

“My School nurtures my learning.”

Curriculum Handbook 2018 Years 7, 8, 9 & 10



To be the best she can be



STUARTHOLME SCHOOL

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SCHOOL PHILOSOPHY

History

Stuartholme School is a Catholic school for girls established in 1920 by the Religious of the Sacred Heart at the invitation of Archbishop James Duhig in 1914. At this time, Reverend Mother Janet Erskine Stuart was Superior General of the Society of the Sacred Heart. The property, for a time owned by her half-brother, was named in her honour. For much of its history, Stuartholme School operated as a boarding school only and the boarding school still forms a significant part of the life of the school, providing Catholic secondary education for many girls who would otherwise not have this opportunity.

Stuartholme School is one of four schools in the Network of Sacred Heart Schools of Australia and New Zealand which have a common educational tradition.

The motto of Stuartholme School, which it shares with the other schools in the Network, is Cor Unum. This motto emphasises the close bonds which unite the students, alumnae, parents, teachers and all who are involved in the education which Stuartholme School offers. It is the love of the Heart of Jesus, given to each, which is the bond of unity.

Educational Philosophy

The Society of the Sacred Heart seeks to foster in its schools the characteristics of an education developed by Saint Madeleine Sophie Barat in post-Revolutionary France and now spread throughout the five continents of the world. This Sacred Heart education was inspired by the desire to show forth the love of God revealed in Jesus Christ. While certain specifics have been adapted to the changing need of different cultures and times, the constant values inherent in the original thoughts of the Foundress have been retained.

It is of the essence of a Sacred Heart School that it be deeply concerned for each student's total development: spiritual, intellectual, aesthetic, emotional, physical. It is also of the essence of a Sacred Heart School that it emphasise serious study, that it educate to social responsibility and that it lay the foundation of a strong faith.

Independent, but never isolated, every Sacred Heart School needs to feel the strength of belonging to a larger whole, of sharing principles and values, broad purposes, hopes and ambitions.

The following goals and criteria of the Network provide the framework within which Stuartholme School and other Sacred Heart Schools develop their own specific objective appropriate to the local situation.

GOAL I: A personal and active faith in God

The school fosters the building of a community where faith is supported as the student grows to maturity. It provides:

1. Religious Education programmes offering a clear account of Catholic teaching and tradition, while at the same time encouraging students to reflect on their own life experiences and to feel free to express themselves;
2. Educational programmes affirming Christ's presence in the world;
3. Education for decision-making in the light of the Gospel;
4. Regular opportunities for celebrating the Eucharist and taking part in the sacramental life of the Church; and
5. Opportunities for the students to develop their spiritual life through participation in prayer, par liturgies, retreats and assemblies.

GOAL II: A DEEP RESPECT FOR INTELLECTUAL VALUES

A deep respect for intellectual values is encouraged by means of:

1. An openness to learning that includes and extends beyond vocational training;
2. A curriculum which fosters the development of aesthetic values and the creative use of the imagination;
3. Teaching/learning styles promoting the development of persons who are knowledgeable, questioning, thoughtful, articulate and self-confident;
4. An appreciation of the giftedness of others;
5. A developmental programme based on research and evaluation; and
6. Effective study techniques.

GOAL III: BUILDING COMMUNITY AS A CHRISTIAN VALUE

Raising the consciousness of the school community and encouraging active response by:

1. Reflection on our society and its values;
2. Understanding issues of social justice as related to the local, national and international scenes;
3. Promoting this social awareness in all aspects of school life; and
4. Providing opportunity for community involvement.

GOAL IV: A SOCIAL AWARENESS THAT IMPELS TO ACTION

Those working in and for the school and associated with it - students, staff, council members, parents, alumnae, foundation - will be encouraged to feel part of the school community. To foster this spirit:

1. The life of the school community is deepened by an understanding of the purposes and living tradition of Sacred Heart education;
2. School policies and practices are established and reviewed in the light of Gospel values;
3. Skills needed to build community are taught and opportunities given to exercise those skills;
4. The school provides students the opportunities to understand and appreciate differences of race, religion and culture;
5. The school community includes students from varied socio-economic backgrounds;
6. The school participates actively in the national and international Network of Sacred Heart Schools; and
7. The curriculum assists students to take their place as responsible women in an inter-dependent world.

GOAL V: PERSONAL GROWTH IN AN ATMOSPHERE OF WISE FREEDOM

Genuine concern for each member of the school community is a priority, therefore:

1. Students are helped to grow in self-esteem by recognising and accepting their gifts and limitations;
2. Students are encouraged to share knowledge and gifts in academic study, recreation and entertainment;
3. Self-discipline will be developed as a means of growing towards Christian maturity;
4. The school provides opportunities for the development of leadership. At all levels, tasks associated with House activities and extra-curricular pursuits give training in leadership.

OVERVIEW

This booklet has been compiled by staff to inform parents and students of the nature and content of junior programmes of study offered at Stuartholme School. It should also assist students entering Year 9 to make wise subjects selections.

CURRICULUM

All students in Years 7 and 8 study a common broad curriculum covering all eight Key Learning Areas (KLA's). These subjects include English, Mathematics, Science, Humanities and Social Sciences (History and Geography), Languages (French and Chinese), Technologies (Food & Nutrition and Digital), Health and Physical Education and the Arts (Art, Drama and Music). Students will be required to specialise in two elective subjects that will be studied over two years, eg, Year 9 and Year 10 in order to embed the skills necessary for senior study.

All students in Year 9 and Year 10 will study common core subjects and two elective subjects. The core subjects are designed to give students a broad educational base while allowing them the freedom to select some subjects of special interest. The school will attempt to balance the sometimes conflicting forces of student requests and educational validity. All subjects (core and elective) are described later in this booklet.

STUDENT WELLBEING

At Stuartholme School, each girl is a member of many groups, each providing opportunities for the care of students. Subject classes, extra-curricular groups and friendship circles all provide opportunities for pastoral interaction and for mutual support.

Beyond these groups, each girl is part of a 'home' grouping: in Years 7 - 12 'Teacher Mentor Groups' consist of girls from the same House and the same year level.

The six House groups are named in honour of past Sisters of the Society of the Sacred Heart who have contributed to the story of Stuartholme School - Coen, Macrae, Parker, Stuart, Toohey and Woodlock.

The whole House meets at regular intervals to plan House activities, including sporting and cultural competitions throughout the year.

While there is daily contact with Teacher Mentors at beginning of each day, Well Being is not seen to be a 'subject' confined to these periods. At Stuartholme School, Well Being is seen as an integral facet of our education, permeating our whole school community.

DELAYED SPECIALISATION

Every opportunity is given to delay specialisation in Mathematics, Science and the Humanities (History and Geography). At the end of Year 9, students will be assigned to either Mathematics Methods or Mathematics Enrichment. This is determined by the Leader of Learning, Mathematics. All students at Stuartholme School will continue to study both History and Geography to ensure skills development applicable for QCS testing in Year 12.

ACADEMIC SERVICES

The School has an Academic Services team who collectively will be able to offer academic, personal and career advice. Parents and students wishing to take advantage of this service should contact Academic Services on 3369 5466 to make an appointment. The Academic Services team is comprised of a Careers Counsellor, Diverse Learners Team and VET Co-ordinator.

REPORTING

At the end of each semester, parents will receive a report via email on their daughter's progress. The judgment about student achievement is based on standards drawn from Queensland Curriculum & Assessment Authority (QCAA) Syllabuses expressed in The School's work programmes. Copies of The School's work programmes are available for reference. Academic achievement is reported on an A to E scale.

PREREQUISITES

Whilst there are no prerequisites for entry into subjects in the Junior School, the school does have a general policy for students who wish to proceed into the Senior School. To be able to study six subjects at senior level, a student would need to meet minimum requirements of a Sound Achievement (C) in English and Mathematics as well as four other subjects studied at Year 10 level. Students who do not meet these minimum requirements may proceed into the senior subject at the discretion of the Deputy Principal, Learning in consultation with the Junior Students Director and Leader of Learning of that subject. It is imperative that students and parents consult the following table when selecting their educational pathway.

SUBJECT SELECTION

Students should try to choose subjects in which they have an interest and some ability. Except in exceptional circumstances, subjects chosen in Year 9 will be studied for two years and at the discretion of the Deputy Principal, Learning, in consultation with the Leader of Learning of each subject area and Junior or Senior Studies Directors, it may be possible for a junior student to change from one elective subject to another.

YEARS 7, 8 AND 9 SUBJECTS

Subject lists for Years 7, 8 and 9 are below.



SAMPLE

YEAR 7, 2018 SUBJECT SELECTION

All students in Year 7 study a common broad curriculum covering subjects across the 9 KLAs:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities (1 semester x History; 1 semester x Geography)
- Religious Education
- Language (1 Semester x French; 1 Semester x Chinese)
- Technologies (Information and Digital Literacy and Information Technology)
- Arts (Students must select two electives from Art, Drama and Music; of which will be studied for one semester each)

Subject	Semester 1, 2018		Semester 2, 2018		Notes
	Term 1	Term 2	Term 3	Term 4	
English	✓	✓	✓	✓	Core
Mathematics	✓	✓	✓	✓	Core
Science	✓	✓	✓	✓	Core
Health and Physical Education	✓	✓	✓	✓	Core
Religious Education	✓	✓	✓	✓	Core
Technologies	✓	✓	✓	✓	Core
Language	French	French	Chinese	Chinese	Rotation
Humanities	History	History	Geography	Geography	Rotation

Please select two electives from the list below. Please do not select the same subject twice. One elective will be studied in Semester 1 and the other in Semester 2, however, may not be timetabled in that order.

Art	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Disclaimer: While Stuartholme School makes every effort to place students in their preferred subjects, this may not always be possible. If this occurs, you will be contacted by Academic Services and asked to make an alternative selection. It is recommended that subject selection forms be returned as soon as possible, as selections will be processed in order of receipt.



SAMPLE

YEAR 8, 2018 SUBJECT SELECTION

Student Name: _____ **Date:** _____

All students in Year 8 study a common broad curriculum covering subjects across the 9 KLAs:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities (1 semester x History; 1 semester x Geography)
- Religious Education
- Technologies (Food & Nutrition and Digital Technology/Digital Literacy)
- Language (Chinese or French – choose one and will be studied for Semesters 1 and 2)
- Arts (Art or Drama or Music – choose one and will be studied for Semesters 1 and 2)

Subject	Semester 1, 2018		Semester 2, 2018		Notes
	Term 1	Term 2	Term 3	Term 4	
English	✓	✓	✓	✓	Core
Mathematics	✓	✓	✓	✓	Core
Science	✓	✓	✓	✓	Core
Health and Physical Education	✓	✓	✓	✓	Core
Humanities	History	History	Geography	Geography	Rotation
Religious Education	✓	✓	✓	✓	Core
Technologies	Food & Nutrition	Food & Nutrition	Digital Technologies/ Digital Literacy	Digital Technologies/ Digital Literacy	Rotation

Subject Selection	Choose your electives for Year 8, 2018:
	1. Select one Language and write in box 1. You will study your language selection for Semesters 1 and 2, 2018. 2. Select one Arts elective for Semester 1 and 2 write in box 2. You will study your Arts selection for Semesters 1 and 2, 2018.
Language (Semesters 1 and 2): • Chinese • French	1.
Arts (Semesters 1 and 2): • Art • Drama • Music	2.

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Disclaimer: While Stuartholme School makes every effort to place students in their preferred subjects, this may not always be possible. If this occurs, you will be contacted by Academic Services and asked to make an alternative selection. It is recommended that subject selection forms be returned as soon as possible, as selections will be processed in order of receipt.



SAMPLE

STUARTHOLME SCHOOL

YEAR 9, 2018 AND YEAR 10, 2019 SUBJECT SELECTION

Student Name: _____ **Date:** _____

All students in Year 9, 2018 and 10, 2019 (two-year course) study a common broad curriculum covering subjects across all 6 KLAs:

COMPULSORY Subject	Semester 1, 2018		Semester 2, 2018		Notes
	Term 1	Term 2	Term 3	Term 4	
English	✓	✓	✓	✓	Core
Mathematics	✓	✓	✓	✓	Core
Science	✓	✓	✓	✓	Core
Humanities	History/Geography	History/Geography	History/Geography	History/Geography	Core/Rotation
Health and Physical Education	✓	✓	✓	✓	Core
Religious Education	✓	✓	✓	✓	Core

ELECTIVES (CHOOSE TWO ELECTIVES TO STUDY IN YEARS 9, 2018 AND 10, 2019)		Tick two elective choices below. (You can choose two in the same category)
BUSINESS: - Economics & Business	- Economics & Business	
LANGUAGE: - French - Chinese	- French	
	- Chinese	
ARTS: - Art - Drama - Music	- Art	
	- Drama	
	- Music	
TECHNOLOGIES: - Food & Nutrition - Digital Technologies	- Food & Nutrition	
	- Digital	
HEALTH & PHYSICAL EDUCATION: - Extension Health & Physical Education	- Extension Health & Physical Education	

Parent/Guardian Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Disclaimer:

While Stuartholme School makes every effort to place students in their preferred subjects, this may not always be possible. If this occurs, you will be contacted by Academic Services and asked to make an alternative selection. It is recommended that subject selection forms be returned as soon as possible, as selections will be processed in order of receipt.

ART

Overview

The Junior Art program is seen as an opportunity to develop individual creative awareness through practical art processes. There is an emphasis on visual literacy, developing visual perception while fostering a sense of design. Research into the cultural foundations of our civilisation forms the basis for critical responses to visual imagery. The programme focuses on four main areas of study: creating, presenting, and building knowledge and the ability to respond to art works.

Course Outline and Assessment

YEAR 9	COURSE OUTLINE	ASSESSMENT
Semester 1 Responding/Knowledge and Understanding Assignment 1 Assignment 2 Creating/Presenting Project 1 Project 2	Research - Art from Ancient Egypt Research - Ancient Greece, Ancient Rome Headdresses - Drawing, Watercolour and Construction. This project is based on close observational drawings of natural organisms– pencil/pen. Applying a design sense, students develop drawings into sculptural forms Teapots Basic construction and modelling techniques	In-class (formative) tests Slide test with Written Response (approx. 500 words) – 2 lessons Drawings and sculptures developed in cane sculptural forms and acrylic paint Clay Form, fired, and with painted finish. [unit extends in Term 3]
Semester 2 Responding/Reflecting Assignment 3 Assignment 4	Research – Early - Renaissance and Renaissance Eras Research - Australian Aboriginal Art – traditional and contemporary	Slide Test with Written Response [approx. 500 words] Written Assignment 600 - 800 words
Creating/Presenting Project 3	Printmaking: In response to a theme, students develop a Print making folio developed from drawings and designs.	Folio of Prints and Extensions

YEAR 10	COURSE OUTLINE	ASSESSMENT
Semester 1 Appraising Assignment 1 Assignment 2 Making Project 1 Project 2	Research French Impressionism Post-Impressionism/ Early 20 th Century Art Printmaking – From the Traditions of Ukiyo-e Photography and design extended through cutting and printing techniques.	Slide Test and response In Class Written response to research of 2 artists [600 words] Three-dimensional construction Folio of experimental works
Semester 2 Appraising Assignment 3 Assignment 4 Making Project 3 Project 4	Drawing/Painting - Observational self-portraits – exercise in drawing/painting Research - 20 th Century Art Movements, Appropriation Art in Contemporary context Painting Acrylic Self Portrait New Media Portrait Extensions Photoshop, Photography, Film to extend self-portraits in an innovative way	Written response-analysis of a Painting [600 words] In Class Written response [600 words] Portrait Film, Photo or New Media work

Prerequisites

Nil

CHINESE

Overview

The primary aim of the Junior Course is communicating across Chinese and Australian cultures and promoting intercultural understanding and competence.

The course aims to develop a level of proficiency in the macro-skills in practical areas of communication such as would be encountered in visiting Chinese or being a host to Chinese people in one's own country.

Course Outline

Year 9

- Myself
- My Chinese host-family
- Celebrations in China
- Short stories

Year 10

- Social Outings
- Murder mysteries
- Travel in China
- Getting ready for China

Students are expected to **communicate with real language for real purposes** through strategies designed to enhance their cognitive development and flexibility.

Assessment

Each of the four macro-skills, (Listening, Reading, Speaking and Writing) is assessed each semester (two per term) for summative purposes. These skills are equally weighted according to the criteria included in the work programme.

Prerequisites

Evidence to formal assessment in Chinese is required. Either a minimum of an overall 'C' grade at the end of Year 8 **OR** an equivalent level of proficiency acquired through adequate language exposure, subjected to and demonstrated through internal assessment at entry point.

DRAMA

Overview

The Drama course at Stuartholme School is a rich and fulfilling program that offers students a variety of different Drama activities and experiences. Students begin with learning about the Elements of Drama which are the building blocks for creating drama, presenting drama and responding and reflecting on drama. These elements are drawn upon right through into senior drama studies. Through an exploration of many different styles of theatre, students' drama knowledge will grow along with their understanding and respect for others and the world around them. Students also have many opportunities to view live theatre throughout the course.

There are three objectives in the course which are equally balanced:

- **Creating/Forming** - Management of the Elements of Drama, Styles and Conventions to create and shape dramatic action.
- **Presenting** – Performance of a scripted or devised dramatic work for an audience in a formal or informal setting.
- **Responding and reflecting** – Analysis and evaluation of the Elements of Drama, Styles and Conventions used to create meaning for an audience.

Course Outline

The following table outlines an overview of the course in Year 9 and Year 10.

Year 9 - Rehearsal For Life	Year 10 – Shaking It Up
Unit 1 - Term 1: Learning the Lines - The Elements of Drama <ul style="list-style-type: none"> • Introduction to the elements of Drama • Making short scenes and plays manipulating specific elements of drama • Creating complex characters using voice and movement • Responding to live theatre 	Unit 1 – Term 1: To be or not to be - Realism <ul style="list-style-type: none"> • Exploration of two plays – <i>Juice and Blurred</i> by Stephen Davis • Understanding the consequences of choices made by teenagers through process drama • Analysing characters from Realism and acting in the Realism style • Improving around the text
Unit 2 - Term 2: Making it Real – Verbatim Contemporary Dialogues <ul style="list-style-type: none"> • Using Verbatim stories and interviews to create scenes • Manipulating contemporary convention such as action/narration, multiple role, personification and direct address to perform a real story • Performing in pairs 	Unit 2 - Term 2&3: All the world's a stage – 15 minute Shakespeare <ul style="list-style-type: none"> • Exploration of 15 minute texts of Macbeth, Romeo and Juliet and The Taming of the Shrew and plot, characters, soliloquys and main themes and symbols • Appreciating the language of Shakespeare as a spoken art • Culminating previously learnt conventions to create a 15 minute contemporary re-telling of his plays. • Utilising conventions such as marriage counseling with the Macbeths, an interrogation with the Capulet's and the Montague's, inner-monologues, rituals, narration and chorus.
Unit 3 - Term 3 – Learning the moves - Ritual <ul style="list-style-type: none"> • Exploring the style of Ritual using conventions such as chorus, unison, repetition and using the body to create shape and place • Layering scenes using symbol • Re-telling verbatim stories from the floods, fires and WWII using the style of Ritual 	

Unit 4 – Term 4 – Making them laugh - Comedy	Unit 3 - Term 4: Is this a dagger I see before me? – Australian Gothic Theatre
<ul style="list-style-type: none"> • Developing characters from Commedia stereotypes • Devising scenarios from a variety of comic situations • Analysis of a comic episode 	<ul style="list-style-type: none"> • Exploring the conventions of the Gothic style • Understanding the often haunted and mysterious Australian landscapes and creating this on stage • Exploring Picnic at Hanging Rock and Constance Drinkwater and the Final Days at Somerset

Assessment

Assessment is often group based but individually assessed. Each student is measured against task specific individual criteria which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time and preparation time for presenting activities is catered for, so that ‘outside of school rehearsal’ should occur only before a major production if students work to capacity in class.

Prerequisites

Nil

ENGLISH

Overview

The goal of English is to develop and refine students' ability to compose and comprehend spoken and written English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes. The course has been developed in line with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and is structured through sequenced learning activities which involve studying spoken, written and visual texts and reflecting on language structures and language use and its conventions. Students analyse, compare, synthesise, question and evaluate all aspects of language.

The same assumptions about language and language learning that inform the Senior English course inform the Junior English course, thereby providing for a continuity and coherence to the study of English across all year levels. Both Senior and Junior English courses are shaped by the understanding that students learn about language while using it to comprehend and compose specific texts, either written, visual or spoken/signed, within particular cultural and social contexts. It is important students understand language as a social and creative process.

Course Outline

The following overview is a guide only.

Semester	Content
1 <i>Class 9.1</i>	Film Codes and Language – Film analysis and extended written response The Creative Self – A Journey: Challenge and Growth – Descriptive writing in response to Shaun Tan’s ‘The Arrival’ Reading for Pleasure Programme – Ongoing programme from Years 7 – 10
2 <i>Class 9.2</i>	Enduring Classics – Novel study and analytical essay writing What do I project to the world? - Persuasion and spoken argument
1 <i>Class 10.1</i>	Poetry as Cultural Artefact - poetry analysis Perceptions of Others – An in-depth novel study of Harper Lee’s ‘To Kill a Mockingbird’
2 <i>Class 10.2</i>	Everyone Has a Story – Novel study, short story genre study Understanding ourselves in society through Shakespeare – play study and short response writing

Semester	Assessment Tasks
1 <i>Class 9.1</i>	Spoken presentation – persuasive speech Writing folio– descriptive narrative
2 <i>Class 9.2</i>	Short response exam – analytical extended paragraphs Process writing under exam conditions – analytical essay
1 <i>Class 10.1</i>	Written exam – analytical response to unseen poem Written exam – analytical essay in response to unseen question
2 <i>Class 10.2</i>	Written assignment – short story Spoken presentation – dramatic monologue in response to Shakespearean play Written exam – extended analytical response to Shakespearean play

Prerequisites

Nil

ECONOMICS AND BUSINESS – YEARS 9 & 10

Overview

Business Education is a four-semester subject offered in the Junior School. It is designed to introduce students to areas such as Business, Accounting, Law, Economics, Management and Entrepreneurship. It is a useful introductory subject for the Senior General Subjects: Business, Accounting and Economics.

On various occasions throughout the course, students have the opportunity to initiate and manage their own business ventures. Activities such as planning, budgeting, marketing, costing and record keeping enable students to gain practical experience and exposure to the world of business. Students work in groups, and individually, to conduct market research, promote the 'business', produce the product, price the product, sell the product and keep all appropriate business records.

Economics and Business facilitates active student-based learning, generating links between theoretical concepts and real business settings. Students will develop enterprising attributes to enable them to successfully manage personal, business, work and community opportunities in later life.

Course Outline

The following units are currently studied over four semesters:

- Enterprise and ventures
- Business environments
- Marketing
- Economic Systems and Production
- Personal Finance, Budgeting and Accounting for Sole Traders
- Business Planning
- Reflective learning journals/self and peer evaluation
- Small Business and the Law
- Being Enterprising; incorporating the Australian Business Week simulation

Throughout the course the students also undertake the 'Nursery, Adolescent and Adult Ventures'.

Assessment

A variety of assessment techniques are used to cater to diverse learners; these include:

- Written examinations (short answer, response to stimulus, case studies)
- Projects/Field reports/Presentations
- Written Business Plan
- Evaluative reports on business ventures

Prerequisites

Nil

FOOD AND NUTRITION – YEAR 8

Overview

Food and Nutrition is a one-year course offered to all Year 8 students. The central focus of this course is the study of food in the context of nutrition, food science and food technology. In Food and Nutrition, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people. Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by them and others have consequences

Course Outline

Using a problem-based learning approach, students will develop 21st century skills (critical thinking, communication and personal and social skills) that are transferrable to a variety of contexts. Students are introduced to the functions of food through practical exercises and underpinning knowledge and understanding that relates directly to their tasks. Practical lessons teach basic food preparation skills in addition to numeracy and food literacy, through the skills of measuring and adapting recipe serving sizes.

Topics covered include:

Semester 1	Semester 2
<ul style="list-style-type: none"> • Kitchen basics (hygiene, safety, equipment) • The role of food • Making sense of a recipe • Using small appliances 	<ul style="list-style-type: none"> • The art of baking • How baking works • Cake and biscuit making

Assessment

Assessment includes design tasks and a short response exam. Ingredients for practical lessons are supplied by the school, however day students are required to bring in their own ingredients for their practical exams and their trials.

FOOD AND NUTRITION – YEARS 9 & 10

Overview

Food and Nutrition is a four-semester subject offered in Years 9 & 10. The central focus of this course is the study of food in the context of nutrition, food science and food technology. In Food and Nutrition, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people. Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by them and others have consequences

Course Outline

Design thinking underpins learning in Food and Nutrition. It involves the use of strategies for understanding design needs and opportunities, visualising and generating creative and innovative ideas, planning, and analysing and evaluating the idea that best meets the criteria for success. Design processes require students to identify and investigate a need or an opportunity, to generate, plan, manage and create designed solutions, and evaluate products and processes.

By the end of the course students will have an understanding of basic and complex cookery skills; food groups, their purpose and adolescent requirements; food science; and global flavours.

Assessment

Assessment includes design tasks and short response exams. Ingredients for practical lessons are supplied by the school, however day students are required to bring in their own ingredients for their practical exams and their trials.

FRENCH

Overview

The primary aim of the Junior Course is **communicating across French and Australian cultures and promoting intercultural understanding and competence.**

Students will develop their language skills focussing on the most used words in the French language using stories and plays that contextualise the vocabulary of the learners.

This approach allows language development to be supported and nurtured within the familiar, predictable context of a story. Another component of this programme is the Gesture Approach, a technique that uses hand signs to help students learn and remember vocabulary found in the play and other activities.

The course aims to develop a level of proficiency in the macro-skills in practical areas of communication such as would be encountered in visiting France or being a host to French people in one's own country.

Communication (or negotiation of meaning) involves **comprehending and composing French in written and spoken modes.** These modes include 4 macro skills: Listening, Speaking, Reading and Writing.

Course Outline

Year 9

- School life - classroom routine and procedure
- Daily routine - meals and transport
- Shopping and directions
- Weekend activities and celebrations
- Holiday plans – Weather
- Celebrations

Year 10

- Holiday - environment - travel and transport
- Health and welfare
- Services
- Entertainment

Students are expected to **communicate with real language for real purposes** through strategies designed to enhance their cognitive development and flexibility.

Assessment

Each of the 4 macro-skills (Listening, Reading, Speaking and Writing) is assessed each semester (two per term) for summative purposes. These skills are equally weighted according to the criteria included in the work programme.

Prerequisites

Evidence to formal assessment in French is required. Either a minimum of an overall 'C' grade at the end of Year 7 and 8 **OR** an equivalent level of proficiency acquired through adequate language exposure, subjected to and demonstrated through internal assessment at entry point.

HEALTH AND PHYSICAL EDUCATION – YEAR 9

Overview

HPE is designed to educate students on the importance of a healthy and active lifestyle. It aims to provide students with knowledge and experiences that they can use throughout their life.

Students will learn a wide range of physical activities where they will be encouraged to work together, communicate and cooperate as they learn the skills, strategies and tactics of different sports. These experiences, knowledge and attitudes will empower them to become physically active throughout their lives. Practical elements match those played competitively within the school system and encourage development of school spirit.

Course Outline

- Term 1 Fitness and Training
- Term 2 Fitness and Training
- Term 3 Nutrition for sport
- Term 4 Mental Health

At the completion of Year 9 students are given the opportunity to choose either Health Education Foundation Studies or Physical Education Foundation studies for Year 10.

Assessment

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

- **Knowledge and Understanding** describes concepts, facts and procedures. This criteria is assessed through on-going, in-class tasks.
- **Practical Performance** through application of physical activity theories, concepts and strategies to improve performance. This criteria is assessed through skills/drills, modified activities, and game play.

Prerequisites

Students should have full school Physical Education uniform (including sports socks) and non-slip, supportive sport shoes for participation in practical lessons. School sports caps are compulsory for all practical lessons. Each student's sport uniform is to be carried in the compulsory Stuartholme School sports bag.

EXTENSION HEALTH AND PHYSICAL EDUCATION – YEARS 9 & 10

Overview:

If you want to be:

- A nurse
- A doctor
- A counsellor/social worker
- A teacher
- A sports coach
- A physiotherapist

then you should choose to study Extension Health and Physical Education.

The Years 9 and 10 program includes:

- Attaining a Level II Coaching Certificate;
- Completing the Bronze Medallion Certification and First Aid training;
- A 'Body in Motion' Unit that focuses on 'current trends' in training and exercise;
- Action research based learning enhancing skills necessary to complete 2019 external assessment;
- Understanding fundamental skills that focus on preparing students for Senior PE and Senior Health.

Health and Physical Education (elective) is an extension to the key learning area of Health and Physical Education and a precursor to the Years 11 and 12 subjects: Senior Physical Education and Senior Health Education.

Extension Health and Physical Education would interest students who are physically active, enjoy a range of sports or participate in sport as a coach. It is an opportunity to explore public health issues and put theory into practise.

What is studied?

Students study various physical activities throughout the course. These physical activities serve both as a source of content and as a medium to learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities.

Subject matter for written/oral work is drawn from various areas including:

- Learning physical skills and coaching skills.
- Processes and effects of training and exercise as well as equity and access to exercise.
- By using an 'inquiry' approach to investigate health issues, students apply the practices and principles that underpin social action and health promotion to devise and justify recommendations and strategies for change.
- Extension Health and Physical Education students will be involved in learning in, about and through a diverse range of health and physical activities.

HUMANITIES (GEOGRAPHY AND HISTORY)

Overview

In Year 9, students continue on from the Humanities course from Year 8, studying a range of interesting topics from the disciplines of History and Geography. The course develops each subject's knowledge and understandings and the unique inquiry processes and skills associated with each of these disciplines. Through these processes, students develop and demonstrate their knowledge, understanding and particular geographical and historical skills.

Course Outline

The following overview is an overview of the course in each subject.

The content of this year level for both subjects is organised into two strands: *Knowledge and Understanding* and *Inquiry and Skills*.

HISTORY - Theme - *The making of the modern world*

In the History component of the Year 9 course students examine this theme through a selection of depth studies. These could include progressive ideas and movements(1750-1918); the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia; the making of the Australian nation, including the effects of contact between European settlers Aboriginal and Torres Strait Islander peoples; and key aspects of World War One (1914-1918) -the 'war to end all wars'.

GEOGRAPHY - Theme - *Precious resources and environmental pressures*

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*.

Biomes and food security examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on the interconnections between people and places (in Australia and across the world) through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided to people in isolated areas as well as internationally.

Assessment

Various modes of assessment will be used throughout the year.

Prerequisites

Nil

GEOGRAPHY - YEAR 10

Overview

Geography in Year 10 follows and develops upon the study of Geography in Years 7 to 9 and further develops skills in preparation for the senior curriculum. Geography is about the world in which we live. It is the study of the human and natural characteristics of places and the interactions between them and helps students better understand the important challenges facing the world. The discipline is rich and complex and includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there; and
- the ecological dimension, which considers how humans interact with environments.

Course Outline

This course covers a range of topics and develops skills in Geography through analysis of a wide range of data types such as maps, photographs, images, graphs and statistics, as well as data collected in the field. Spatial and other digital technologies are integrated in a number of ways to analyse, visualise and represent concepts related to the themes.

UNIT	OVERVIEW
1	<p><u>Geographies of human wellbeing</u></p> <p>Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places using Pyxis Globe and the United Nations’ Sustainable Development Goals. Students explore spatial differences in wellbeing within and between countries, and various programs designed to reduce the gap between differences in wellbeing.</p>
2	<p><u>Be a Smart Traveller</u></p> <p>Tourism in Australia is a boom industry and this is predicted to continue. Geographers study tourism with emphasis on where it has developed, its various forms, how it has changed and continues to change, and its impacts on people, places and the environment. This unit will include field work, virtual studies of tourist hotspots and creating Google Earth tours.</p>
3	<p><u>Environmental change and management</u></p> <p>The study of Environmental change and management begins with the major challenges to the sustainability of the environment and the environmental worldviews that influence how people perceive and respond to these challenges. Students investigate the coastal environment to understand the causes and consequences of change, and use geographical concepts and methods to evaluate and select strategies to manage the change. This unit will incorporate field work in a coastal environment.</p>
4	<p><u>The geography of anything</u></p> <p>It is the strength of geography that no other subject can explore such a wide range of matters of interest and concern in the everyday lives of people. This self-selected study in Geography can provide the knowledge and skills for a better understanding of place, space and the people-environment relationship. The student will undertake a geographic inquiry into topics/issues of their choice. The range and diversity of issues is extensive. Geographic inquiry and use of spatial technologies will form the basis of their data selection.</p>

Assessment

Various modes of assessment including data response tests and a field report will be used throughout the year in line with the senior Curriculum.

Prerequisites

Nil

HISTORY – YEAR 10

Overview

'If our students are to shape the future, then they need to understand the past.'

History in Year 10 follows and develops upon the study of History in Years 7 to 9 and further develops skills in preparation for the senior curriculum. History in Year 10 offers students the chance to engage with some of the most significant issues, groups and events which have shaped both the modern world and ancient societies. Students will be challenged to think critically, empathise with the past and find new and creative solutions to historical problems.

This course aims to provide all students with a solid foundation in a range of core academic skills, such as critical reasoning, effective communication techniques and research. It will prepare students for the rigour of any senior course.

Course Outline

Note that some units of the Year 10 History course may change in response to student interests each year.

Year 10 Course Overview

World War II - Nazi Germany and the Holocaust

Students investigate wartime experiences through an in-depth study of the rise of Hitler and society in Nazi Germany during World War II, with a focus on totalitarianism, racial ideology and the events of the Holocaust.

Introduction to Ancient History – Life and society in Ancient Greece or Ancient Rome

Students will be immersed in the world of Ancient Greece or Ancient Rome. They will learn about how society functioned in either the Roman Empire or the two most powerful city-states of Ancient Greece: Athens and Sparta. Students will evaluate and compare attitudes towards women and families in Ancient times and be encouraged to make connections between these and the world today.

Challenging common perceptions of the past

Students will be encouraged to develop their historical thinking skills by critically re-evaluating the way a particular ancient or modern group, individual or event has been represented in history. They will have the opportunity to choose a controversial area of particular interest to them and conduct independent research under the mentorship of their teacher. Through their research, students will be encouraged to test and challenge the common perceptions we have of the past.

Rights and Freedoms in the Twentieth Century

In this unit, students will focus on the struggle for human rights in the modern world, in particular the Twentieth Century. They will investigate the evolution of racial and social beliefs and their relationship to rights and freedoms being ignored, demanded or achieved in Australia and in the broader world context.

Assessment

Various modes of assessment will be used throughout the year.

Prerequisites

Nil

MATHEMATICS - YEAR 9

Overview

Mathematics at Stuartholme School in Year 9 is organised around the interaction of three content strands and four proficiency strands as indicated in the Australian Curriculum documents. The content strands are **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiency strands are **Understanding, Fluency, Problem Solving, and Reasoning**. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

The over-riding intention in our junior mathematics programme is to provide suitable ongoing mathematical experiences which build comfortably and deliberately on students' previous experiences, and which are suited to the particular stages of development of the students. The mathematical experiences should also provide the maximum possible challenge and opportunity for intellectual growth in Mathematics consistent with student ability, experience and future life needs. Preparation for NAPLAN is evident in coursework and assessment in Year 8 and Term 1 in Year 9.

At Stuartholme School, the majority of students will follow a common course in Year 9. Depending on timetabling structures in a given year, specialised classes catering for diverse learners requiring extension material or learning assistance can be created.

Course Outline and Assessment

One piece of assessment is completed every term. This assessment item has questions related to 'Knowledge' (rehearsed procedures) and 'Problem Solving' (application of procedures in familiar and unfamiliar problems).

Term	Course outline (Year 9)	Assessment
1	Number and Algebra [Simple Interest] Measurement and Geometry [Pythagoras and Trigonometry]	Item 1A
2	Number and Algebra [Algebra Review and Linear Relationships] Measurement and Geometry [Perimeter, Surface Area, Volume]	Item 1B
3	Number and Algebra [Indices and Surds] Measurement and Geometry [Angles, Triangles, Proofs]	Item 2A
4	Number and Algebra [Advanced Algebra and Quadratics] Statistics and Probability [Venn Diagrams, Probability, Representing Data]	Item 2B

Prerequisites

Students who have extreme difficulties in Mathematics in Year 8 **may** be placed into a Numeracy class in Year 9 to provide opportunities to strengthen basic mathematical concepts. Depending on timetable structure, it may also be possible to create an enrichment class in Year 9 for talented students based on performance.

MATHEMATICS - YEAR 10

Overview

In Year 10, students are allocated into either ‘**Mathematics Enrichment**’ or ‘**Mathematics**’ based primarily on performance in Year 9. Mathematics is compulsory for all students in Year 10. Year 10 Mathematics sets the groundwork for Year 11 and the naming of the Year 10 subjects reflects the importance of these courses.

Course Outline and Assessment

One piece of assessment is completed every term. This assessment item has questions related to ‘Knowledge’ (rehearsed procedures) and ‘Problem Solving’ (application of procedures in familiar and unfamiliar problems). These headings are those consistent with the guidelines specified in the Australian Curriculum documents.

Semester	Course outline (General Topics covered in Year 10)	Assessment
1	Number and Algebra [Linear Equations and Graphs, Simultaneous Equations, Index Laws] Measurement and Geometry [Trigonometry, Surface Area, Volume, Similar Triangle Problems, Sine and Cosine Rules]	2 Items – One item each term
2	Number and Algebra [Surds, Financial Mathematics, Quadratics and Applications, Advanced Algebra] Statistics and Probability [Probability Laws, Measures of Spread and Central Tendency, Representing Data]	2 Items – One item each term

Details on the modules studied (Chapter references and specific topics) are issued to students at the commencement of the school year. The topics indicated in Year 10 [Semesters 1 and 2] are those studied in the ‘**Mathematics Enrichment**’ course. The ‘**Mathematics**’ course covers similar modules but the material is not studied to the same depth as in the **Mathematics Enrichment** course.

Prerequisites

A summary of our policy indicating how students are allocated to classes in Year 10 is as follows:

REFER TO MID-YEAR 2017 REPORT AS A GUIDE	RECOMMENDED YEAR 10 COURSE
A+, A, A-	Mathematics Enrichment
B+, B, B-, C+	Mathematics Enrichment
C, C-	Mathematics
D+	Mathematics
D	Mathematics
D-	Mathematics
E	Short Course in Numeracy (SCN) in Semester 2

PLEASE NOTE THE FOLLOWING IN RELATION TO THE TABLE:

- Students successfully studying Mathematics in Year 10 will only be able to select General Mathematics in Years 11 and 12. Study of General Mathematics can be restricting in terms of the range of university courses able to be selected at the end of Year 12 so our formation of classes is done with careful consideration. Our Department's policy is to keep our students in the highest levels of mathematics for as long as possible but there comes a time when it is clearly in a student's best interest to be placed in a more appropriate level of Mathematics. I ask for parental support on this matter.
- Students having difficulty in Mathematics may attempt General Mathematics in Year 11 or they may decide to consider not studying Mathematics. This option in Year 11 will need to be negotiated with the Leader of Learning, Mathematics and Deputy Principal, Learning before approval.
- Students who successfully study Mathematics Enrichment in Year 10 (consistently A or B standard) may choose Mathematics Methods or Specialist Mathematics in Year 11. Students who have difficulty in Mathematics Enrichment are advised to select General Mathematics in Year 11. Decisions of this nature should be made in consultation with the Leader of Learning, Mathematics and Year 10 mathematics teachers.
- Assessment in all Year 10 Mathematics subjects consists primarily of formal examinations that include 'Knowledge' and 'Problem Solving' assessment items. Projects incorporating some objectives may be included at the discretion of the teaching staff.
- Students who intend to study Chemistry and do not achieve an 'A' standard in General Mathematics may find Chemistry difficult. To study Physics at a senior level requires a proven ability in both Science and Mathematics. Students are required to achieve at least a 'B' standard in Mathematics Methods in Year 10 if choosing to undertake the study of Physics in Year 11.

MUSIC

Overview

Music is an elective subject in Years 9 and Year 10. The course has been developed in such a way to provide all students the ability of achieving to their full potential, regardless of the varying degrees of abilities amongst the students. The course is divided into several units with suggested objectives and assessment possibilities for each.

Course Outline

YEAR 9	Term 1	<i>Out of Africa</i>	YEAR 10	Term 1	<i>Caribbean Music</i>
	Term 2	<i>Origins of Rock n Roll</i>		Term 2	<i>Popular Music</i>
	Term 3	<i>Back to Bach</i>		Term 3	<i>Classical Hits</i>
	Term 4	<i>Celtic Music</i>		Term 4	<i>Christmas Carols</i>

Assessment

It is the subject teacher's decision as to what assessment options they choose for each unit. A number of assessment options are available for each unit. A minimum of ONE summative assessment piece in each of the areas of PRESENTING, CREATING, RESPONDING, KNOWLEDGE AND UNDERSTANDING will take place each semester. All summative assessment will contribute to the student's overall achievement in Year 9 and Year 10 Music. Class teachers may choose to assess RESPONDING, KNOWLEDGE AND UNDERSTANDING in the form of an exam at the end of each semester; however, it could also be assessed in the format of an assignment or oral presentation.

The course is designed to encourage 'music making' and has a practical and 'hands on' approach. Students will be participating in solo work, ensemble work and class ensembles. It is an expectation that all students studying Music are involved in one of the many school ensembles available to them. At the end of Year 10, all students will have the opportunity to 'showcase' their talent in a solo or ensemble performance that will be audio visually recorded.

Unit lengths are approximate in Year 9. There is flexibility in the delivery of the units depending on student timetables and unavoidable disruptions to lessons.

Students will use notational and sequencing software when composing and will also take part in the process of recording performances and compositions using the schools recording studio.

Prerequisite

Ideally, students should have studied Music in Year 8 to prepare them for this course of study. However, students who display developing skills in music literacy, music technology and/or have an interest in music performance should also consider this subject.

PHYSICAL EDUCATION FOUNDATION STUDIES - YEAR 10

Overview

Physical Education Foundation Studies encourages students to be active, critically reflective and research orientated learners. It focuses on transferring understood knowledge in theoretical components and applying them to physical activities to improve individual performance. Practical elements of this subject include individual and team sports played in Senior Physical Education.

Course Outline

- Term 1 Students build on their basic understanding of Fitness and Training principles to improve their performance.
- Term 2 Students study the concept of Figueroa’s Framework to highlight barriers evident in access to a variety of sports.
- Term 3 Students aim to improve their practical performance based on biomechanical principles.
- Term 4 Students will attain their CPR certification

Assessment

Students will demonstrate evidence of their theoretical learning in relation to the assessable elements that will prepare them for Senior Physical Education. They will be exposed to a variety of assessment tasks including essay exams, multi-modal assignments, and written responses.

Students will engage in a variety of physical activities that encourage and enhance movement concepts, strategic awareness in games, teamwork and communication traits.

Prerequisites

Students should have full school Physical Education uniform (including sports socks) and non-slip, supportive sport shoes for participation in practical lessons. School sports caps are compulsory for all practical lessons. Each student’s sport uniform is to be carried in the compulsory Stuartholme School sports bag.

RELIGIOUS EDUCATION

Overview

The overall religious life of The School forms a rich backdrop to Stuartholme School's Religious Education program. In addition to curriculum based Religious Education and Service Learning programmes, many school activities directly contribute to the fostering of Catholic spirituality and traditions within our community. These include school Masses and Liturgies, an annual retreat for each year group and the offering of reflections and reconciliation during the season of Lent. Major school events and festivities are also marked by liturgical celebrations. The religious life of the school at Stuartholme School also informs all other subject areas.

Through structured learning programmes, the classroom **Religious Education Program** is directed towards the development of students' religious knowledge, deep understanding and skills. It is based on the *Archdiocese of Brisbane Religious Education Guidelines* and is designed to meet the needs of students at their particular stage of development while, at the same time, presenting them with a clear account of Catholic teaching and tradition. A Service Learning programme is being implemented in the Religious Education Curriculum timetable in Years 7 to 10.

Course Outline

Year 9

The Year 9 programme begins with an exploration of how one person can make a difference through the investigation of the founders of religious orders. Greater understanding of scripture is developed through an introduction of Biblical Criticism. Students will explore how the Church has responded to scientific and technological advances. Prayer and meditation practices are also considered and experienced.

Year 10

The Year 10 programme begins with the study into Catholic Social Teaching and continues to look through that lens on historical events and how we can all have the courage to care for others. Students will explore the mystery of God across world religions. Prayer and meditation practices are also considered and experienced.

Assessment

This course is assessed under the criteria: Religious knowledge and deep understanding and skills.

A range of assessment instruments are applied throughout the course. These may include: *short answer/objective tests, research assignments, individual and group oral presentations, response to stimulus, feature articles and non-written presentations*. Students are required to complete one piece of assessment each term.

Prerequisites

Nil

SCIENCE

Overview

Science provides opportunities for students to develop understandings about science and its processes, the scope of its contributions to our culture and society, and its applications in our daily lives. Science is organised around three interrelated strands: Science Inquiry Skills, Science as a Human Endeavour and Science Understanding, and their content is taught in an integrated way. ‘Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts’ (ACARA, 2010).

Course Outline

The Junior Science Programme for Stuartholme School has been developed from the National Curriculum Syllabus published by ACARA for implementation in 2012. The following table outlines the Science Understanding content to be covered in the programme.

Year 9	Science Understanding
Biological sciences	<ul style="list-style-type: none"> Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
Chemical sciences	<ul style="list-style-type: none"> All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer
Earth and space sciences	<ul style="list-style-type: none"> The theory of plate tectonics explains global patterns of geological activity and continental movement
Physical sciences	<ul style="list-style-type: none"> Forms of energy can be transferred in a variety of ways through different mediums
Year 10	Science Understanding
Biological sciences	<ul style="list-style-type: none"> The transmission of heritable characteristics from one generation to the next involves DNA and genes The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
Chemical sciences	<ul style="list-style-type: none"> The atomic structure and properties of elements are used to organise them in the Periodic Table Different types of chemical reactions are used to produce a range of products and can occur at different rates
Earth and space sciences	<ul style="list-style-type: none"> The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin the universe Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
Physical sciences	<ul style="list-style-type: none"> Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics

The strand of Science Inquiry Skills involves questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; and communicating. The strand of Science as a Human Endeavour involves the areas of: Nature and development of science and Use and influence of science. These areas are developed across the four year levels and details can be found at www.acara.edu.au/. The School is offering a Year 10 Science programme in 2017 for students not intending to study Science at a senior level. This will provide students with the opportunity to engage in the mandated curriculum at a level suitable to their needs.

Assessment

The assessment for the course will involve the completion of exams (supervised assessment), experimental reports, collection of work (modelling and problem solving questions, homework tasks, etc) and extended research responses (assignments).

Prerequisites Nil

TECHNOLOGIES (YEARS 7 & 8)

Overview:

In Year 7, students will study Digital Technologies and Digital Literacy for the whole year whilst in Year 8, students will study a semester of Digital Technologies and a semester of Food and Nutrition.

Digital Technologies

In Digital Technologies, students gain knowledge and skills students of all ages to develop logical reasoning and problem solving talents, develop programming skills and explore the world of automatic, autonomous systems and robots. Students will become creative innovators of digital solutions, influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. Digital Technologies empowers students to shape change by influencing how contemporary and emerge current and future needs.

Course Outline

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences, algorithms and test, modify and implement digital solutions. They continually evaluate their solutions in terms of meeting needs, innovation and sustainability. Students will have practical opportunities to be innovative creators and developers of digital solutions.

The two dimensions are:

- *knowledge and understanding* which students will gain by investigating how data is transmitted; what is data; how digital systems represent text, image and audio data; and to analyse and visualize data using a range of software; and
- *processes and production skills* which are acquired by defining and decomposing real-world problems; designing the user experience of a digital system; designing algorithms which are further implemented and modified through computer coding.

Assessment includes:

- algorithmic, problem solving robotics project; and
- several in-class tasks incorporating coding to assimilate robotics such as:
 - a flume ride;
 - house alarm;
 - jam factory; and
 - a car wash.

Prerequisites

Nil

SPECIALISED EDUCATION PROGRAM

Extended Studies Program (ESP)

At Stuartholme School, we recognise that students with disabilities or learning difficulties, like all students, need to learn at a pace and in a style both appropriate and challenging for them. Our aim is to accommodate the strengths and learning needs of the student in accessing the regular curriculum, engaging effectively in the learning process and demonstrating successful outcomes within a supported learning environment.

It is acknowledged that the responsibility for inclusion and its enactment predominately takes part in the classroom where teachers create a safe, yet challenging learning environment. In addition, we offer the Extended Studies Program (ESP) which is designed to provide individual and small group support for students with high learning support needs. This program is offered in Years 7 and 8 in lieu of studying a language.

The program concentrates on the development of core academic skills embedded within key assessment tasks across each Semester. Additionally, processes of planning, organisation and individual approaches to effective learning are reviewed as part of the program.

To maintain a high level of assistance and a focus on individualised learning goals, it is necessary to keep class numbers small. Entry into the subject is dependent on an interview with Leader of Learning, Diverse Learners.

Language Enrichment - English as an Additional Language/Dialect (EAL/D)

At Stuartholme School, we have a number of students with a first language and cultural background other than English.

In both, the Middle and Senior phase of learning, opportunities exist for students whose first language is not English to attend specialist classes in supporting language development and proficiency.

Support is provided by specialist staff who work with students in small groups.

The EAL/D program provides targeted English language enrichment across reading, writing, listening and speaking as well as individualised academic support in key subject areas.

Entry into the subject is dependent on an interview with Leader of Learning, Diverse Learners or International Student Co-ordinator. Participation in this program is strongly recommended for newly arrived international students.



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