

# 2023 Year 7 Handbook



Live, Love, Learn  
Leave a Legacy



## Contents

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Quality Teaching, Curriculum and Student Performance .....	- 4 -
Student Wellbeing.....	- 4 -
Parent and Community Involvement.....	- 4 -
Leadership .....	- 5 -
Course Structure .....	- 5 -
English .....	- 6 -
Mathematics .....	- 8 -
Science .....	- 10 -
History- Semester 1.....	- 12 -
Geography- Semester 2 .....	- 13 -
Health and Physical Education .....	- 14 -
High Performance Sport (Extension Program).....	- 15 -
Inter School Sport .....	- 16 -
Languages.....	- 17 -
Visual Arts .....	- 19 -
Dance .....	- 21 -
Food Specialisations.....	- 24 -
Media Arts.....	- 26 -
Instrumental Music .....	- 29 -
Special Education Program .....	- 30 -
Homework.....	- 31 -

## Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P -12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. Situated in the heart of Capalaba, this dual campus site is separated into four sub schools:

- P-3,
- 4-6,
- 7-9 and
- 10-12.

Junior Secondary represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by four key elements:

- Core teachers and learning spaces
- Additional literacy support
- Student Wellbeing
- Personal and Social Capabilities (as per the Australian Curriculum)

Additionally, we offer extension and enrichment opportunities to our young adolescent learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and well being with a culture of shared responsibility for student outcomes.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

### Quality Teaching, Curriculum and Student Performance

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A common pedagogical approach by all of the College's teachers include:

- setting clear learning objectives
- reinforcing effort
- use of supported effective feedback
- providing recognition

A demanding and meaningful curriculum is implemented where Year 7 students can access teaching expertise and resources from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Social Science, HPE and specialist programs in other curriculum areas.
- Collaborative learning as a facet of pedagogical instruction is used.
- Technology and eLearning approaches are integrated within the regular class curriculum.
- Student performance is monitored through data collection, analysis and inference of the data to create individualised programs.

### Student Wellbeing

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- Home room teachers are established to mentor students and form productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- iThrive lessons are delivered by a core group of teachers who use responsive programming to address student and cohort needs.

### Parent and Community Involvement

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Professional and personal connections with families are developed through:

- Parent information evenings
- Parent/teacher interviews

Open communication is developed with all stakeholders building confidence, engagement and interest in school initiatives and student success.

## Leadership

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Student leadership is a fostered and developed across all year levels including leadership development programs and identified student leadership roles. The Student Management Team is actively engaged in leading school change. Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding extra curricular activities.

The College mission is to nurture positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation. Staff at Capalaba State College are confident they are providing the best education possible for every student in the Junior Secondary years.

## Course Structure

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All students in Year 7 will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

- English
- Health and Physical Education and Sport
- Mathematics
- Science
- History / Geography
- Languages

Students in Years 7 & 8 rotate through the following subjects:

Year 7:

- Dance
- Food Specialisations
- Media Arts
- Visual Arts

Year 8:

- Design and Technologies
- Digital Technologies
- Drama
- Music

## Extension Programs

Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

## English

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### Brief Description of Subject

Our program aligns with the Australian Curriculum where students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Students individually and collaboratively use higher order thinking to interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Additionally, students are explicitly taught and assessed on reading, grammar and punctuation and writing.

### Course Outline (topics)

The areas of Study include:

- *Analysing persuasion in media texts*- Students understand how text structures and language features combine in media texts to influence audiences.
- *Persuading through motivational speaking*- Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts.
- *Reading and creating life writing: literary memoirs*- Students study life writing by reading and analysing autobiographical narratives, including picture books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event.

- *Reading and interpreting literature about Australia and Australians*- Students listen to, read and view literature about Australia and Australians, including the close study of a literary text.
- *Song Analysis*- Student listen to a variety of songs that put forward different perspectives on a variety of social issues. They analyse the text structure and language devices used in each song to create particular effects and meaning.

## Assessment

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work displaying the fullest and latest information about the student's progress. Assessment will cover a balance of written and spoken text types.

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

- language
- literature
- literacy

The assessment across the units includes:

- Persuasive Speech
- Written Narrative Memoir
- Imaginative Recount
- Written Persuasive Essay

## Pathways

This course of study will prepare students for further study in English in Year 8 and either General English or Essential English in Years 11 and 12.

## Mathematics

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### Brief Description of Subject

Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Through engagement in familiar and unfamiliar, and simple and complex, mathematical investigations they understand that mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues posed by themselves and others. They recognise the application of mathematics in a large number of fields that provide career opportunities.

Students develop their ability to work mathematically and build on their prior understanding by individually and collaboratively planning and conducting mathematical investigations; by posing and solving mathematical questions, problems and issues; and by challenging the reasoning and perspectives of others. They reflect on their learning and transfer thinking and reasoning to a range of real-life and purely mathematical situations.

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

### Course Outline (topics)

The areas of study cover the content descriptions as outlined in the Australian Curriculum.

Topics Include:

*Whole Number and Decimal* – students will complete operations on whole numbers and decimal numbers, complete operations following the order of operations and solve worded problems

*Fractions* – students will complete operations on fractions and solve word problems

*Statistics* – students will investigate and collect data sets to interpret patterns and make comparisons using mean, median, mode and range

*Integers* – students will complete operations on positive and negative integers, investigate powers, and solve word problems involving positive and negative integers

*Percentages* – students will complete operations using percentages, decimals, fractions and whole numbers, convert between the three, and solve word problems

*Patterns and Algebra* – students will investigate patterns and use algebra to represent number patterns, solve problems and describe comparisons

*Area* – students will investigate the relationship between the side lengths and the areas of different shapes and solve problems based on that relationship

*Geometric Reasoning* – students will solve problems involving angles in shapes and parallel lines.

### Assessment (description/draft and due dates)

Assessment will include a variety of methods which incorporate tests, assignments, investigations, presentations and observations. Students are expected to average twenty minutes homework per day which may include teacher set tasks or revision of work covered in class.

The assessment across the units includes:

- Term/Semester Exams
- Problem Solving Modelling Tasks

### Pathways

Students achieving highly in the Junior Secondary years have the options to study Mathematical Methods or General Mathematics in Senior School.

A strong foundation in mathematics is essential for Engineering, Digital Technologies, Design Technologies, Sciences, Business and Accounting.

## Science

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### Brief Description of Subject

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

Students develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings.

They use higher order thinking to identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of Science.

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

### Course Outline (topics)

The areas of study cover the four content descriptions as outlined in the Australian Curriculum of Biological sciences, Chemical sciences, Earth and Space science and Physical sciences.

Topics include:

*Water- waste not want not:* The chemistry of water

*Moving right along:* Exploring motion and forces

*Organising Organisms:* Classifying organisms

Other units that are studied include ecology, astronomy and earth science.

### Assessment (description/draft and due dates)

Students demonstrate evidence of their learning over time in relation to the following assessment focus:

- Science understanding:
- Biology, Chemistry, Physics and Earth and Space
- Science inquiry skills
- Science as a human endeavour

Assessment items over the year includes:

- Short response test / Semester Exam
- Assignments / Scientific reports
- Student Experiment

### Pathways

Senior Science is currently a prerequisite or strongly recommended for tertiary studies in Science/ Maths, Engineering, Education and Health.

## History- Semester 1

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### Brief Description of Subject

The Year 7 curriculum provides a study of **History** from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) - c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies in places such as, the Ancient World, Rome and China.

### Course Outline

There are 2 depth studies in which the students will develop Historical Knowledge:

- Depth Study 1: Investigating the Ancient Past - Archaeology
- Depth Study 2: The Mediterranean World – Rome

### Assessment for History

Students will undertake a range of assessment types each semester, involving a choice from: short response exam, extended response to stimulus, multimodal presentation.

### Pathways

- Senior Ancient and Modern History
- Law
- Teaching
- Public Service

## Geography- Semester 2

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### Brief Description of Subject

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

### Course Outline

There are 2 units of study in the Year 7 curriculum for Geography:

- Unit 1: Water in the World
- Unit 2: Place and Liveability.

### Assessment for Geography

Students will undertake a range of assessment types each semester including a short response exam and a multimodal presentation.

### Pathways

- Town Planner
- Environmental Consultant
- Teaching
- Surveyor

## Health and Physical Education

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### Brief Description of Subject

Our program aligns with the Australian Curriculum where students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and well being. They critique and challenge assumptions and stereotypes. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

The College focus of reading aligns with the Australian Curriculum for Health and Physical Education where students develop health literacy skills. Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services in ways that promote and maintain health and well being. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course. Technology and the media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. Students readily use technology to develop critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others’ health.

### Course Outline

Sociology and Resilience WATER SAFETY	Communicable Diseases ATHLETICS	Adolescent Issues BASKETBALL	Risky Behaviours and Responsible Choices SOFTBALL/TEEBALL
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### Assessment

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student’s overall performance. Tasks include written tests, assignments, and practical application.

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

- knowledge and understanding
- performance and practical application

## High Performance Sport (Extension Program)

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### Brief Description of Subject

High Performing Sport aims to provide young people talented in the sports of Basketball and Volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Students are required to apply for either the High Performing Basketball or High Performing Volleyball program and, once accepted, are provided with the opportunity to further refine skills and represent the College at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals.

The philosophy of the High Performing Sport program is centred on not only sporting performance but the development of the whole athlete. This is to provide students the knowledge, training and support needed to develop into a high performing athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. Students will also learn extra-curricular skills such as time management, communication and leadership.

The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in the High Performing Sports program will satisfy the requirements for their stage of schooling as well as upholding the College values. In addition to this, all students in the program will have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community as well as other regional and state level coaches. Students will only retain their position in the program by continuing to meet the requirements of their chosen sport, school subjects and conditions outlined in the High Performing Sport contract.

### Course Outline

- History and Nature of the sport
- Fitness testing
- Injury prevention and management
- Nutrition
- Sports psychology
- Biomechanics
- Careers in sport

## Assessment

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course. While the course has a stronger emphasis on practical performance and the development of the athlete, students will complete modules of the theoretical aspects.

## Pathways

Students achieving highly in year 7, 8 and 9 High Performing Sport will be directed to Health and Physical Education in year 10. Students will also have opportunities to continue to represent the school at a high level of competition as both an athlete and referee.

## Inter School Sport

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Students are able to participate in the interschool sports program offered by the College. Year 7 and 8 students compete against Year 7 and 8 students from other schools each Tuesday afternoon. Students not competing in the inter-school sports program will play inter-class sports at school.

Students are expected to wear sports uniform, a hat and sunscreen during outdoor activities. It is also recommended that the students bring water in a drink container.

## Languages

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### Brief Description of Subject

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students

- communicate in a target second language
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators

The College provides the following Languages pathways:

- Year 7 Entry Chinese
- Year 7 Continuing Chinese
- Year 7 Entry German

### Course Outline

In Year 7 students will study three lessons per week for one semester. Units of work may include the following:

- Greetings and introductions
- Family and pets
- School, the classroom, subjects and routines
- Dates and birthdays
- Meals, food likes and dislikes

### Assessment - Australian Curriculum Years 7 and 8 Achievement Standard in Languages

By the end of Year 8, students share information in the target language about their personal worlds including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others for the purpose of transactions, participate in class routines and socialising. They can ask and respond to familiar questions and give and respond to instructions.

The dimensions by which students work will be judged are:

- Communicating – socialising, informing, creating, translating, reflecting
- Understanding – systems of language, language variation and change, the role of language and culture

Assessment & judgement across the units includes:

- Practical tasks – role plays, short videos
- Short response assignments – written, oral or multi-modal
- Short response tests
- Collection of in class & home works
- Ongoing observation of class interaction in target language

### Pathways

Increasingly universities and employers are interested in bi-lingual and multi-lingual applicants and those who demonstrate intercultural capabilities. Students who perform well in Year 7 Languages may choose to continue their language study via Brisbane School of Distance Education in Years 9-12.

## Visual Arts

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### Brief Description of Subject

Year 7 or 8 Visual Arts is developed from the Australian Curriculum: The Arts. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. They develop practical skills, creativity and critical thinking which inform their work as artists and audience. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

### Course Outline

Foundations in Art

### Assessment – Years 7 & 8 Achievement Standard in Visual Arts

During Year 7 and by the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

The dimensions by which students work will be judged are:

#### Making

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through presentation or display

#### Responding

- Analysing and reflecting on intentions
- Examining and connecting visual artworks in context

Assessment across the units includes:

- Making tasks, eg designing and realising completed arts works
- Short written analytical responses under test or assignment conditions

### Course requirements

- See the stationery list.
- Students will use their iPads for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and visual arts works.
- It would be advantageous for students to have access to the internet at home.
- Students may have the opportunity to participate in excursions at an additional cost.
- Students may be expected to display their proud artworks at events in the gallery space such as Arts Night.

### Pathways

Students who perform well and work safely in Year 7 - 8 Visual Arts may choose to study Visual Arts in Years 9 and 10. They may then choose to study the General Visual Art or the Applied Subject: Visual Arts in Practice in Year 11 and 12.

## Dance

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### Brief Description of Subject

During Year 7 Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding of and responses to dance and dance making. Learning in Dance is based on cognitive, emotional and sensory/kinaesthetic response to dance works and practices as students learn skills and processes that develop creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different dance styles across a range of cultures and places.

Dance aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- Explore dance as an art form through choreography, performance and responding
- Making and performing dance by combining elements of dance to create movement by selecting and organising movement from a range of dance genres, styles and cultures.
- Practice and refine technical skills and techniques from different genres, styles and cultures.
- Develop their higher-order thinking skills through analysis and evaluation of different dance styles and cultures.
- Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

### Course Outline

Possible units include:

- Fierce Dance
- Dance of the People

### Assessment - Years 7 and 8 Achievement Standard in Dance

By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

The dimensions by which students work will be judged are:

**Making** in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

**Responding** in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

Assessment across the units includes:

- Creating dance works
- Learning, rehearsing and polishing dance works
- Short written analytical responses under test or assignment conditions

### Course Requirements

There are a number of requirements for students undertaking this course.

- Creativity
  - Students need to work both individually and collaboratively to plan, devise, produce and perform dance.
  - A desire to develop confident presentational skills in front of a range of audiences.
  - Students may have access to Dance Excursions to develop their knowledge, understanding and enjoyment of live dance. Approximate costs for dance excursions are \$60-\$80. Incursions will cost less, or may be paid through subject fees.
- Reading
  - Student Resource Scheme – It is highly recommended that students who select Dance participate in the Student Resource Scheme as we use many textbooks and resources that would otherwise be expensive to purchase.
  - Written, visual and performance texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.
- Technology
  - Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available

technologies for the creation, recording and self-evaluation of their assessment and dance works.

- Students need to demonstrate safe and responsible use of all technology and equipment.
- Students must have permission to be filmed and photographed for the purposes of sharing any works and performances.

### Pathways

Students who perform well and work safely in Year 7 Dance, may choose to study Dance in Years 9 and 10. They may then choose to study the General or Applied Subject: Dance in Year 11 and 12. Dance can lead to many creative careers within the Arts and study of the body.

## Food Specialisations

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### Brief Description of Subject

Food Specialisations has been developed from the Australian Curriculum: Design and Technologies, in which students use design thinking and technologies to generate and produce design solutions for authentic needs and opportunities.

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. Students will begin to identify possible and probable futures and their preferences for the future.

The central focus of Food Specialisations is the wellbeing of people within their personal, family, community and work roles. Students will develop knowledge, understanding and skills to respond creatively to current and future needs.

Students will practice the production of food using safe and hygienic work practices and will understand that the properties and characteristics of food determine preparation techniques.

### Course Outline

Students investigate factors that influence the design of products, services and environments to meet present and future needs. The units studied are: *Kitchen Safety* and *Flavour Fusions*.

Students will apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective design solutions for the intended purpose. Students will explore how social, ethical and environmental issues influence the design of a food product.

### Assessment

The dimensions by which students work will be judged are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment across the units includes:

- Short response tests
- Practical performance

## Pathways

Students who perform well in Year 7 and 8 Food Specialisations may choose to study Food Specialisations in Years 9 and 10. They may then choose to study Food and Nutrition in Year 11 and 12 or they may choose to study Hospitality Practices in Years 11 and 12 or complete a Certificate II in Hospitality.

## Media Arts

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### Brief Description of Subject

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Learning in Media Arts is based on cognitive, affective and sensory/kinaesthetic response to media arts practices as students revisit increasingly complex content, skills and processes with developing creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different media forms across a range of cultures and places.

Media Arts aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.
- evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning.
- identify and analyse the social and ethical responsibility of the makers and users of media artworks.
- produce representations of social values and points of view in media artworks for particular audiences and contexts.
- use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.
- collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

### Course Outline

Year 7 Media Arts will cover an introduction to film (basic storytelling and production techniques)

### Assessment - Years 7 and 8 Achievement Standard

During Year 7 - 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.

They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

The dimensions by which students work will be judged are:

### **Making**

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through performance, presentation or display

### **Responding**

- Analysing and reflecting on intentions
- Examining and connecting artworks in context

Assessment across the unit may include:

- Making tasks, eg script writing, storyboarding, filmmaking, game design and development
- Practical tasks undertaken both individually and in groups
- Short written analytical responses under test or assignment conditions

### **Course Requirements**

- Reading
  - Both written and visual texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.
- Creativity
  - Students need to work both individually and collaboratively to plan, devise and produce media works.
- Technology
  - Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available

technologies for the creation, recording and self-evaluation of their assessment.

- Safe and responsible use of equipment.
- Student Resource Scheme – students must participate in the Student Resource Scheme in order to access college provided software and hardware.

### Pathways

Students who perform well and work safely in Year 7 and/or 8 Media Arts may choose to study Media Arts in Years 9 and 10. They may then choose to study the General Subject: Film, Television and New Media in Years 11 and 12.

## Instrumental Music

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Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the establishment kit of instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music Program consists of two parts:

- (A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only half of one lesson of a particular class.
- (B) Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

## Special Education Program

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Students who have been identified with a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Case Managers and the Head of Special Education Services to discuss their child's progress.

## Homework

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Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

### Components of homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).
- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest.

### Reading

At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups

- Years 6 and 7: Could be up to be up to 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week

## **Notices and Communication**

Students are expected to remain up to date with college and class events and information through out student notices. Student notices are generally sent through dedicated channels in Microsoft Teams, but may also be sent to the student's school provided email address. Both of these locations should be checked daily by students.

From 2023, Daymap will be the primary program used by staff to communicate important dates, events, learning and assessment with students and parents/carers. Students will be explicitly taught how to use and navigate this program and communication will be sent to families regarding Daymap.