences to respond in particular ways
- Select and synthesise evidence to support contentions by interpreting, explaining, analysing and evaluating the conventions of a film.

## Assessment

- Narrative (memoir) - Written
- Persuasive - spoken
- Expository - written
- Analytical essay

# English – Year 8

CORE

## Subject Overview

Year 8 will follow the Australian Curriculum for English, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English will challenge students to develop into dynamic communicators who can use language creatively, persuasively and analytically. Students will be exposed to a range of literary, media and screen texts that will be relevant to their own loves and also challenge them to expand on their world view.

## Key Skills

- Combine ideas, images and language features from other texts, to show how ideas can be expressed in new ways.
- Interpret texts, questioning the reliability of sources of ideas and information
- Create texts for different purposes, selecting language to influence audience response
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

## Topics Studied

**Unit 1 - To Infinity and Beyond**

In this unit, students will explore speculative fiction and the sub-genres it encompasses. Students will:

- Engage with a range of texts including short stories, novel extracts, film and television extracts.
- Develop their understanding of how texts are influenced by context, purpose and audience.
- Consider the value of the speculative fiction genre within the real-world context
- Create a persuasive column that persuades readers to share their perspective.

**Unit 2 - Reel Reconciliation**

In this unit, students will explore Australian identity through film. They will:

- Engage in an in-depth film study
- Develop their understanding of how texts are influenced by context, purpose and audience.
- Persuade an audience to value the contribution of a film in representing Australia's First Nation's people or stories.

**Unit 3 – Rebels and Role Models**

In this unit, students will explore representations of adolescents in texts. Under exam conditions, they will:

- Select and synthesise evidence to support contentions by interpreting, explaining, analysing and evaluating the authorship of the novel.
- Present a cohesive and logical arguments that refer to the novel both directly and indirectly.

**Unit 4 – Between Right and Write**

In this unit, students will engage with a range of texts including short stories, novel extracts, poetry and media texts, to explore moral and ethical values. Through the art of short story writing, students will:

- Analyse and deconstruct short stories that convey moral or ethical messages
- Delve into character development, explore plot structure, and employ literary techniques to craft their own compelling short stories.
- Create narratives that challenge and inspire critical thinking about morals and values.

### Assessment

- Expository Written – Informative/Persuasive
- Persuasive - spoken
- Analytical Exam - written
- Imaginative - Written

# English – Year 9

**CORE**

### Subject Overview

English in Year 9 will follow the Australian Curriculum, which develops the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in previous years through in-depth studies of a variety of texts. In Year 9 students engage with a variety of texts for enjoyment. Students develop a critical understanding of the contemporary media and the differences between media texts.

### Key Skills

- Evaluate and integrate ideas and information from texts to form their own interpretations
- Create texts that respond to issues, interpreting and integrating ideas from other texts. Use the conventions of written and spoken English.
- Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience
- Analyse the ways that text structures can be manipulated for effect.

### Topics Studied

**Unit 1 – Twists and Tropes**

In this unit, students will delve into the captivating world of Gothic fiction. They will explore the key elements of this genre through close reading, analysis, and creative writing exercises. Students will:

- Demonstrate an understanding of how characterisation, setting, atmosphere, and symbolism contribute to the genre.
- Create a short story that exhibits the hallmarks of Gothic fiction.

**Unit 2 - An Inconvenient Truth:** In this unit, students listen to, read and interpret a variety of documentary films including those that put forward different perspectives on a number of issues. They will:

- Analyse the text structures (visual and auditory) and language devices used in each film to create particular effects and meaning, developing their understanding of how texts, are influenced by context, purpose and audience.
- Evaluate the effectiveness or potential harm of a particular film in making a comment on a social issue**.**
- Create an informative and persuasive opinion piece that present a point of view

**Unit 3 – A World of Stories**

In this unit, students will complete an in-depth study of a novel that focuses on the experiences of young people in other countries. Students will:

- Read and analyse a novel that examines a social or ethical issue/dilemma.
- Examine and evaluate how the authors experience, context, audience and purpose shape the narrative viewpoint, characterisation and plot structure.
- Create an analytical essay that examines the techniques used by the author to convey a social or ethical issue.

**Unit 4 – Dissecting Disney**

In this unit, students listen to, read and interpret a variety of Disney/Disney Pixar and historical texts including those that put forward different perspectives of social issues. They analyse the text structures and language devices used in each text to create particular effects and meaning, developing their understanding of how texts, are influenced by context, purpose and audience. Students will:

- Consider contemporary values, attitudes, and beliefs and how these align with key themes and messages in the film.
- Create a blog that evaluates Disney's representation of gender (or other social issue) and persuade the reader to take up their position.

### Assessment:

- Imaginative response
- Expository written – Informative/persuasive
- Analytical Essay
- Expository spoken - VLOG

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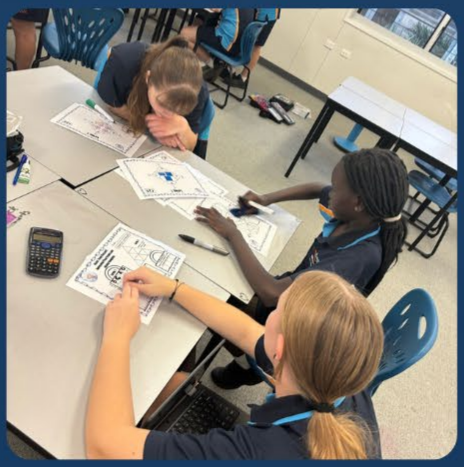
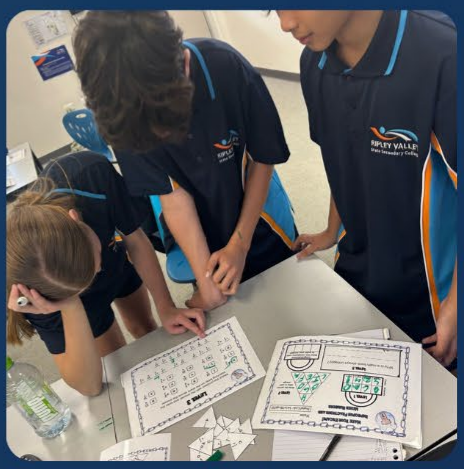
# MATHEMATICS





# Mathematics – Year 7

CORE

## Subject Overview

Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in Number and algebra, Measurement and geometry, and Statistics and probability. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## Key Skills

Students will be engaged in the following Numeracy Skills throughout the Year 7 Mathematics course.

- Solve problems involving the comparison, addition and subtraction of integers
- Make connections between whole numbers and index notation including the relationship between perfect squares and square roots
- Interpret and solve simple linear representations and model authentic information
- Compare the cost of items to make financial decisions
- Solve problems involving percentages and all four operations with fractions and decimals
- Use fractions, decimals and percentages and their equivalences
- Express one quantity as a fraction/percentage of another
- Describe different views of three-dimensional objects
- Assign ordered pairs to given points on the Cartesian plane
- Represent transformations in the Cartesian plane
- Solve simple numerical problems involving angles formed by a transversal crossing two parallel lines
- Use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms
- Classify triangles and quadrilaterals
- Name the types of angles formed by transversal crossing parallel lines
- Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes
- Identify issues involving the collection of continuous data
- Calculate mean, mode, median and range for data sets
- Describe the relationship between the median and mean in data displays
- Construct stem-and-leaf plots and dot-plots

## Topics Studied

By the end of Year 7, all year 7 mathematic students will have completed topics across the following content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and probability

## Assessment

All Mathematics students will undertake two mandatory types of assessment

- Supervised written assessment tasks; and
- Problem-solving and Modelling Tasks.

# Mathematics – Year 8

CORE

## Subject Overview

Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in Number and algebra, Measurement and geometry, and Statistics and probability. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## Key Skills

Students will be engaged in the following Numeracy Skills throughout the Year 8 Mathematics course.

- Solve everyday problems involving rates, ratios and percentages
- Recognise index laws and apply them to whole numbers
- Describe rational and irrational numbers
- Solve problems involving profit and loss
- Make connections between expanding and factorising algebraic expressions
- Use efficient mental and written strategies to carry out the four operations with integers
- Simplify a variety of algebraic expressions
- Solve linear equations and graph linear relationships on the Cartesian plane
- Solve problems relating to the volume of prisms
- Make sense of time duration in real applications
- Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- Convert between units of measurement for area and volume
- Determine perimeter and area of parallelograms, rhombuses and kites
- Name the features of circles and calculate the areas and circumferences of circles
- Model authentic situations with two-way tables and Venn diagrams
- Use appropriate language to describe events and experiments
- Explain issues related to the collection of data and the effect of outliers on means and medians in that data
- Determine complementary events and calculate the sum of probabilities

## Topics Studied

By the end of Year 8, all year 8 mathematic students will have completed topics across the following content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and probability

## Assessment

All Mathematics students will undertake two mandatory types of assessment

- Supervised written assessment tasks; and
- Problem-solving and Modelling Tasks.

# Mathematics – Year 9

CORE

## Subject Overview

The Year 9 Mathematics course seeks to support students to develop a solid foundation and knowledge of key mathematical concepts and essential numeracy skills. Learning mathematics creates opportunities for and provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and geometry, and Statistics and Probability. The Australian Curriculum: Mathematics develops the numeracy capabilities that all students need in their lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## Key Skills

Students will be engaged in the following Numeracy Skills throughout the Year 9 Mathematics course:

- Solve problems in a variety of simple and complex situations
- Explore the relationship between graphs and equations
- Explain similarity of triangles
- Compare techniques for collecting data
- Apply the distributive law to the expansion of algebraic expressions
- Calculate and solve problems involving areas, surface areas and volume of a variety of shapes
- Calculate relative frequencies to estimate probabilities, list outcomes and assign probabilities for those outcomes
- Construct histograms and back-to-back stem and leaf plots.

## Topics Studied

By the end of Year 9, all year 9 mathematic students will have completed topics across the following content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and probability

## Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Supervised written Exams; and
- Problem-solving and Modelling Tasks.

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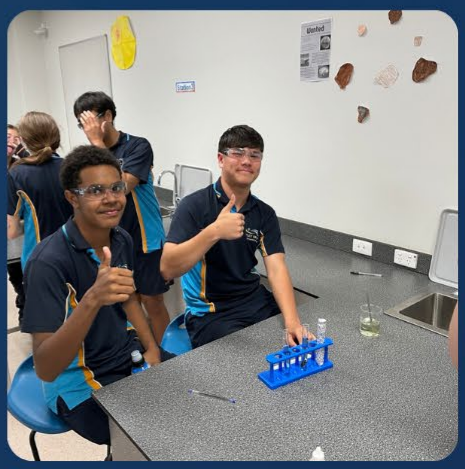
# SCIENCE



# Science – Year 7

CORE

## Subject Overview

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. Students make accurate measurements and analyse relationships between system components. They construct and use models to test hypotheses about phenomena at scales that are difficult to study directly and use these observations and other evidence to draw conclusions. They begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

## Key Skills

Students will be engaged in the following Science inquiry skills throughout the Year 7 Science course:

- Identify questions and problems
- Make predictions based on scientific knowledge
- Plan and conduct investigations and fair tests
- Collect data appropriate to the task
- Use a range of representations
- Use digital technologies
- Summarise data
- Identify relationships and draw conclusions
- Evaluate data and identify improvements in methods
- Evaluate claims
- Communicate ideas, findings, solutions using scientific language and representations

## Topics Studied

By the end of Year 7, all year 7 science students will have completed topics across the following content strands:

- Biological Science – classification and ecosystems
- Chemical Science – particle theory, separations and mixtures
- Physical Science – forces
- Earth and Space – interactions between the Earth, Moon and Sun

## Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Research investigations
- Supervised written assessment
- Experimental reports
- Collection of work – written explanations, graphs and tables, reports on short practical activities

# Science – Year 8

CORE

## Subject Overview

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. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

## Key Skills

Students will be engaged in the following Science inquiry skills throughout the Year 8 Science course:

- Identify questions and problems
- Make predictions based on scientific knowledge
- Plan and conduct investigations and fair tests
- Collect data appropriate to the task
- Use a range of representations
- Use digital technologies
- Summarise data
- Identify relationships and draw conclusions
- Evaluate data and identify improvements in methods
- Evaluate claims
- Communicate ideas, findings, solutions using scientific language and representations

## Topics Studied

Students will be engaged in the following Science topics throughout the Year 8 Science course

- Biological Science – Body Systems
- Chemical Science – States of Matter and Reactions
- Physical Science – Kinetic and Potential Energy
- Earth and Space Science – Rocks Matter

## Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Research investigations
- Supervised written assessment
- Experimental reports
- Collection of work – written explanations, graphs and tables, reports on short practical activities

# Science – Year 9

CORE

## Subject Overview

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

## Key Skills

Students will be engaged in the following Science Inquiry Skills throughout the Year 9 Science course:

- formulate experimental questions and hypotheses
- use investigation methods including field work and laboratory experimentation
- use appropriate equipment to systematically and accurately collect and record data
- analyse patterns and trends in data
- describe relationships between variables and identify inconsistencies
- draw conclusions that are consistent with evidence
- evaluate conclusions
- identify sources of uncertainty and possible alternative explanations
- describe ways of improving the quality of data
- critically analyse the validity of information in primary and secondary sources
- communicate ideas, findings and solutions using scientific language and representations

## Topics Studied

Students will be engaged in the following Science topics throughout the Year 9 Science course

- Biological Science – Coordinated Responses & Reproduction
- Psychological Science – Introduction to Psychology
- Chemical Science – Atomic Structure and Properties
- Physical Science – Heat, Light and Sound
- Earth and Space Science – Earth's Spheres and Cycles

## Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Research investigations
- Supervised written assessment
- Experimental reports
- Collection of work – written explanations, graphs and tables, reports on short practical activities

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# HEALTH

# Health and Physical Education – Year 7

CORE

## Subject Overview

Throughout Year 7, a major influence on students is the world around them, as their peers become a key source of motivation and support when managing their health and wellbeing. Because of this, the focus of Health and Physical Education in year 7 is designed to support students through their transition to high school.

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.

In these years, Health and Physical Education 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 Skills

Students will be engaged in the following health and physical education skills throughout the Year 7 course.

- Researching, analysing and evaluating data, information and evidence
- Drawing conclusions, making decisions, constructing and justifying arguments
- Synthesising information from a variety of sources and perspectives
- Creating and performing movement sequences and applying movement concepts
- Reflecting on learning, applying new understandings and justifying future applications
- Setting personal goals
- Working effectively within a group or team
- Solving problems in a variety of contexts

## Topics Studied

- **Personal, Social and Community Health**
  - Personal Identities and Relationships
  - Food and Nutrition
- **Movement and Physical Activity**
  - Minor and Cultural Games
  - Invasion Games
  - Fitness and Physical Activity

## Assessment

Year 7 assessment items will include:

- Project Folio
- Reflection Journal
- Supervised written assessment task
- Practical performance tasks

# Health and Physical Education – Year 8

CORE

## Subject Overview

Within this subject, students will build on the knowledge and skills they have acquired during their first year of high school. 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.

Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Students will also have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

## Key Skills

Students will be engaged in the following health and physical education skills throughout the Year 8 course.

- Researching, analysing and evaluating data, information and evidence
- Drawing conclusions, making decisions and constructing arguments
- Synthesising information from a variety of sources and perspectives
- Proposing, justifying, implementing and monitoring plans or actions to achieve goals
- Creating and performing movement sequences and applying movement concepts
- Reflecting on learning, applying new understandings and justifying future applications
- Setting personal goals
- Working effectively within a group or team
- Solving problems in a variety of contexts

## Topics Studied

- **Personal, Social and Community Health**
  - Mental Health and Wellbeing
  - Alcohol and Drugs, Risky behaviours and Decision-Making Skills
  - Health Promotion Strategies
- **Movement and Physical Activity**
  - Invasion Games
  - Challenge/recreational activities

## Assessment

- Magazine Article
- Synthesis Journal
- Movement Concepts and refining strategies practical assessment

# Health and Physical Education – Year 9

CORE

## Subject Overview

During Year 9, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.

Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships. Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances. Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.

## Key Skills

Students will be engaged in the following Health and Physical Education Skills throughout the Year 9 course:

- researching, analysing and evaluating data, information and evidence
- drawing conclusions, making decisions, constructing and justifying arguments
- synthesising information from a variety of sources and perspectives
- creating and performing movement sequences and applying movement concepts
- working effectively within a group or team
- solving problems in a variety of contexts

## Topics Studied

- **Personal, Social and Community Health**
  - Diversity and Inclusion
  - Sports Ethics
  - Health Determinants
- **Movement and Physical Activity**
  - Invasion Games
  - Net and Court Games

## Assessment

- Practical assessments in a variety of individual and team sports and activities
- Research investigation
- Project
- Examination

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# HUMANITIES


# Humanities – Year 7

CORE

## Subject Overview

**Sustainable pasts, present, futures**

The Year 7 curriculum deepens discipline-specific knowledge, understandings and skills with opportunities for integration across the sub-strands. Students study ancient societies, how they are investigated, using modern technology to understand the past. They also explore the liveability of places in relation to diverse people and places, familiar and global, past and present.

## Key Skills

- Cartographic and graphing skills;
- Analysis and use of sources;
- Evaluate the reliability and usefulness of primary and secondary sources;
- Creating and justifying proposals

## Topics Studied

**Place and Liveability – Geography**

Exploring what makes a place liveable culminating in a case study exploring the liveability of Ipswich City.

**Deep Time Australia – History**

Understanding the influence, this ancient society played in building the foundations of the modern world.

## Assessment

- Research Assignment
- Geographic Skills Exam

# Humanities (Geography) – Year 8

CORE

## Subject Overview

**Landforms and Landscapes**

'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

## Key Skills

- Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts
- Represent data in a range of appropriate forms with and without the use of digital and spatial technologies;
- Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate;
- Apply geographical concepts to draw conclusions based on the analysis of data and information collected;

## Topics Studied

**Landforms and Landscapes**

Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

## Assessment

- Research Investigation

# Humanities (History) – Year 8

CORE

## Subject Overview

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 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts will be investigated within the Shogun particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

## Key Skills

- Use chronological sequencing to demonstrate the relationship between events and developments
- Identify and locate relevant sources, using ICT and other methods;
- Analysis and use of sources;
- Identify the origin, purpose and context of primary and secondary sources;
- Evaluate the reliability and usefulness of primary and secondary sources;
- Identify and analyse the perspectives of people from the past;

## Topics Studied

### Medieval Europe

In this depth study, students examine how key features of Medieval Europe, including social, religious and political structures, land use, crime and punishment, and the Black Death.

This depth study provides opportunities for students to develop historical understandings particularly focused on the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability.

## Assessment

- Research Assignment

# Humanities (Geography) – Year 9

CORE

## Subject Overview

The Australian Curriculum: Geography aims to ensure that students develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world. Students learn to think geographically by using the geographical concepts of place and space. Students are given the capacity to be competent, critical and creative users of geographical inquiry methods and skills. Students will investigate the world's biomes and the important role they play in food production. Students will examine issues within food security and solve problems of sustainability.

## Key Skills

- Develop geographically significant questions and apply appropriate geographical methodologies and concepts
- Represent spatial distribution of geographical phenomena using spatial technologies as appropriate
- Interpret and analyse multi-variable data
- Apply geographical and economic concepts to synthesise information from various sources

## Topics Studied

**Biomes and Food Security**

Focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

**Geographies of interconnections**

Focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

## Assessment

- Exam
- Research Investigation

# Humanities (History) – Year 9

CORE

## Subject Overview

The Australian Curriculum: History aims to ensure that students develop an interest in, and enjoyment of, historical study for lifelong learning and work. Students will study the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars.

## Key Skills

- Use chronological sequencing to demonstrate the relationship between events and developments
- Identify and locate relevant sources, using ICT and other methods
- Analysis and use of sources
- Identify the origin, purpose and context of primary and secondary sources
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past

## Topics Studied

- Making and Transforming the Australian Nation (1750-1914)
    - Students investigate European Imperialism and expansion, social and political changes within Australia's early years, the impact of the Europeans on First Nations Peoples and the development of Australian Society before the outbreak of WWI
- The Significance of World War I
    - Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history

## Assessment

- Short Response Source Exam
- Investigation

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# ELECTIVE SUBJECTS

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# HEALTH

# Health, Sport and Exercise Science – Year 9

ELECTIVE

## Subject Overview

Health, Sport and Exercise Science involves the study of scientific disciplines related to physical activity and sport. It is designed to be an introductory course to the Senior ATAR pathways of Health and Physical Education. Students are introduced to theoretical concepts associated with improving fitness and athletic performance. Human anatomy, physiology, psychology and sociology related to movement, exercise and sport are explored in detail. Participation in physical activity also offers an opportunity for application of theoretical concepts to athletic performance. Sport Science provides students who are interested in undertaking any of the Health and Physical Education subject offerings in Years 10, Years 11 and 12 with a strong grounding in the theoretical topics and strategies for the learning concepts studied during the senior course.

## Key Skills

Students will be engaged in the following Health and Physical Education Skills throughout the Year 9 course in health, sport and exercise science:

- an opportunity to develop positive attitudes towards, and an understanding of, physical fitness
- knowledge concerning health related issues in society
- an opportunity to develop a wide range of motor skills specific to the course
- an opportunity to develop skills in laboratory testing and report writing

## Topics Studied

***Being healthy, safe and active:*** This unit focuses on engaging students in the sociological factors that lead to student participation in sport. Students will investigate the latest advances in first aid and how sports injuries can be prevented and managed.

***Communicating and interacting for health and wellbeing:*** This unit focuses on engaging students in the investigation of how we all need to become lifelong learners using exercise and sport as a way to keeping ourselves physically and mentally well.

***Moving our body:*** This unit focuses on engaging students with the understanding of our human physiology and the importance of keeping our bodies moving.

***Understanding movement:*** This unit focuses on the elements of movement, and how our energy systems work in a variety of practical situations**.**

***Learning through movement:*** This unit focuses on engaging students in a variety of different performance analysis techniques to refine our movement patterns to become more mentally and physically prepared for participation in many practical situations.

## Assessment

Students are required to regularly submit formative and summative assessment tasks. Summative tasks will cover a range of assessment techniques including:

- Physical performance tasks in a variety of individual and team sports and activities
- Research investigations
- Projects
- Oral presentations

# Food Specialisations – Year 8

ELECTIVE

## Subject Overview

Food Studies is a course of study that introduces students to food and nutrition themes that are industry based. Students will complete a range of activities including practical cookery, kitchen safety and hygiene, recipe and menu selection, food preparation and service. The study of nutrition is an important aspect of the course and covers the healthy eating pyramid, analysing dietary intake and appropriate food and menu selection.

## Key Skills

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Topics Studied

**Let's eat!**

Students will learn about:

- the use of the design process to solve design challenges
- understanding basic nutrition and the role of a healthy diet
- mastering basic skills and techniques in the kitchen
- following recipes and WHS guidelines
- organising time and resources to produce practical products

**Let's Eat Something New!**

Students will learn about:

- using nutritional knowledge to promote good health
- adapting recipes to suit specific clients and their needs
- promotion of safe practices and hygiene in the kitchen
- understanding the science behind nutrition, sensory properties and safety characteristics

## Assessment

Students are assessed on Making and Appraising (responding to and reflecting). Students are assessed individually and objectively according to the task and criteria.

- Design Challenge Folio and Practical Product

# Food Specialisations – Year 9

ELECTIVE

## Subject Overview

Food Technology is a course of study that introduces students to food and nutrition themes that are industry based. Students will complete a range of activities including practical cookery, kitchen safety and hygiene, recipe and menu selection, food preparation and service. The study of nutrition is an important aspect of the course and covers the healthy eating pyramid, analysing dietary intake and appropriate food and menu selection.

## Key Skills

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Topics Studied

**Is it Good For Me?**

Students will learn about:

- functions of food in the body
- digestion
- function and sources of food components
- nutritional needs
- factors affecting food habits
- nutritional implications of food consumption patterns
- response to nutritional levels
- application of food guides

**Live Well, Eat Well**

Students will learn about:

- food nutrient groups and fibre
- foods developed to enhance health
- over- and undernutrition, including anorexia
- food consumption in Australia
- influences on food selection
- national guideline for healthy eating, including nutrition and labelling
- nutritional requirements of different stages of the life cycle
- selection of nutritious foods.

## Assessment

Students are assessed on Making and Appraising (responding to and reflecting). Students are assessed individually and objectively according to the task and criteria.

- Design Challenge Folio and Practical Product

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# PERFORMING ARTS

# Dance - Year 7

ELECTIVE

## Subject Overview

Year 7 Dance explores the elements of dance through the style of Popular Dance. Throughout the unit students will learn and perform a teacher devised routine in the given style demonstrating technical and expressive skills. They will analyse and evaluate the components through responding to dance works. Students will choreograph their own routine through the selection and manipulation of the components and perform it for an audience.

## Key Skills

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance components
- Analyse and interpret dance components
- Apply technical skills to performances
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Interpret and evaluate dance, justifying the use of dance components

## Topics Studied

**Popular Dance**

- Combine elements of dance and improvise by making literal movements into abstract movements
- Develop their choreographic intent by applying the elements of dance to select and organise movement
- Practise and refine technical skills in style-specific techniques
- Structure dances using choreographic devices and form
- Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent
- Analyse how choreographers use elements of dance and production elements to communicate intent
- Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making

## Assessment

Students are assessed on Making (performance and choreography) and Responding. For all Making tasks students are required to perform in small groups in front of an audience. Students are assessed individually and objectively according to the task and criteria.

- Making Task – Performance: teacher taught popular dance routine
- Making Task – Choreography: student devised popular routine
- Responding task – in class short answer exam

# Dance - Year 9

ELECTIVE

## Subject Overview

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Dance is a course of study that introduces students to two main areas: making and responding. It gives students the opportunity to practise and refine technical skills in the Hip Hop genre whilst exploring personal style.

## Key Skills

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Analyse and interpret dance concepts and skills
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Evaluate dance, justifying the use of dance concepts and skills

## Topics Studied

**Hip Hop**

- Improvise to find new movement possibilities and explore personal style by combining elements of dance
- Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent
- Practise and refine technical skills to develop proficiency in genre- and style-specific techniques
- Structure dances using movement motifs, choreographic devices and form
- Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent
- Evaluate their own choreography and performance, and that of others to inform and refine future work

## Assessment

Students are assessed on Making (performance and choreography) and Responding. For all Making tasks students are required to perform in small groups in front of an audience. Students are assessed individually and objectively according to the task and criteria.

- Making Task – Performance: teacher taught Hip Hop routine
- Making Task – Choreography: student devised Hip Hop routine
- Responding task – extended written response to a Hip Hop dance work

# Drama – Year 8

ELECTIVE

## Subject Overview

In year 8 Drama, students explore, depict, and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art combining physical, verbal, visual and aural dimensions through the style of Indigenous Theatre, Realism and Children's Theatre. They form and create scripts and works of their own which they will rehearse and then perform in front of an audience. Students will respond to develop an understanding of the performer/audience relationship.

## Key Skills

Students will be engaged in the following:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- consider social, cultural and historical influences of drama
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- maintain safety in dramatic play and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

## Topics Studied

- Students explore different conventions, focusing on performance and creating skills in the genre of Indigenous Theatre, Realism and Children's Theatre. They work as an ensemble, building their performance skills. They also explore script writing, improvisation and the elements of drama.

## Assessment

Students are assessed on Making and Responding. For performing tasks students are required to perform in small groups in front of an audience. Students are assessed individually and objectively according to the task and criteria.

- Making Task – Performing: published Realism and Indigenous Theatre play text
- Responding Task – Self-evaluation and analysis post performance
- Making Task – Forming: script writing – Children's Theatre
- Making Task – Performing: student devised Children's Theatre scene

# Drama – Year 9

ELECTIVE

## Subject Overview

Drama is an engaging and dynamic discipline that goes beyond mere performance and acting. It is a platform for students to explore the depths of human emotion, creativity, and self-expression. Through the study and practice of drama, students delve into the world of storytelling, character development, and stagecraft. It's about developing well-rounded individuals who are confident, empathetic, creative, and effective communicators. It equips students with essential life skills while fostering a deep appreciation for the art of storytelling and human expression.

In this course of study students will be focusing on skills of improvisation, performing and responding to works in the style of Melodrama and Realism. Students will have opportunities to perform in front of live audiences, develop and refine their acting skill set whilst also reflecting on their own and others performances.

## Key Skills

Students will be engaged in the following:

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning

## Topics Studied

Unit 1 explores different Melodramatic conventions, focusing on performance and creating skills. They work as an ensemble, building their skills of physicality and vocality. They also explore script writing, improvisation and the elements of drama.

In the second unit the focus is on using elements of drama and performance skills in the portrayal of a Realism play text. By performing in front of peers and teachers, students build self-confidence, conquer stage fright, and develop a positive self-image. They learn to trust their abilities and take calculated risks.

## Assessment

Students are assessed on Making and Responding. For all Making tasks students are required to perform in small groups in front of an audience. Students are assessed individually and objectively according to the task and criteria.

- Making Task – Forming: Improvisation - Melodrama
- Responding task –written response to a Melodramatic work
- Making Task – Performing: Realism scripted drama

# Music – Year 7

ELECTIVE

## Subject Overview

Students learn how to identify and analyse how the components of music are used within different styles, and how this information can be applied to their practical knowledge of performing and writing music. They learn to evaluate music they and others make to communicate meaning as performers and composers. Students will engage with all aspects of popular music and how it influences their development as young musicians.

## Key Skills

- Diatonic harmonic structure
- Playing popular instruments as part of an ensemble
- Singing technique
- Lyrical structures and design
- Composing music for a 21st century audience
- Use of Digital Audio Workstation systems
- Basic recording techniques
- Effective practice and retention strategies
- Identifying and describing the elements of music

## Topics Studied

- Popular Music performance and composition

## Assessment

Students are assessed on Making and Responding. For all Making tasks students are required to perform in small groups in front of an audience. Students are assessed individually and objectively according to the task and criteria.

- Making and Responding: Group performance project
- Making and Responding: Individual composition project

# Music – Year 9

ELECTIVE

## Subject Overview

Music exists distinctively in every culture and is a basic expression of human experience. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Year 9 Music explores traditional and advanced music skills within a modern context to develop student's musical interpretations, performances and compositions. It is an outstanding foundation for students who wish to develop their musicianship skills with the aim of mastering their craft. There is a freedom of instrument selection in this unit that allows students to perform on an instrument of their choosing including voice. During term 1 or 3 students will develop a wholistic understanding of their instrument and develop knowledge of its fundamental techniques. During term 2 or 4 students examine the creating capabilities of their instrument and its roles within a small ensemble composition.

## Key Skills

- Demonstrate an understanding of music concepts and skills
- Apply literacy skills
- Organise and apply the musical elements
- Analyse and interpret music concepts and skills
- Apply technical skills
- Develop musicianship though aural, practical and composing applications
- Compose music to communicate intention
- Evaluate music, justifying the use of musical elements

## Topics Studied

By the end of Year 9 Music students will learn, refine and perform the following:

- Multi instrument notation.
- Music in a range of forms in styles
- Technical control, expression and stylistic understanding.
- Key skills and musicianship on their chosen instrument
- Composition for multiple instruments

## Assessment

Students are assessed individually and objectively according to the task and criteria. The tasks for Year 9 music are:

- Practical portfolio: Research and performance task structured around chosen instrument.
- Composition – Trio using students chosen instrument and the roles of rhythm, harmony and melody.

# Instrumental Music – All Year Levels

ELECTIVE

## Subject Overview

The overarching purpose of Instrumental Music is to provide students with the opportunity to become musicians and experience the expressive qualities of music. Instrumental Music is built on a comprehensive combination of learning styles and experiences through learning to play a Woodwind, Brass or Percussion instrument. Students develop increasing confidence and musical sensitivity throughout their years of learning as they engage with progressively complex techniques and a broadening range of genres and styles of music. As a compatible and complementary curriculum to classroom music and music extension programs, Instrumental Music provides an opportunity for greater participation in music education for the whole school community as well as enrichment experiences for gifted and talented students. The program fosters opportunities for interaction between year levels through participation in ensembles and lessons, as well as for cross-linking to other areas of the school curriculum.

## Key Skills

- Instrument specific skills and techniques
- Literacy
- Numeracy
- Critical and Creative Thinking
- Ensemble and team skills
- Time management

## Ensembles

- Stage Band
- Concert Band
- Drumline
- Percussion Ensemble

## Assessment

Students are assigned a level based on their current skill and are assessed through the instrumental curriculum.

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# CREATIVE INDUSTRIES

# Media Arts – Year 8

ELECTIVE

**Subject Overview**

By the end of Year 8, students analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience. They evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts. They describe respectful approaches to creating and/or responding to media arts works.

Students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice.

**Key Skills**

- Experiment with ideas and stories to manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
- Manipulate media representations
- Develop and refine media production skills
- Plan, design and create media artworks for a range of purposes that are targeted towards certain audiences
- Produce and distribute media artworks for a range of purposes and contexts considering regulatory issues
- Evaluate how media languages (technical and symbolic codes and conventions) are used to create meaning
- Analyse a range of media artworks from contemporary and past times that feature different viewpoints
- Plan how media arts works can be distributed using responsible media practice

**Topics Studied**

- *Stop Animate and Listen:* This unit focusses on the key concepts of technologies and audiences and enables students to create and evaluate their own stop motion animation using images and sound to tell a story on screen. During the unit, students are introduced to the basic principles of stop motion animation and sound. They plan and produce a 30 second stop motion animation individually or in small groups and individually evaluate and assess their work during the production phase. Unit 1 introduces students to media production phases: pre-production, production and post production.
- *Good VS Evil:* This unit focusses on the key concepts of representations, languages, audiences and institutions. Good VS Evil focusses on the media text of film posters, enabling students to analyse and evaluate a series of movie posters that explore the concept of heroes and villains and are designed for different genres. Students will be introduced to analysis and evaluation techniques through the exploration of media languages and how they are used to create meaning. Students will also look at how media languages are used to target audiences and market films to the public. The unit will also focus on different institutions and distribution methods used to promote and market films to the general public.

**Assessment**

*Students are assessed on:*

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Preforming
- Project and Written critique

# Media Arts – Year 9

ELECTIVE

### Subject Overview

In Year 9 Media Arts, students develop their understanding and application of the concepts: media technologies, audiences, institutions, languages and relationships. They draw on production practices to connect with audiences in purposeful and creative ways as individuals and in collaboration with peers.

Students explore and respond to the ways in which media arts works communicate ideas and create meaning for audiences. They develop practices and skills to extend their creativity by producing media arts which incorporate media languages. They produce media arts works using productions practices in a variety of forms. They present and screen their media arts works with respect for the demands of specific audiences.

### Key Skills

- Evaluate how media languages (technical and symbolic codes and conventions) are used to create meaning
- Analyse a range of media artworks from contemporary and past times that feature different viewpoints
- Plan, design and create media artworks for a range of purposes that manipulate media languages for specific purposes
- Collaborate with peers and use responsible production practices
- Develop and refine media production skills
- Produce and distribute media artworks for a range of purposes and contexts considering the context of different audiences
- Plan how media arts works can be distributed using responsible media practice

### Topics Studied

In this unit, students will be closely looking at the ways that filmmakers tell stories on screen; how the creative decisions made by filmmakers impact and enhance the mood, tone and atmosphere of their narrative.

Initially, students will be looking at how filmmakers use media languages to craft stories and convey information visually. This is vital as communicating information about a story using film language effectively is a critical element of narrative short films.

Students will design their own zombie short films. This will involve understanding how film treatments and storyboards are written (both formatting and the style of writing) and creating one which is industry-standard. This stage will also involve learning techniques that they will need to incorporate into their filmmaking: sound recording, creating a shot-list and special effects make-up.

Finally, students move into the production stage. Students will need to use responsible production practices to collaborate with peers to produce a short film. Students will then edit a polished final product using media arts technologies.

### Assessment

*Students are assessed on:*

- Exploring and Responding
- Developing Practices and Skills
- Creating and Making
- Presenting and Preforming

# Visual Arts –Year 8

ELECTIVE

## Subject Overview

In Visual Art, students experience and explore the concepts of artists, artworks, the world and audience. Students learn in, through and about visual art practices, including the fields of art, craft and design. Students develop practical skills and critical thinking, which inform their work as artists and audience.

Students will explore five key design elements (space, shape, composition, focal point and colour), media, techniques and processes commonly found in artworks and combine these to create their own artworks in relation to their own collective and personal identities. Students will analyse artworks from a variety of time periods and cultures and compare how different media techniques and visual language conventions communicate diverse meanings. The subject will also involve students in the creative production of 2D, 3D artworks individually and in small groups.

## Key Skills

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style.
- Reflect on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Develop and refine techniques and processes to represent ideas and subject matter
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks
- Evaluate how representations communicate artistic intentions in artworks
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints

## Topics Studied

**Erasure**

Students will identified and analysed how Lucienne Rickard has used the visual conventions of line, texture, shape, movement, emphasis, and balance to create observational drawings of endangered, vulnerable, and extinct animals, applying this knowledge in developing drawing skills drawing.

**Landscape & Colour**

This unit explores the elements and principles of art specific focus on colour theory. Students will combine elements of art to create meaning in an Australian Landscape.

## Assessment

Students are assessed on Making and Responding. Students are assessed individually and objectively according to the task and criteria.

- Creating & Making
- Responding

# Visual Arts –Year 9

ELECTIVE

**Subject Overview**

Art develops skills and concepts in traditional and new media. Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts.

**Key Skills**

- Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style.
- Reflect on the styles of artists, including Aboriginal and Torres Strait Islander artists.
- Develop and refine techniques and processes to represent ideas and subject matter
- Plan and design artworks that represent artistic intention.
- Present ideas for displaying artworks and evaluate displays of artworks
- Evaluate how representations communicate artistic intentions in artworks
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints

**Topics Studied**

- Painting: Throughout the first Unit, students explore the concept of Colour Theory, key artists who challenge colour theory – both past and present. Students can identify how artists create artworks that apply various colour process and different painting techniques they may apply. Students will apply knowledge and understanding of key colour theory concepts to create artworks, in addition to developing skills and artmaking practice when using art making materials. Collaboration and curation are concepts; students will apply understanding of this to present artworks in a collaborative display of all resolved artworks.

- Drawing & Ceramics: Throughout Unit 2, students will experiment working in a 3-Dimensional mode, explore various art making techniques when working with clay to create ceramic work of art. Clay techniques and processes will be explored to develop a foundation of accurate judgement when constructing clay sculptures.

- Through the explorations of various cultures that students will research, then associate proportion and composition as representation visual emotion. We live in a world of consumerism, with ever-changing technologies and conveniences including instant-replay photography and filters, you have explored drawing and clay building techniques in a variety of ways to design, plan and create 3-Dimensional ceramic handmade mugs applying knowledge to create high expression portraits.

- In all aspects of artmaking students will further develop practical knowledge and practice through applying various painting techniques and colour theory to create depth when creating an individual 2-Dimensional & 3-Dimensional artworks.

**Assessment**

Students are assessed individually and objectively according to the task and criteria.

- Creating & Making
- Presenting & Performing (Curation & Planning)
- Responding

# Digital Technologies – Year 7

ELECTIVE

## Subject Overview

In Year 7 Digital Technologies students develop their knowledge of digital devices and using cloud sharing technologies to track their work. Solving problems through code and visual elements, students design increasingly complex algorithms that allow data to be manipulated automatically and explore different ways of showing the relationships between data elements. Using their creativity, students design user interfaces considering factors such as user expertise, accessibility and usability requirements. Students develop their skills whilst practicing being cyber smart and cyber safe.

## Key Skills

- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness
- Analyse and visualise data using a range of software to create information
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs
- Implement and modify programs with user interfaces
- Evaluate how student solutions and existing information systems meet the client needs

## Topics Studied

**Cyber Safe & Cyber Smart -** Students become Cyber safe and Cyber Smart online citizens. Students independently work on Cyber smart activities and setup online digital learning spaces and understand essential aspects of data backup. Student develop and apply their knowledge in coding and apply their skills to build meaningful applications. Once students have become Cyber smart students move on to develop their understanding on Cyber safety and collect and text, images and data related to cyber safety and present a digital poster of cyber safety.

**App Development** - This unit uses the context of App creation to build students capabilities and confidence in creating digital solutions that using visual programming that allows for choices (branching) and repetition (iteration). Once students have determined the purpose and requirements of the App, they describe how the solution will be created and consider design features appropriate to the audience. After the app has been developed, students evaluate its success.

## Assessment

Students are assessed on practical evidence of their app design, coding capabilities, and understanding of cyber safety. Students are assessed individually and objectively according to the task and criteria.

- Portfolios of work

# Digital Technologies – Year 9

ELECTIVE

## Subject Overview

Students of Year 9 Digital Technologies develop understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students learn to analyse problems and design, implement and evaluate a range of digital solutions, such as artificial intelligence engines and simulations. They develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements.

## Key Skills

- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness
- Analyse and visualise data using a range of software to create information
- Define and decompose real-world problems considering functional requirements and economic, environmental, social, technical and usability constraints
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors
- Implement and modify programs with user interfaces
- Evaluate how student solutions and existing information systems meet the client needs

## Topics Studied

**Be Creative** – students will develop a website or application focused on creating a change in the world. Using their creativity and innovation, students will develop solutions to real world problems.

**Digital Networks –** students use interactive media to educate & inspire others through object-oriented programming. Students display their own skills by predicting and evaluating their finish programs.

## Assessment

Students are assessed individually and objectively according to the task and criteria. Students are assessed through a project including written & multimodal elements as well as an investigation of application design & development showcased through video recordings and digital solutions.

RIPLEY VALLEY
State Secondary College

# Design Technologies

# Design Technologies – Year 7

ELECTIVE

## Subject Overview

Year 7 Design Technology builds on creative solutions to develop enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. A variety of delivery mediums will be utilised in order to create a product where engineering problem-solving process involves the practical application of science, technology, engineering and mathematics (STEM) knowledge for students to work independently and collaboratively to solve complex, open-ended problems. Students engage the design process to generate and develop ideas and critically evaluate them against design criteria. Students must make ethical decisions and consider aesthetics, functionality, sustainability and the suitability of materials to ensure their ideas meet the requirements of the client or design problem. Students will communicate ideas through the use of sketching, low fidelity and rapid digital prototyping. They use a mixture of all three of these processes to articulate their ideas to the clients in the form of a pitch or visual presentation.

## Key Skills

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Topics Studied

- **Manufacturing Process – Wood**

This unit focuses on developing understanding around introductory principles in workshop and technology application specifically wood. Students will be able to recognise, an create technical drawings to communicate ideas

- **Design Thinking Processes**

Students will experience design concepts and design processes, understanding how things work. This unit focuses on developing understanding around introductory principles in mechanics and technology application. Students will be able to recognise, describe and solve problems, using engineering fundamentals, while exploring alternative materials.

## Assessment

Students are assessed on practical demonstrations and design folio. Students are assessed individually and objectively according to the task and criteria.

- Design Challenge Folio, Practical Product & Exam

# Design and Technologies – Year 9

ELECTIVE

## Subject Overview

Design Technologies manufacturing actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts including Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM).

Students manage projects independently and collaboratively from conception to realisation. They apply safe practices and workshop processes to investigate ideas, generate and refine ideas, plan, and produce and evaluate designed solutions.

They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovatively designed products using wood, plastic and metal.

## Key Skills

- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have emerged over time
- Make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions
- Evaluate ideas and design concepts to make refinements

## Topics Studied

- **Wood Materials** -Students will learn traditional wood working skills to create a carry all. They will look at sustainable practices and understanding the factors that impact design solutions. Students will understand safety and procedures in the workshop using traditional wood working skills.

- **Mass Production** - In this unit students will explore the world of mass manufacturing, developing skills in Computer aided design (CAD) & computer aided manufacturing (CAM). Students will create working drawings and understand cost effective manufacturing processes. They will then follow workshop procedures using CNC router to create a Desk tidy.

## Assessment

Students are assessed on practical demonstrations and design folio. Students are assessed individually and objectively according to the task and criteria.

- Practical Product & Exam
- Design Folio

# Engineering Principals and Systems – Year 9

ELECTIVE

## Subject Overview

Design and Engineering Technology includes the study of mechanics, materials and control technologies through real-world engineering contexts where students engage in problem-based learning. Students will focus on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Students learn how design and engineering has influenced the economic, social and cultural environment in which they live. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. In this subject, students will develop digital literacy specifically around Computer Aided Design (CAD). They will use Adobe and Autodesk software to problem solve with opportunities to prototype utilising advancing technologies such as the Laser cutter and 3D printer to solve real-world challenges.

## Key Skills

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## Topics Studied

- **Design in Practice** – Students will experience design concepts and design processes, understanding the elements and principles of design and design styles. They will produce several different digital designs using Adobe software, while developing basic sketching and visual communication skills.
- **Aerodynamics Engineering** – Students will work in teams to problem-solve an Engineering challenge. They will learn processes and forms of engineering communication using Autodesk Inventor and emerging technologies.

## Assessment

Students are assessed on practical demonstrations and design folio. Students are assessed individually and objectively according to the task and criteria.

- Design Folio and Engineering Report

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# LANGUAGES

# Japanese (Languages) – Year 7

**ELECTIVE**

**Subject Overview**

In Year 7, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

**Key Skills**

- Interact with others using modelled language to exchange information in familiar contexts about self and personal world
- Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests
- Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment
- Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience
- Develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts
- Create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji
- Recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts
- Develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts
- Compare Japanese language structures and features with English, using familiar metalanguage
- Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

**Topics Studied**

- Students will communicate using Japanese greetings, introductions and gestures.
- Students will compare teenage culture in Australia and Japan. They will also learn to talk about family members, friends, numbers, things they like, their nationalities and languages.
- Students will learn common expressions and gestures at a table through manga, including the different common menus or dishes eaten and speech expressions at the table between Australian and Japanese people.
- Students will focus on life in cities in Japan (Kyoto). They will ask questions and give information about places then describe landmarks using a range of adjectives.

**Assessment**

Combination response - Students will complete various tasks throughout the term which will be used in a student portfolio for the purpose of assessment.

**NB: As Japanese is offered as a 12-month program during timetabled electives in Year 7, students who choose to study Japanese in Year 7 will only complete 2 Electives rather than the full 4 Elective program.**

# Japanese (Languages) – Year 8

**ELECTIVE**

**Subject Overview**

In Year 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

**Key Skills**

- Interact with others using modelled language to exchange information in familiar contexts about self and personal world
- Develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests
- Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment
- Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience
- Develop and begin to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts
- Create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, and hiragana and katakana with support of the chart and some familiar kanji
- Recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts
- Develop knowledge of, and use structures and features of the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts
- Compare Japanese language structures and features with English, using familiar metalanguage
- Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values

**Topics Studied**

- Students will compare schooling in Australia and Japan, including finding the same things, similarities and differences between the Australian and Japanese contexts through daily routines.
- Students will communicate about the calendar months and dates according to school events during the school year
- Students will interpret various cultural celebrations for important and special occasions in Australia and Japan. They focus on festivals, food and receiving gifts.
- Students will express similar and different hobbies, and holiday choices and experiences among Japanese teenagers. They will create a multimedia diary in regard to their best holiday, in Japanese.

**Assessment**

Combination response - Students will complete various tasks throughout the term which will be used in a student portfolio for the purpose of assessment.

**NB: As Japanese is offered as a 12-month program during timetabled electives in Year 8, students who choose to study Japanese in Year 8 will only complete 2 Electives rather than the full 4 Elective program.**

# Japanese (Languages) –Year 9

ELECTIVE

**Subject Overview**

In Year 9, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

**Key Skills**

- Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world
- Use Japanese language in exchanges to question, offer opinions and compare and discuss ideas
- Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers
- Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience
- Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts
- Create spoken, written and multimodal, informative and imaginative texts selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences, and use a combination of kana and kanji
- Apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds
- Select and use structures and features of the Japanese grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts
- Reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features
- Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating

**Topics Studied**

- Students will communicate about past events and talk about when they did something for the first time.
- Students will interpret language studies, nationalities and where people grew up.
- Students will analyse ways to invite people for events including conversations to make plans together.
- Students will exchange ideas on fast food in Japan and Australia. Students will learn ways of stating opinions regarding fast food options.

**Assessment**

Combination response - Students will complete various tasks throughout the term which will be used in a student portfolio for the purpose of assessment.

RIPLEY VALLEY
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# EXCELLENCE ACADEMIES

# Ignite Excellence Academy (Academic) – Year 7-9

SPECIALIST

## Subject Overview

The Ignite Excellence Academy is a *select entry* program that challenges students to reach their highest academic potential through an innovative curriculum creating a unique pathway from high school to university. The individual talents of each student in the program are nurtured by our specialist teachers, providing support to a high-level curriculum that encourages students to become leaders in their field of interest and ability.

The Ignite Excellence Academy, beginning in Year 7 through to end of year 9, focuses on developing, extending and accelerating knowledge acquisition and thinking in the core academic subjects of Maths, English, Science and Humanities. Students core knowledge is then culminated in a specialised STEM elective focused on project-based learning encompassing creative and critical thinking skills. The Ripley Valley State Secondary College Ignite Excellence Academy strives to develop each student as a life-long learner so they develop the Key Skills listed below.

## Key Skills

- A knowledgeable person with deep understanding
- A complete thinking
- A creative person
- An active investigator
- An effective communicator
- An independent participant
- A reflective and self-directed learner

## Topics Studied

Students entering the Year 7 Ignite Excellence Academy have the unique opportunity of being able to apply for a class that will be engaged in an Integrated Learning Program. Integrated learning is a cross-curricula study of English, Humanities and Science. Where possible we combine key concepts across these subject areas as to promote deep learning through an inquiry-based process that encourages connections between subjects and the application of skills in multiple areas. Students will spend each term engaged in a combination of guided and self-directed learning in order to understand important problems, identify unique solutions and create authentic responses to the problems in a specialised STEM elective, called 'Ignite'.

Within the STEM elective our specialised teachers have integrated contemporary educational trends, involving rich, complex learning experiences that support the development of higher order thinking, collaboration and other 21st century skills. This learning environment is responsive to students' needs and interests and well-suited to extending the learning of highly able students. Also incorporated in these units of study are new and emerging technologies along with entrepreneurial education and value creation.

## Assessment

Students will complete English, Maths, Science and Humanities assessments as outlined in each subject area within the Ignite handbook. The Ignite Elective subject will be assessed using a range of models and modes that will be communicated families each term.

For students to maintain their position within the Ignite Excellence Academy, students must receive a B or greater across subject areas.

Please view our website for further details and information on how to apply.
https://ripleyvalleyssc.eq.edu.au/curriculum/excellence-programs

# Football Excellence Academy – Year 7-9

SPECIALIST

## Subject Overview

Ripley Valley State Secondary College's vision is to create a world class educational precinct that caters for the diverse needs and interests of all our students. As part of our College's commitment to this vision our *Select Entry* Football Excellence Academy has been established to foster and develop the skills, abilities and participation of students in this specific sport domain. Students who apply for the football academy are students' who currently play football and demonstrate a willingness and ability to further develop and enhance their skills.

The football academy commences in year 7 and has a pathway for students from year 7 to 12.

## Key Skills

Ripley Valley State Secondary College's Football Excellence Academy runs three (3) lessons per week. Additional Training sessions (before and after school) may be required when preparing for upcoming competitions both internally and externally. Over the school year students will participate in:

- Futsal and Football skill development
- Fitness training for both Futsal and Football
- Strength and Conditioning
- Stretching, Flexibility and Recovery sessions
- Theoretical Health and Physical Education Units
- Participation in district, regional, state and national competitions in both Futsal and Football

## Topics Studied

- Unit 1 – Healthy Decision Making / Personal Identities
- Unit 2 – Futsal Practical Assessment
- Unit 3 – Nutrition
- Unit 4 – Football Practical Assessment

## Assessment

- Theoretical and Football specific practical assessments

Please view our website for further details and information on how to apply.
https://ripleyvalleyssc.eq.edu.au/curriculum/excellence-programs

# Dance Excellence Academy – Year 7-9

SPECIALIST

## Subject Overview

Ripley Valley State Secondary College encourages dancers to commit to the academy and display the key principles of which the academy strives for. Through consistency, dancers will develop their knowledge, understanding and skills in an active, hands-on, and positive learning environment. Communication is paramount for the efficient teamwork and collaboration between staff and peers and is a dominant ideology for the academy.

The Dance Excellence Academy has been designed to challenge students with a learning experience in dance that focuses on technique and performance. Students will be given the opportunity to further develop their knowledge and skills across a range of styles including jazz, contemporary, lyrical, hip hop and musical theatre. Students will train in purpose-built facilities with expertly designed units of work that focus on building teamwork skills, communication and confidence. The program places an emphasis on commitment and professionalism from the students whilst encouraging them to apply the school values of respect, responsibility and perseverance to their learning.

The dance academy commences in year 7 and has pathways planned for students from year 7 to 12 and into further tertiary studies.

## Key Skills

Ripley Valley State Secondary College's Dance Excellence Academy runs three (3) lessons per week. The individual talents of the students will be nurtured by our specialist teachers while they work through the two areas of dance; making & responding. Over the school year students will participate in:

- Technique lessons
- Strength and flexibility sessions
- Teacher/Guest Artist taught routines
- Choreography workshops
- Theoretical Responding units

## Topics Studied

- Unit 1 – All That Jazz (responding, making, choreography)
- Unit 2 – Emotion in Motion (responding, making, choreography)

## Assessment

- Choreography, Performance and Responding

Please view our website for further details and information on how to apply.
https://ripleyvalleyssc.eq.edu.au/curriculum/excellence-programs

# eSport Excellence Academy – Year 7-9

SPECIALIST

## Subject Overview

Ripley Valley State Secondary College's esports academy provides young aspiring gamers with the opportunity to develop, apply and improve their skills and knowledge of esports, teamwork and digital technologies and learn how to apply their unique attributes underpinned by the school values of respect, responsibility, and perseverance, to competently execute the key principles of RVSSC esports academy through: Commitment, Consistency, Communication and Collaboration.

The esports Academy aims to provide opportunities to all students of all backgrounds as well as establish a positive school culture that strives for excellence both in-game and in the classroom. Students who apply for the esports Academy are students who are passionate about all facets of gaming and are interested in a career within either the gaming, media, I.T or business industry. Students currently play one of the games listed within the criteria of the academy with either experience or willingness to learn Dota 2 and League of Legends as they progress through the academy.

The esports academy commences in year 7 and has pathways planned for students from year 7 to 12 and into further tertiary studies.

## Key Skills

Ripley Valley State Secondary College's eSport Excellence Academy runs three (3) lessons per week. Additional Training sessions (before and after school) may be required when preparing for upcoming competitions both internally and externally. Over the school year students will participate in:

- League of Legends knowledge and skill development
- Rocket League knowledge and skill development
- Valorant knowledge and skill development
- Theoretical Digital Technologies units
- Participation in district, state, national and international competitions for League of Legends, Valorant and Rocket League
- FUSE Cup participation (Mario Kart & Super Smash Bros)

## Topics Studied

- Unit 1 – Networks and Online Cybersafety
- Unit 2 – eSport Mindset and Promotions
- Unit 3 – Algorithms
- Unit 4 – Minecraft Coding

## Assessment

- Multimodal presentations, project tasks, performance tasks, performance analysis and coding

Please view our website for further details and information on how to apply.
https://ripleyvalleyssc.eq.edu.au/curriculum/excellence-programs

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