



# 2021 Lower School Curriculum Handbook



**JOHN FORREST  
Secondary College**

INDEPENDENT PUBLIC SCHOOL

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## COURSE INFORMATION

This information has been prepared to provide students and parents with details of the range of courses available for Year 7, 8, 9 and Year 10 students at this College. Pathways show where the courses lead students.

## CHOOSING COURSES

Teachers, with Heads of Learning Area, will advise students of appropriate pathways in English, Mathematics, Science and Humanities & Social Science.

Health & Physical Education subjects are regarded as essential elements of the Year 7, 8, 9 and 10 curricula and are therefore taken by all students. All students in Years 7 and 8 will study a Language (Italian and Japanese are offered at John Forrest). In addition, Literacy Development will be studied by Year 7 students and STEM (Science, Technology, Engineering, Mathematics) will be studied by Year 8 students. Work Readiness is taken by all students in Year 10 as preparation for Work Experience.

The remainder of the student's course will consist of Specialist Programs (if students are selected), and either Standard Taster Courses (for students in Years 7 and 8) OR Elective Courses (for students in Years 9 and 10).

In Years 7 and 8, students will be allocated to a variety of Taster Courses. Please note that the number of these courses that a student can be allocated to will be reduced when students are involved in Specialist Programs.

The essential requirements are that each student:

- Becomes familiar with the course information.
- Consults with parents/guardians, subject teachers and form teachers.
- In Years 9 and 10, completes their selections online. Information on the process will be provided to students and parents.

Students may need to reselect subjects if an original selection cannot be timetabled.

# COMPULSORY COURSES

## ENGLISH

### Year 7, 8 and 9

In English our main aim is to engage students in an active learning environment. We use the English WA Curriculum focus areas of Literature, Language and Literacy to encourage students' interest in reading and viewing texts as well as creating interesting texts of their own. They will be provided with a wide range of opportunities to develop and demonstrate their skills in the creation of and responses to texts, and to become familiar with key thinking and learning strategies.

Our courses are designed to cater for individual learning needs and our assessments place emphasis on learning as a process: rewarding what students can do and helping them understand what is required to improve further. We offer three types of courses to enable students to succeed no matter what pathway they are on. Course 1 is suited to those who want to challenge themselves with more complex ideas and texts and are independent thinkers and learners. Course 2 suits those who still want to challenge themselves, but need a little more support and scaffolding. Course 3 aims to build students' confidence and develop their literacy skills when creating and responding to a range of text types.

Critical and creative thinking are key components of the English curriculum and our programmes all include opportunities for students to develop their communication, collaboration and problem-solving skills in group and individual projects. Students will also learn ways of using technology to help them research, refine and present their ideas.

### Year 10

English courses in Year 10 continue to deliver all of the above, but they are tailored to prepare students for particular pathways through Senior School. Course 1 courses are aimed at students who are considering an ATAR pathway, whilst Course 2 and 3 lead to General English and Literature\* courses and pathways leading to alternative university entry, Training WA (TAFE), apprenticeship and pre-apprenticeship courses, and the workforce. All courses will engage in detailed studies of written and visual texts and the creation of texts for different purposes and audiences. The use of technology for the purposes of learning and presentation is also integral to all English courses.

## HEALTH & PHYSICAL EDUCATION

### HEALTH

#### Year 7

*(One Semester only.)*

In Year 7, the Health content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

## **Year 8**

*(One Semester only.)*

In Year 8, the Health content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

## **Year 9**

*(One Semester only.)*

In Year 9, the Health content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions, and manage conflict.

## **Year 10**

*(One Semester only.)*

In Year 10, the Health content provides students with the opportunity to begin to focus on issues that affect the wider community. They study external influences on health decisions and evaluate their impact on personal identity and the health of the broader community. Students continue to develop and refine communication techniques to enhance interactions with others, and apply analytical skills to scrutinise health messages in a range of contexts.

# **PHYSICAL EDUCATION**

## **Year 7**

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

## **Year 8**

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

## Year 9

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success.

## Year 10

In continuing to improve performance, students transfer learned specialised movement skills with increasing proficiency and success across a variety of contexts. They use feedback to improve their own and others' performance with greater consistency, and critically evaluate movement responses based on the outcome of previous performances. Through the application of biomechanical principles to analyse movement, students broaden their understanding of optimal techniques necessary for enhanced athletic performance.

*Student requirements for all practical units: Physical Education uniform: phys ed shirt, appropriate footwear; hat; sunscreen; water bottle during summer and personal hygiene requirements.*

# HUMANITIES AND SOCIAL SCIENCES (HASS)

## What is Humanities and Social Science?

Humanities and Social Science is the study of people and the world we live in. It examines how people have existed and how they interact with each other, both over time and in various locations. Humanities and Social Science also studies how people's interactions have and will affect the environment.

## Year 7

The Year 7 course is aligned to the Western Australian Curriculum. Students develop critical thinking skills, which include questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. The units of study in Year 7 include:

### **History: The Ancient World.**

This unit introduces students to the analytical skills required in successfully studying History. Students examine historical sources to uncover the life of "Otzi the Iceman". In addition, life in Ancient Rome is unpacked with an in-depth look at the structure of its society, beliefs and practices.

### **Economics: Producing and Consuming.**

This introductory unit of Economics differentiates between needs and wants, consumers and producers, and supply and demand. It also covers the qualities required for successful Entrepreneurship and the World of Work (earned and unearned incomes.)

### **Geography: Water in the World.**

Water is an essential ingredient for Human Survival. This unit commences by locating the oceans and the continents of the world. Students are then introduced to the water cycle, the importance of clean drinking water, water availability, water scarcity and water management.

**Civics and Citizenship: Designing Our Political and Legal System.**

The importance of the Australian Constitution and The Separation of Powers is introduced to the students in the study of this unit. Students also cover the differing roles of the two Houses of Parliament as well as how laws are formed. Australia's legal system is examined with particular focus on citizens as witnesses and jurors.

## Year 8

The Year 8 course is aligned to the Western Australian Curriculum. Students develop critical thinking skills, which include questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. The units of study in Year 8 include:

**History: The Ancient to the Modern World.**

This unit covers investigating medieval Europe (c. 590 – c. 1500) and the Black Death in Asia, Europe and Africa (14th century plague).

**Economics: Economics and Business.**

This unit examines Consumer Rights and Business Responsibilities. It also looks at the various legal structures of business firms in Australia; Sole Trader, Partnership, Private and Public Companies. In addition, students will have a practical opportunity to develop and market a product of their own choosing.

**Geography: Landforms and Landscapes.**

In this Geography unit, students will study Australian landforms and landscapes and the geomorphic hazards that can occur as a result of change in these areas. Students will also look at urbanisation and migration of people.

**Civics and Citizenship: Democracy and Law in Action.**

Australia's democratic system is the focus of this Civics and Citizenship unit. Students will learn about Australia's electoral and legal system and their rights and responsibilities within it.

## Year 9

The Year 9 course is aligned to the Western Australian Curriculum. Students develop critical thinking skills, which include questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary. The units of study in Year 9 include:

**History: The making of the Modern World.**

Students will develop their history skills through investigating the Industrial Revolution (1750-1914) and World War I (1914–1918).

**Economics: Australia and the Global Economy.**

This Economics and Business unit focuses on Australia's place within the world economy, its trading partners and the roles of consumers and producers.

**Geography: Biomes and food security; Geographies of Interconnections.**

This Geography unit looks at world biomes, food production and its distribution amongst the people of the world. Students will look at where food is produced and other ways that people interact with their environment.

**Civics and Citizenship: Our Democratic Rights.**

In the Civics and Citizenship unit, students will learn about the various influences on individual's voting choices, political parties, and features of Australia's court and justice system.

## Year 10

The Year 10 course is aligned to the Western Australian Curriculum. Students are given an introduction to the skills and content required at ATAR level in Humanities and Social Science in Year 11 and 12. More specifically these offerings include Geography, Economics and Modern History.

The units of study in Year 10 include:

**History: The Modern World and Australia.**

Students will study the interwar years in Australia before investigating Australia's involvement in World War II (1939–1945) and investigating rights and freedoms (1945–the present) both within Australia and overseas.

**Economics: Economic Performance and Living Standards.**

In this economics unit students will develop an understanding of key economic performance indicators such as unemployment and inflation rates and they will study the distribution of income and how that can affect a country's overall standard of living.

**Geography: Environmental Change and Management; Geographies of Human Wellbeing.**

Students will study climate change and the impact humans have on their environments. They will also look at sustainability and different methods used to manage the environment. In addition to this, students will also consider how environment can impact human wellbeing and the differences in wellbeing around the world.

**Civics and Citizenship: Justice at Home and Overseas.**

In this unit, students will study Australia's system of government and how it compares to different systems around the world. They will gain an understanding of Australia's responsibilities on a world stage and the role of the High Court and the Constitution within Australia's justice system.

## MATHEMATICS

The Mathematics program at John Forrest Secondary College is based on the Australian Curriculum with an emphasis on the use of technology and collaborative methods of learning to enhance the development of skills and conceptual understanding.

Students study a varied program during the year incorporating content from Number, Measurement, Geometry, Algebra and Statistics and Probability. They are encouraged to adapt an investigative approach to problem solving.

In line with the College policy, students are not streamed in Year 7 except for the students in the Academic Excellence and Enrichment Programs. All other students study a common program aligned to the Australian Curriculum. Generally, students remain in the same class for the entire year at which time their progress is reviewed. Results from Year 7 are used to place students in three pathways at the commencement of Year 8. As the courses in Years 8, 9 and 10 become more specialised, students have the opportunity to study a course which will best cater for their current progress and future needs.



## Year 7, 8, 9 and 10

There are three courses available to students.

**Course 1:** This is aimed at the students in the Academic Excellence Program in Year 7 and then for students in Years 8, 9 and 10 wishing to study ATAR level Mathematics in Years 11 and 12. This course covers material in three outcomes; Number and Algebra, Measurement and Geometry, and Statistics and Probability, and is designed to provide students with a solid, thorough and challenging course with an emphasis on problem solving. By the end of Year 10, students will have been prepared thoroughly for any of the mathematic courses offered in Year 11.

A second class of Course 1 is offered to students in Years 8, 9 and 10 not in the Academic Excellence Program who are achieving well in Mathematics and want to study ATAR courses in Years 11 and 12. The course is suitable for those wishing to pursue a tertiary education. It is a more algebraically oriented course to prepare students for ATAR courses in Year 11.

**Course 2:** This course is designed for the majority of students. Students are placed in heterogeneous classes for all of Year 7 where they study a program covering all three outcome areas. The activities are intended to allow students to progress at a pace and at levels suited to their ability. Students studying Course 2 in Year 10 will only be able to study the ATAR subject Mathematics Applications, or the General subject Mathematics Essential, in Year 11.

**Course 3:** This course is designed to assist those students who find Mathematics difficult and aims to improve their skills and confidence at a pace suited to their needs. Students studying Course 3 in Year 10 will only be able to study the General subject Mathematics Essential in Year 11.

## SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

In addition to its practical applications, learning Science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

### Year 7

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains and food webs to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these

relationships through appropriate representations and consider the role of Science in decision-making processes.

## Year 8

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level, and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

## Year 9

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change, and that these changes play an important role in many systems. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Year 9 Course 3 Science is a focussed program designed to target students who might find the academic demands of Science demanding. Students will be engaged in a variety of practical and investigative tasks designed to engage them in the complexities of Science.

At the end of Year 8, classes are organised according to the levels that students have demonstrated. Year 9 Course 3 Science is designed for students who have struggled with the rigour and academic requirement of Science. The course is focussed on scientific literacy and re-engagement with a view to improving their skills and confidences in a supported and structured environment.

## Year 10

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale, and this enables them to predict how changes will affect equilibrium within these systems.

At the end of Year 9 classes are organised according to the levels that students have demonstrated. There are three courses available for students in Year 10.

**Course 1:** Course 1 is designed to provide students with a challenging and engaging science program that prepares them for any of the science subjects offered in Year 11. The Course 1 program will offer opportunities to extend their capabilities and apply their knowledge to more problem solving and real world application.

**Course 2:** Course 2 offers a challenging and engaging program that allows students to demonstrate the ability to engage with the complex scientific concepts that can lead to the Science subjects offered in Year 11. Students in Course 2 must demonstrate a high level of competency in order to access the Year 11 Science ATAR subjects offered.

**Course 3:** Course 3 is designed for students who find the rigour and academic demands of science difficult. The course is designed to help them improve their practical and analytical skills and science understandings at a pace suited to their level. Students studying Course 3 in Year 10 will only be able to access General Science subjects in Year 11.

## STEM

STEM (Science, Technology, Engineering and Mathematics) is a subject where aspects of each of these four subject areas meld together. Using both skill acquisition lessons and inquiry based learning, students will develop a set of skills and methodology to explore possible solutions to solve problems. The course aims to foster inquiring minds, logical reasoning and collaboration skills, while focusing on enjoyment of the inquiry process and learning about their world.

### Year 8

STEM is a semester long course, designed to provide students with explicit opportunities to learn and develop key 21<sup>st</sup> century learning skills.

- Critical Thinking, Creativity, Collaboration and Communication.
- Students learn and apply these skills across a variety of learning areas; Science, Information Technology; Design and Technology, Mathematics, Arts.

Examples of past tasks are:

- Learning how a chemical reaction can propel a rocket.
- Parts of an electrical circuit and how to control it.
- How to use Excel and Word to record information and develop reports.
- Developing a formal design process.
- Learning to work in teams to reach an outcome.
- Workshop safety, simple hand tool usage to build a bridge.
- Developing design skills within the program.

## LANGUAGES

Languages form part of the Compulsory Curriculum for Year 7 and 8 students only. Students are to select the same language that they studied in Year 7.

### JAPANESE

#### Year 7 Topics

##### Semester 1

**Introductions:** Students introduce themselves and understand basic introductions of others.

**Numbers:** Students learn to count and write numbers in Kanji script.

**Where are you from?:** Location and place names.

## Semester 2

**Family:** Family profile and describing people.

**Animals:** Japanese animal zodiac and describing pets.

**I like sushi:** Food, likes and dislikes.

## Year 8

### Semester 1

**When is it?:** Learning about days of the week, dates and time.

**What are your hobbies?:** Hobbies, sport and verbs. Being able to do something.

**Where, who and how:** The important questions: Where to? Who with? How will you get there?

### Semester 2

**What do you do?:** Daily activities and clubs.

**Let's see a movie:** Expressing opinions and responding.

**How was it?:** Talking about what you did and did not do. Using past tense.

## ITALIAN

### Year 7

The Year 7 unit will develop student's basic communication skills and their appreciation of Italian culture. Students will recognise Italian cities and landmarks, and learn to articulate the alphabet, the days of the week, months of the year and seasons. They will learn to count to thirty, ask and provide information related to peoples' names, ages and personal characteristics. They will also learn to enquire about a person's birthplace and state their nationality.

In conversation practice students will learn to ask someone's name, age and how they are feeling. They will learn how to describe their friends using adjective agreement as well as state sports preferences. In terms of grammar, students will learn how to conjugate two basic Italian verbs: *Avere* (to have) and *Essere* (to be). Finally, they will learn how to identify body parts and clothing items in preparation for a shopping dialogue. The course will assess students' Listening and Responding/Speaking skills; Reading and Writing skills in a variety of interactive activities.

### Year 8

Year 8 students will build upon their basic vocabulary skills as they learn to describe themselves, their family, their friends and their pets. They will design a house plan, labelling rooms of their dream house and furnishings of choice. Assessments will be based upon Listening and Responding tasks (authentic Italian dialogues on CD); Listening and Speaking tasks (communicating in pairs and brief presentations); and Reading and Writing tasks (covering the vocabulary and grammatical elements).

Students will also view an Italian film with English subtitles and sample some Italian *Pandoro* or *Panettone* towards the festive period at the end of the year.

## LITERACY DEVELOPMENT

### Year 7

Literacy Development is a semester long course, designed to provide students with skills for understanding, interpreting and composing texts across difference disciplines. Students learn 12 key comprehension strategies that can be applied across the curriculum to address the literacy demands of each learning area. The course aims to provide students with:

- an ability to read and understand information to complete tasks or to convey information to others.
- an ability to write and express thoughts in an organised way for the purpose of communication.
- an ability to express thoughts and information verbally in a variety of contexts.
- an ability to use maths and science to solve problems.
- an ability to use digital technologies.
- an ability to understand signs and symbols in everyday culture.
- an ability to master the mechanics of spelling and use a broad range of vocabulary.

## TASTER (Years 7, 8) and ELECTIVE (Years 9, 10) COURSES

In Years 7 and 8, students will be allocated to a variety of Taster Courses.

In Years 9 and 10 students complete their elective selections online. Students may need to reselect subjects if an original selection cannot be timetabled.

**Please note:** the number of these courses to which a student can be allocated will be reduced when students are involved in Specialist Programs. Students participating in the Music Specialist Program will do so in place of the Arts.

## THE ARTS

### DANCE

*(One Semester only.)*

### Year 8

The Year 8 Dance course extends students' skills and techniques in a variety of dance genres. A range of dance styles are studied, including commercial jazz, contemporary and hip-hop. Composition is an important aspect of the course allowing students the opportunity to create their own dance works. Students will be involved in numerous performances within and outside of the College.

There are no pre-requisites for this course.

## Year 9

Students will study commercial jazz, hip-hop and contemporary dance, demonstrating a wide range of movement skills and style specific techniques. They will develop and apply understanding of the processes of dance composition for choreography and will develop awareness of Australian and international dance artists, companies and practices.

There are no pre-requisites for this course, however, this course best suits students who have an interest in Dance and Performing Arts.

## Year 9 Dance Dynamic

*(One Semester only.)*

Extending upon skills acquired in Year 8, Year 9 Dance Dynamic explores a range of styles and encourages students to both perform and create their own work.

There are no pre-requisites for this course, however, students need to display an interest in dance.

## Year 10

Students will study commercial jazz, hip-hop, contemporary dance and musical theatre, demonstrating a wide range of movement skills and style specific techniques. They will develop and apply understanding of the processes of dance composition for choreography and will develop awareness of Australian and international dance artists, companies and practices.

Students will participate in a variety of performances to showcase their dance skills. Those who achieved a strong pass or better in Year 9 Dance are most suited to this course.

## DRAMA

### Year 7

*(One Semester only.)*

In Year 7, students will be given opportunities to plan, refine and present drama to their peers by safely using the processes, techniques and conventions of drama. Drama will be based on extended improvisations or script excerpts, using selected drama forms and styles. Students will also develop skills in responding to drama through reflective and analytical tasks, utilising specific drama terminology.

### Year 9

In Year 9, students are given opportunities to refine their knowledge and skills to present drama as an event, by safely using the processes, techniques and conventions of drama. Students will develop drama based on devised drama processes and appropriate, published script excerpts using historical styles of drama such as Commedia dell'arte and neoclassical drama. Students performance work in drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language.

## **Year 9 Theatre**

*(One Semester only.)*

Students will be exposed to a condensed Drama course exploring the historical forms and styles of melodrama and Japanese drama. As with Year 9 Drama, students will develop and refine their knowledge and skills to present theatre for a number of purposes and audiences. Reflecting and responding to their own drama and drama of others.

## **Year 10**

In Year 10, students are given opportunities to develop their knowledge and skills to present drama for their peers and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and published script excerpts, using the historical drama forms and styles of Theatre of the Absurd, Contemporary Aboriginal Theatre and techniques from practitioners Stanislavski and Brecht. Students will have opportunities to research drama context and develop reflective and responsive processes. Students are encouraged to develop their use of extended answer forms and interviews, using drama terminology, language and different forms of communication, based on own drama and the drama of others.

## **MEDIA STUDIES**

### **Year 8**

*(One Semester only.)*

In Year 7, students are introduced to photography and video production. Featuring a “hands on” approach, students will make their own photographic video clip as well as a short film. Students will learn the fundamentals of media language and will be introduced to a variety of powerful software such as iMovie, Garage Band and Adobe Photoshop. This is always a very popular course among students.

### **Year 9**

In Year 9, students are able to explore the fascinating world of photography and video production. Students will learn how to operate and successfully use a variety of equipment – from DSLR photography to dedicated video cameras, microphones and LED lighting. Students will first master introductory software such as iMovie and Adobe Fireworks and then move on to more advanced professional applications such as Photoshop CS and Final Cut Pro X. By making their own media productions, students will learn key fundamentals about the mass media. Students will also further develop their analysis skills through a structured approach to a variety of media texts such as feature film, TV and the work of professional photographers.

### **Year 10**

In Year 10, students will continue the work started in previous years in both analysing professional media products such as feature films, short narratives, TV texts and the work of professional photographers, and developing their own media production skills. Students will be given the opportunity to learn about DSLR video production and photography. High-end software such as Adobe After Effects, Photoshop CS and Final Cut Pro X will be used. Students will create their own media productions with increased confidence and purpose.

## MUSIC GENERAL

### 2021

#### Year 9

The Year 9 General Music course gives students the opportunity to gain an appreciation of jazz and contemporary music styles and learn basic music reading. They will be able to explore music making through gaining keyboard skills and the possibility to learn basic skills on other musical instruments. Composition is an important aspect of the course allowing students the opportunity to create their own songs, using acoustic, electronic and technological means. Students will have to opportunity to perform for their classmates and for others in the college community.

#### Year 10

The Year 10 General Music course gives students the opportunity to gain an appreciation of jazz and contemporary music styles and learn basic music reading. They will be able to explore music making through gaining keyboard skills and the possibility to learn basic skills on other musical instruments. Composition is an important aspect of the course allowing students the opportunity to create their own songs, using acoustic, electronic and technological means. Students will have to opportunity to perform for their classmates and for others in the college community.

### 2022

#### Year 10

The Year 10 General Music course gives students the opportunity to extend their knowledge about a variety of music styles and continue to learn music reading skills. They will be able to continue to explore music making through gaining greater keyboard skills and the possibility to learn basic skills on other musical instruments. Composition is an important aspect of the course allowing students the opportunity to create their own songs, using acoustic, electronic and technological means. Students will have to opportunity to perform for their classmates and for others in the college community.

## VISUAL ARTS

#### Year 7

*(One Semester only.)*

In this semester long course, students will use and apply visual art language and artistic conventions to the design and production process. They will create 2D and 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students will also be made aware of the need for safe visual art practices and present their artwork for display. Students will further be introduced to an awareness of cultural, social and historical contexts that are embodied in artwork and art style which, in turn will allow them to link their own production to a given context. Finally, students will be introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.



Knowledge and skills will be addressed through at least one of the following art forms and art styles.

Art Forms:

- 2D (drawing, painting, printmaking, textiles, illustration)
- 3D (ceramics, sculpture, installations)

Art Styles:

- Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

## Year 9

In this year long course, students will use art language and artistic conventions and will document their ideas applying understanding of compositional structure to create a unique personal response, while representing a theme, concept, or subject matter. Students will experience, adapt, and manipulate materials, techniques, processes and art styles when producing 2D and 3D artwork, whilst applying safe visual arts practice. Resolved artwork will be displayed and appraised, and students will experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time, and place. Students will also critically analyse traditional and contemporary artwork using an analysis framework, incorporating art language, art terminology and art conventions.

Knowledge and skills will be addressed through at least two of the following art forms and art styles.

Art Forms:

- 2D (painting, printmaking, drawing, photo and digital media, graphics, collage)
- 3D (ceramics, sculpture, installations, textiles and jewellery)

Art Styles:

- Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

## ART AND DESIGN

### Year 9

*(One Semester only.)*

In this semester long course, students will use art language and artistic conventions and will document their ideas applying understanding of compositional structure to create a unique personal response, while representing a theme, concept, or subject matter. Students will experience, adapt, and manipulate materials, techniques, processes and art styles when producing 2D and 3D artwork, whilst applying safe visual arts practice. Resolved artwork will be displayed and appraised, and students will experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time, and place. Students will also critically analyse traditional and contemporary artwork using an analysis framework, incorporating art language, art terminology and art conventions.

Knowledge and skills will be addressed through at least one of the following art forms and art styles.

#### Art Forms:

- 2D (painting, printmaking, drawing, photo and digital media, graphics, collage)
- 3D (ceramics, sculpture, installations, textiles and jewellery)

#### Art Styles:

- Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

## Year 10

In this year long course, students will use visual art language and artistic conventions in both written and practical work. They will develop and refine their ideas and techniques to resolve artwork by documenting their design, production and evaluation processes. Students will extend their knowledge of art practices, such as adaptation, manipulation, deconstruction and reinvention techniques, and use their understanding of a variety of art styles in the making of 2D, 3D and/or 4D artwork. Students will also extend their knowledge and practise of safe and sustainable visual arts practice. Resolved artwork will be exhibited and appraised, with consideration for audience. Students will develop greater understanding of how contexts of culture, time and place impact on the development of ideas, and production of art forms, in the artistic process. They will continue to explore artistic influences, while being encouraged to express greater individualism in their application of ideas and materials. Students will also be provided with opportunities to reflect on traditional and contemporary artwork using a range of critical analysis frameworks, incorporating visual art language, art terminology and conventions.

Knowledge and skills will be addressed through at least two of the following art forms and art styles.

#### Art Forms:

- 2D (painting, printmaking, drawing, photo and digital media, graphics, textiles, collage)
- 3D (ceramics, sculpture, installations, textiles, jewellery)
- 4D (performance art, time-based video, digital animation)

#### Art Styles:

- Realism, Modernism (Dadaism, Surrealism, Futurism), contemporary Australian art; Postmodernism, international art.

## MEDIA AND VISUAL ARTS STUDIES

### Year 9

In this hybrid course students will further develop the skills, techniques and understandings of both Visual Arts and Media Arts that were introduced in the taster courses. Students of Visual and Media Studies will do one semester of Media Arts and one semester of Visual Arts.

# LANGUAGES

Languages form part of the Compulsory Curriculum for Year 7 and 8 students. Year 8 students are to select the same language that they studied in Year 7.

## JAPANESE

Australia is strongly influenced by Japan historically, culturally and economically. Who is not aware of Toyota cars, anime, origami, karate or sushi? Proficiency in Japanese is a valued skill with links to most major industries.

The study of Japanese at John Forrest Secondary College is communication based. Students practise speaking in Japanese, learn to write in Japanese script and improve their knowledge of Japan through information technologies and interaction with Japanese people.

Japanese study at the College offers the following opportunities:

- Exchange Programs – Trips to Japan occur every two years and the opportunity to host a Japanese visiting student occurs every year.
- Assistant and Exchange Teacher program – John Forrest Secondary College continues to be successful in obtaining the services of native speaking Japanese assistant teachers and exchange teachers.
- Range of learning experiences – Students learn through a variety of learning experiences including online textbook resources, YouTube videos and other interactive online and physical resources.

## Year 7 Topics

### Semester 1

**Introductions:** Students introduce themselves and understand basic introductions of others.

**Numbers:** Students learn to count and write numbers in Kanji script.

**Where are you from?:** Location and place names.

### Semester 2

**Family:** Family profile and describing people.

**Animals:** Japanese animal zodiac and describing pets.

**I like sushi:** Food, likes and dislikes.

## Year 8

### Semester 1

**When is it?:** Learning about days of the week, dates and time.

**What are your hobbies?:** Hobbies, sport and verbs. Being able to do something.

**Where, who and how:** The important questions: Where to? Who with? How will you get there?

### Semester 2

**What do you do?:** Daily activities and clubs.

**Let's see a movie:** Expressing opinions and responding.

**How was it?:** Talking about what you did and did not do. Using past tense.

## Year 9

### Semester 1

**Yuk's farewell party:** Invitations and describing events.

**Moving house:** Talking about locations. Describing who and what is there.

**My school:** School life in Japan. Subjects. Describing what is and what is not.

### Semester 2

**Seasons?:** Weather and seasons. Season kanji.

**Shopping:** Money, prices and gift giving.

**Let's eat?:** Food and restaurant phrases.

## Year 10

### Semester 1

**What kind of person?:** Describing personality, physical appearance and clothes.

**Homestay?:** Japanese etiquette inside and out of the home. Asking for permission.

**Go straight ahead:** Places, directions and order of actions.

### Semester 2

**Sports Hero?:** Dictionary and polite form of verbs. Saying that someone is good or poor at doing something. .

**Part-time job:** Occupations and popular part time jobs.

**Cool Japan:** Japanese inspired items, culture and hospitality.

## ITALIAN

### Why Study Italian?

Italian is a musical language that rolls off the tongue in a vibrant and lively manner. In Australia, our appreciation of Italian culture is self-evident from the foodstuffs we enjoy: *pasta, pizza, cannoli, gelato*; as well as through our appreciation of their stylish fashion labels: *Armani, Dolce & Gabbana, Fendi, Fiorucci, Gucci, Prada and Valentino* - synonymous with quality and prestige.

Italy is full of natural wonders, with a rich history contained in its architecture, literature and music.

## Year 7

The Year 7 unit will develop student's basic communication skills and their appreciation of Italian culture. Students will recognise Italian cities and landmarks, and learn to articulate the alphabet, the days of the week, months of the year and seasons. They will learn to count to thirty, ask and provide information related to peoples' names, ages and personal characteristics. They will also learn to enquire about a person's birthplace and state their nationality.

In conversation practice students will learn to ask someone's name, age and how they are feeling. They will learn how to describe their friends using adjective agreement as well as state sports preferences. In terms of grammar, students will learn how to conjugate two basic Italian verbs: *Avere* (to have) and *Essere* (to be). Finally, they will learn how to identify body parts and clothing items in preparation for a shopping dialogue. The course will assess students' Listening and Responding/Speaking skills; Reading and Writing skills in a variety of interactive activities.

## Year 8

Year 8 students will build upon their basic vocabulary skills as they learn to describe themselves, their family, their friends and their pets. They will design a house plan, labelling rooms of their dream house and furnishings of choice. Assessments will be based upon Listening and Responding tasks (authentic Italian dialogues on CD); Listening and Speaking tasks (communicating in pairs and brief presentations); and Reading and Writing tasks (covering the vocabulary and grammatical elements).

Students will also view an Italian film with English subtitles and sample some Italian *Pandoro* or *Panettone* towards the festive period at the end of the year.

## Year 9

### Italian Elective Courses

Further studies of Italian aim to develop students' competencies in speaking in a wide variety of everyday social contexts during ones travels. Assessments are designed around life-skills with practical applications in every-day situations. Students will learn key vocabulary terms for dialogues built around:

- **Travel and Transport:** Identifying different modes of transport; describing by what means they travel to various destinations. They will also learn how to ask for and give directions to various locations and landmarks.
- **An Evening Out:** Students will create a telephone conversation with a friend, making arrangements to go out in the evening to their choice of venue. Dialogues will be constructed around the weather, various venue and entertainment options, time and place to meet, and means of transport.
- **Sightseeing in Venice:** Students will role-play purchasing Venetian waterbus tickets and asking for directions to the nearest guesthouse. They will study the historical significance of Venice and discovers the wonders of this ancient city.
- **At the Restaurant:** Students will learn about Italian cuisine and create their own authentic menus including euro currency. They will role-play a restaurant outing, ordering a four-course dinner. The teacher will prepare Italian *Lasagne al Forno* and *Tiramisù*, enabling students to dine on authentic Italian food.

- **Going Shopping:** Students will learn how to ask for specific quantities of fruits and vegetables in a role-play activity. They will also learn how to identify various items of clothing and fashion accessories, describing the colour, style and enquiring about the price and size of selected items.
- **Travel Plans:** Students will study places of interest around Italy, learning about the cultural significance of various towns, cities and landmarks for sightseeing and sporting activities. They will create an itinerary, making reservations and organizing sightseeing ventures.

## Year 10

In Year 10, students will study a variety of social themes, including the following.

### **The World of Work** (Il Mondo del Lavoro):

- Job Advertisements.
- Applying for a job.
- Jobs of the future.
- Learning Italian for your future career.

### **The Modern Life** (La Vita Moderna):

- Film and Cinema.
- Youth culture in Italy (lifestyle, fashion, relationships, aspirations).
- The leisure time of young Italians.
- The Multiplex Village Cinema in Italy.
- Australian youth and their leisure time.

### **The Italian Arts** (I Tesori della Vita):

- Music and Song (Italian music on the internet).
- Arts in Italy.
- The Renaissance.
- The Theatre.
- Famous Italian Writers, Artists, Composers.

### **Modern Technology and Computers** (L'era dell Tecnologia):

- Technology in Italy.
- The new age of computers.
- Italian industry and technology (Italian furniture and Alfa Romeo).
- Buying a computer.
- Meeting friends on the Internet in Italy.
- Technology in Australia.
- The Apple Computer in Australia.
- Italian Agencies in Australia.

# PHYSICAL EDUCATION

## FOOTBALL STUDIES

### Year 9

This year long course is designed to develop students' basic football skills, fitness and umpiring.

During the Year 9 course the students will:

- Develop basic football skills (kicking, handpassing, marking).
- Play intra-class games.
- Use weights room to develop fitness.

Students will also participate in other physical activities during the "off" season.

## SPORTS SCIENCE

Prerequisites: B or higher in Physical Education and Science or English.

### Year 10

Students selecting this course are interested in university entrance courses in Physical Education for Years 11 and 12. A combination of sport and science labs, Sports Science offers sport and outdoor pursuits preparing students for tertiary pathway courses for Physical Education and Health Studies.

The course includes:

- Active participation in a variety of team and individual sports.
- Development in sport specific skills, strategies and training methods.
- An understanding of human movement, bio-mechanics and functional anatomy.
- Exercise Physiology.

# SCIENCE

## STEM Innovations

### Year 9

This unit of work will focus on investigating and attempting to develop novel solutions for environmental issues that face society today. Major environmental issues such as clean drinking water, bushfires and the use of controlled burning, feral animal control, pollution and much more may be explored.

The STEM process focuses on working in teams, research, the formation of ideas and concepts, development of prototypes, testing and the publicising of results. Students will be required to produce novel solutions to complex problems and present them to a select audience. This will be done through project-based learning, journal keeping and concept development.

## Year 10

STEM and innovation is important in the 21st Century and the types of skills that will be valuable in the future economy. You will learn collaboration, communication, creativity and critical thinking skills through project development and management, using the design thinking process. This course will be linked to the United Nations Global Goals where you will work in small groups and develop local solutions for global problems.

It is important to realise that, unlike other courses, Year 10 STEM has a beginning but not necessarily an end. You may start a project in this class that becomes a life-long passion, or you may use the semester to see to completion a personal goal. This course seeks to empower students as active global citizens. Your assessment will be based on your progress towards understanding the design process, your reflection on your projects through a public forum (blog, podcast or YouTube channel) and the development of your capacity as a collaborator, communicator, creator and critical thinker.



## SPECIALIST PROGRAMS

### *(Endorsed by the Department of Education)*

John Forrest Secondary College run Department of Education endorsed Specialist Music, Cricket, Netball and Tennis Programs.

## MUSIC

Specialist Music is at least a four-year commitment. It is expected that students enrolling in this course for Year 7 will participate until at least the end of Year 10.

### Year 7

#### Music

Students in Year 7 music will

- Develop their musicianship through Kodaly based ear training and music theory.
- Learn about the instruments of the orchestra, score reading and introductory music history.
- Apply their theory and aural knowledge through composition.
- Perform in front of their classmates to help develop critical listening skills and build confidence.

#### Instrumental and Ensemble Music

*To be completed in tandem with Year 7 Music.*

Students will participate in:

- Small group tuition.
- One ensemble, choir or band rehearsal each week, out of school hours.
- In class solo and group performances on their instrument.
- College music concerts and other ensemble performances.

### Year 8

#### Music

*Prerequisites: Year 7 Music.*

Students will build on their skills from Year 7 Music. They will continue in their musicianship studies including the form, history and development of music. Students will also develop their aural and music theory knowledge through composition and practical applications of music.

#### Instrumental and Ensemble Music

*Prerequisites: Year 7 Instrumental Music.*

*To be completed in tandem with Year 8 Music.*

Students will participate in:

- Small group tuition.
- At least two ensembles, choirs or bands, attending out of school hours' rehearsals.
- In class solo and group performances on their instrument.
- College music concerts and other ensemble performances.

## Year 9

### Music

*Prerequisites: Year 8 Music.*

Students will build on their skills from Year 8 Music. They will continue in their musicianship studies including the form, history and development of music. They will work through units on Music Technology and Jazz Composition and Improvisation. Students will also continue to develop their aural and music theory knowledge.

### Instrumental and Ensemble Music

*Prerequisites: Year 8 Instrumental Music.*

*To be completed in tandem with Year 9 Music.*

Students will participate in:

- Small group tuition.
- At least two ensembles or bands, attending out of school hours' rehearsals.
- In class solo and group performances on their instrument.
- College music concerts and other ensemble performances.

## Year 10

### Music

*Prerequisites: Year 9 Music.*

In this course students will continue to enhance their music skills from Year 8 and 9. There is an emphasis on aural analysis, cadences, song writing, harmonisation and composition through practical activities. Students will also delve more into the history of music, exploring the various genres of Western Art Music from Middle Ages to 20<sup>th</sup> Century.

### Instrumental and Ensemble Music

*Prerequisites: Year 9 Instrumental Music.*

*To be completed in tandem with Year 10 Music.*

Students will participate in:

- Small group tuition.
- At least two ensembles or bands, attending out of school hours rehearsals.
- In class solo and group performances on their instrument.
- College music concerts and other ensemble performances.

## CRICKET

### Year 7, 8, 9 and 10

Students may be subject to a trial before acceptance into the course or graduate from the previous year.

Student requirements: Cricket uniform.

The course includes:

#### **Mental Skills Diary:**

- Goal setting.
- Diary training.
- Match.
- What are goals, technical outcome, performance, mental, physical.
- Stats analysis.

#### **Theory Work Book:**

- Routines.
- Fitness, pre-season, in-season, off-season. Fence run.
- Scoring.
- Technique: batting – drives, cut, pulls; bowling – swing, off/let spin; wicket keeping; fielding – throwing, catching, pick-ups, dives, throw on knees.
- Tactics, starting an innings, bowling to a field.

## NETBALL

### Years 7, 8, 9 and 10

Students are subject to a trial before acceptance into the course or graduate from the previous year.

Student requirements: Netball/player uniform.

#### **Course Outline**

The four hour per week course covers:

- Development of netball skills – footwork, catching and throwing, goal shooting, attacking and defending (skills, strategies and positional play).
- Fitness training and testing.
- Professional coaching by qualified teachers and specialist coaches.
- Match play – interclass carnivals, specialist netball school's carnivals, High School Cup Interschool competition and regional carnivals.
- History of Netball.
- Diet and nutrition.
- Sports medicine awareness course.
- Umpiring courses (player's exam).
- Game Analysis – class teams, state league teams and national league teams.
- Player and team psychology (goal setting and team building).
- Guest speaker program.
- Equipment and shoe technology.
- Tours – country and interstate.

Students may be given the opportunity to participate in:

- Classes taken by specialist coaches.
- Match play including interclass and interschool games.
- Interstate tour.
- Netball camp.

## TENNIS

### Year 7, 8, 9 and 10

Students are subject to a trial before acceptance into the course or graduate from the previous year.

Student requirements: Blue shorts, white polo shirt, appropriate footwear, water bottle.

Course Outline:

- Skills – stroke technique and game strategies.
- Fitness for tennis.
- Match play (including inter-class and inter-school games).
- Umpiring skills.
- Ball person skills.
- Injury prevention and management.
- The effect of diet on sports performance.
- Knowledge and understanding of state, national and international competition/tournaments.

Students will be given the opportunity to participate in:

- Classes taken by specialist coaches.
- Excursions to play on different court surfaces (plexi pave, clay and grass).
- Annual tennis camp (additional cost).

## TECHNOLOGIES

Incorporating Home Economics, Design and Technology and Digital Technologies

### DESIGN TECHNOLOGIES - HOME ECONOMICS

#### Year 7

#### Home Economics

*(One Semester only.)*

This course is an introduction to the Home Economics environment. The focus will be on basic skill development in relation to the areas of food and textiles, as well as providing opportunities to be creative, problem solve and learn resourcefulness. Students will produce a number of basic recipes and a small textile item or two. They will develop the ability to work cooperatively with others, as well as independently, and make appropriate decisions and choices. The course is deliberately flexible, and depending on availability, we aim for one term of the food context and one term of the textiles context.

## Year 9

### Child Care

Students investigate the differences in family structures along with the importance the family group plays in the initial development of babies and young children. The course will prepare students with the necessary skills and knowledge of child development to be able to care for children appropriately as a casual babysitter for family and friends.

Students become aware of the importance of meeting the physical and emotional needs of children through bathing, feeding, changing, clothing and safety. They investigate the effects of teenage pregnancy on the lives of young people and that parenting at a young age has its issues. Students will have the opportunity to produce practical play and nursery items for children and baby and nursery items. The RealCare baby is available for students during lessons.

### Craft and Clothing

Students initially learn basic skills to use a sewing machine. A range of small practical projects allow students to practise basic skills before moving onto more involved projects. The overlocker is introduced along with the construction and sewing techniques appropriate for knit fabrics. Students will have the opportunity to make choices about design, and be creative with the items they produce. A high personal standard is expected in the production of craft and clothing items either for themselves or for others. Students learn about the classification of fibres and fabrics, and investigate their properties and use to meet different purposes and needs.

### Food for Life

Students learn about the current nutritional guides that are available to make healthy food choices. It is important to have knowledge of the guides so that good dietary patterns that promote health and well-being and reduce the risk of chronic disease establish early rather than later. Students will investigate specific nutritional issues that can affect a person's state of health. Basic food preparation skills develop each week and the assessment task requires the planning and preparation of a meal suitable for their family.

Students look at changes that have taken place in the food industry, our shopping and eating habits, and family meal patterns over time due to lifestyle changes and developments in food technology. Students explore the use of convenience foods, their packaging and labelling, and the additives used. These processed foods have their place in our diets, with people having busy lifestyles; however, we can create healthier recipes by combining fresh ingredients with limited processed foods. This will be reflected through the recipes prepared in class and students will have the opportunity to create their own healthy version of a 'fast food'.

### Food Matters

*(One semester only.)*

What we eat and drink matters to our health. This unit focuses on healthy eating and the need to start this as early as possible. It is about food and nutrition facts as well as preparing food. Content in this unit will cover some of the issues with mainstream nutrition information. Students will learn to prepare their own healthy alternatives to packaged, processed and take away products, having studied their nutritional composition. Students will investigate a range of processed food products and their labelling to determine the ingredients and additives used.

## Year 10

### Child Development

Students study the reproductive system and the prevention of pregnancy through the correct use of contraceptive methods. They also learn about conception, pregnancy, the birth process and the care needed for both mother and developing foetus. The course includes the production of food, practical items, and information products that will help people understand the importance of proper care during this stage of the family life cycle.

Students explore the stages of child development from birth to five years of age and recognise the importance of parents having this knowledge. They have the opportunity to care for an electronic RealCare baby overnight as part of a parenting simulation activity. Students will design and produce a range of items for a parent and children of a particular age group.

### Social Food

Food is a symbol of hospitality, for giving and sharing, and as a way of socialising. Students explore the courses of the formal menu and how it has changed. They prepare examples of each course throughout the term. Attention is given to flavour, garnishing and overall quality of presentation. As part of the assessment for this elective, students select and prepare a recipe of choice that reflects a course of the formal menu with the focus on flavour, texture and appearance of the final product.

The focus in Semester 2 is on what is currently 'trending' and presentation techniques, for example high teas, café food, party food. Students learn about the basics of how the food industry works. Menu development is important to a small food business, as is food hygiene and safety. Students learn about and practise food preparation and presentation skills.

### Textile Creations

This is a very practical subject where students will use a variety of sewing skills to produce craft and clothing items for themselves and/or others. Construction techniques will be suited to individual student skill level and they will investigate different textile techniques and how they are incorporated into the production of various textile items. Students use the sewing machine and the overlocker to develop skills with fabrics made by different construction methods.

In today's society, it is important to recognise the benefits of involvement in personal leisure activities. Students are encouraged to be creative and make decisions that are relevant to them. It is expected that they will work to a high personal standard in the production of the practical items. There is a wide range of options available in this subject and projects change depending on the skill and interests of each group and their teacher.

*There are no pre-requisites for any of the above Home Economics courses.*

*The Home Economics Department will supply aprons for all food preparation lessons.*

## **DESIGN TECHNOLOGIES - DESIGN AND TECHNOLOGY**

*(Students are required to wear covered footwear and safety glasses at all times.)*

### **Year 8**

#### **Design and Technology**

*(One Semester only.)*

This Year 8 course will give students experiences in most of the Design and Technology areas taught at the college. Students will learn skills that will enable them to create projects from wood and metal. The projects may include metal jewellery, sheet metal projects and a wooden toy tanker truck. Students will also be taught the basics of a computer drawing system such as “Inventor” which is a three dimensional drawing package.

There are many machines and hand tools that students will use in this semester long course – hammers, different saws, chisels, snips, drills, lathes, centre punches, soldering torches and buffing machines just to name a few.

### **Year 9**

#### **CAD Product Design**

*(One semester only.)*

This unit will develop skills in designing and production, with a focus on Computer Aided Drawing (CAD) Students will develop 3D modelling skills in Autodesk Inventor, an industry-level drawing package, and gain experience operating a computer-controlled laser cutter. A series of tasks guide students through a design process, where they have the opportunity to devise a product to meet a specific requirement.

Possible projects include a light box, mobile phone stand/support, marble maze, hydraulic crane, light house, LED torch, jewellery items.

#### **Jewellery**

Year 9 Jewellery introduces students to the basics of jewellery making. They use different jewellery metals such as copper, brass, nickel silver and Sterling silver and learn the process of joining these metals with silver solder.

Jewellery making equipment, including soldering torches, drills, buffing machines, is used and skills in marking, cutting, filing, polishing, chain making, enamelling and resin casting are learnt. Projects include assorted rings, bracelets, including linked bracelets, pendants, key tags and lost wax casting.

#### **Metals Engineering**

Students are taken through an exciting range of projects and exercises in this course. They are given instruction in safety and how to use technical equipment such as MIG and oxy/acetylene welders, metal lathes, drills and grinders. The course allows for individual design in some cases and provides a solid background for future learning in Year 10 and beyond.

Projects may include:

- Tool boxes
- Welding exercises
- Candle holder
- Paint stirrer
- Welded ornament
- Design, make and race a CO<sup>2</sup> powered dragster.

## **MDT Wood**

This course allows students to broaden their knowledge and practical skills in woodwork. For the most part students will work with directed activities but allowance is made for the development of student's own ideas and creativity. These set activities will assume a limited ability or prior knowledge in the area and we will work from the basic skills to the advanced skills. With dedicated lessons to each stage of the project, students will have a clear idea of what they are expected to do and achieve in each lesson. The course is well structured and supervised, enabling the students the opportunity to use all the hand tools and some power tools, such as the bandsaw, lathe, jigsaw, cordless drill, pedestal drill press and sanders. Safety procedures and safe work habits are taught, then reinforced.

## **STEM Engineering**

This course consists of several project-based learning tasks requiring students to devise solutions to real-world problems. The course focuses on developing 21<sup>st</sup> century skills such as teamwork and leadership, creativity and problem solving, decision-making and communication. Students will investigate and analyse relevant aspect of a given problem, research possible solutions and create innovating solutions. Students will have the opportunity to work with a number of emerging technologies including CNC manufacture and electronics, and will explore the properties of several natural and engineered materials throughout the course.

## **Year 10**

### **Jewellery**

In Year 10 Jewellery, students will continue to refine their skills using tools and equipment introduced in Year 9. Additional processes such as lost wax casting, the use of the flexible shaft machine, stone setting and the inclusion of other materials are introduced. Projects may include more sophisticated rings and bracelets including gemstones, chain making, cast pendants and earrings and etching.

The course is a great basis for future study in the area of Jewellery or simply as a hobby.

There are no pre-requisites for this subject. Students will pick up the required skills.

### **Metals Engineering**

This course is designed for both new students and those with previous experience in Year 8 or 9. It covers many exciting topics, new skills and projects while reinforcing and expanding on previous knowledge. Equipment such as welders, lathes, drills, grinders, cold bender, buffing machine and cut off machine used to make complex projects. There is an allowance for individual design and flair.



Projects may include:

- Simple welded projects
- Tool boxes and trays
- Wrought iron work
- Tubular steel MIG welded furniture
- Simple tools such as a mini hacksaw, marking gauge
- Oxy-acetylene welding, cutting and bending

## **MDT Woodwork**

The Year 10 course is designed for students who are focused on individual development rather than teacher directed learning. This course is open to those with previous experience in woodwork and students who wish to develop new skills. The course begins with a number of smaller projects and concludes in the design and construction of a small furniture item. There is ongoing instruction in the safe operation of hand and power tools, as well as our larger fixed woodworking machinery.

## **STEM Engineering**

This course consists of several project-based learning tasks requiring students to devise solutions to real-world problems. The course focuses on developing 21<sup>st</sup> century skills such as teamwork and leadership, creativity and problem solving, decision-making and communication. Students will investigate and analyse relevant aspect of a given problem, research possible solutions and create innovating solutions. Students will have the opportunity to work with a number of emerging technologies including CNC manufacture and electronics, and will explore the properties of several natural and engineered materials throughout the course.

## **DIGITAL TECHNOLOGIES**

### **Year 7**

*(One Semester only.)*

Computer Digital Technology in Year 7 introduces students to network, and data communications concepts. They investigate the many cyber security challenges faced by digital natives, and learn to program robotic devices such as the BBC Micro:bit using a blocked based or text based programming language. Students also are introduced to HTML coding and data visualisation using Excel.

### **Year 8**

*(One Semester only.)*

This course allows students to extend the skills and knowledge that they acquired in the previous year. Students will explore the different forms of data transmission and investigate contemporary issues in network security. They will utilise binary transmission to understand the way data is represented in digital systems. Students will improve their critical thinking skills and evaluate the accuracy and reliability of data acquired through different sources. They will build on their online collaboration skills within certain social contexts. Students will expand their programming skills by being introduced to concepts such as sequencing and iteration with visual and interactive results.

## Year 9

This course will allow students to explore new technologies to develop tangible products.

Students are introduced to basic game development tools to understand the principles of programming and develop computational thinking. They will explore coding through the use of programming languages such as Scratch and Python. Students will look at microprocessors and electronics to explore real world applications of different technologies. Students will be given the opportunity to compare traditional network technologies vs. modern technologies such as the NBN, cellular data and satellite. Students will explore data management and will use industry tools like Microsoft Access and Microsoft Excel to present data in many different forms.

## Year 10

Computer Digital Technology in Year 10 introduces students to database concepts and data security across networks. Students learn how to manipulate and visualise data using large datasets. The students research, review and evaluate technology products, then design, produce and evaluate the products using the technology process. Emerging technologies become the focus for student authored wikis. Students also explore computational thinking while programming robots.

## Computer Science

### Year 8 and 9

The Computer Science course at John Forrest Secondary College offers students a wide range of theoretical knowledge and practical skills they can apply for the creation and implementation of computer applications.

It involves completing projects such as database design and programming using computer languages such as Python, Java and VB Script. The course also involves website creation, systems analysis and design, electronics, network design and gaming technology.

This course is designed to provide a more in-depth and technical approach to build a continuous pathway through to Computer Science in Year 10 and ATAR in Senior School.

### Year 10

This course teaches about principles related to the creation of computer systems, software and connectivity between computers. Students will develop conceptual and technical skills as they learn how to diagnose and solve problems in the course of understanding the basic building blocks of computing.

This course allows students to apply techniques to create a range of technology solutions to deal with contemporary online issues such as privacy and security. Year 10 Computer Science gives students a thorough understanding of networking and databases via projects such as developing a home/small office network and systems design and analysis based on real life scenarios. Students extend their already comprehensive knowledge of programming concepts by exploring interactive online solutions using languages like HTML and JavaScript. Students delve deeper into programming principles to produce more complex and interactive solutions through the use of robotics and the Python programming language.

This course is designed to build a solid foundation of applicable knowledge and skills for students to build upon in Year 11 and 12 Computer Science ATAR.

# CAREER DEVELOPMENT AND VOCATIONAL EDUCATION AND TRAINING

## CAREER DEVELOPMENT

Career development is a process used to manage your life, your education and your work to actively create the life you want to live and the work you want to do. Career development is not something that will happen to you; it's a range of activities you will participate in to enable you to create plans and strategies and make informed decisions in order to achieve your goals. Students engage in career development through a whole-school approach in Years 7, 8 and 9. In Year 10, students engage in career development through Work Readiness classes.

### Year 10

## CERTIFICATE II IN ACTIVE VOLUNTEERING (CHC24015)



(RTO 40548 – IVET Institute Pty Ltd)

*Recommended prior achievement: C grade in English and Mathematics*

This qualification reflects the role of workers who engage in volunteer work. This qualification may be used as a pathway to workforce entry and is highly recommended for students who plan to enter the workforce and/or continue into further vocational training. Students must engage in the Authority Developed Workplace Learning program (ADWPL) to meet the certification requirements of this qualification.

Units of competency include:

- CHCVOL001 Be an effective volunteer
- BSBCMM201 Communicate in the workplace
- CHCCCS009 Facilitate responsible behaviour
- HLTWHS001 Participate in workplace health and safety
- CHCCOM001 Provide first point of contact
- CHCDIV001 Work with diverse people
- CHCCDE003 Work within a community development framework

Upon successful completion, students receive Certificate II in Active Volunteering. This provides students with a pathway to Certificate II in the Business Training Package in Year 12, employment and/or a range of further vocational programs at TAFE.

## CERTIFICATE I IN RETAIL SERVICES (SIR10116)



*(Delivered by auspice arrangement with Skills Strategies International, RTO No 2401)*

The qualification offers students: an opportunity to develop and consolidate literacy, numeracy and communication skills; a learning environment focussed on building life skills, work readiness and experience. The qualification comprises: literacy, numeracy, employability skills and practices. This qualification provides a pathway to work in a variety of industry sectors and business contexts. Students who successfully complete the Certificate I requirement will fast track themselves for the Certificate II in Retail Services in Senior School, and gain equivalent of 2 units towards WACE.

## WORK READINESS

Work Readiness enables students to explore, identify and evaluate learning and work pathways, to recognise opportunities, make connections and prepare for transitions. Individual pathway planning provides opportunity for students to develop an understanding of a variety of work alternatives. By engaging with individual pathway planning, students are well placed to take responsibility for their own learning and to connect learning to aspirations.

The program involves students creating a work portfolio with essentials such as a resume, engage in preparation for employment, and develop a career pathway plan. The one week block of work experience in Term 2 enables all Year 10 students the opportunity to gain first-hand experience and understanding of the skills and knowledge required in their chosen future pathway.

## ENDORSED PROGRAMS – From Year 10

An endorsed program is a significant learning program that has been developed for students in Years 10, 11 and 12. The program may have been developed by the School Curriculum and Standards Authority (the Authority), or it may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the Authority.

Endorsed programs address areas of learning not covered by courses. Each endorsed program consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

All endorsed programs successfully completed and reported to the Authority:

- are listed on the student's WASSA
- may contribute towards the breadth-and-depth requirement of the WACE
- may contribute towards the C grade requirement of the WACE.

For WACE purposes, a student can achieve a maximum of 4 unit equivalents from endorsed programs, two in Year 11 and two in Year 12. Each endorsed program is allocated one, two, three or four unit equivalents.

Here are some examples of endorsed programs:

- UniReady Program with Curtin University (see below)
- Workplace Learning (ADWPL) to accredit work experience and part-time employment
- Administration and Management (ADAM) for students on the Student Council
- Music Performance Ensemble (ADMPE)
- Recreational Pursuits (ADRP) for students involved in the Creative Writing Club, or Engineering Club
- Elite Sports Performance (ADESP) for state or national sporting representatives

Further information about endorsed programs can be found at:

<https://senior-secondary.scsa.wa.edu.au/vet/endorsed-programs>

# BUSH RANGER CADETS

Bush Rangers WA is a youth-based conservation and community development program. It supports young Western Australians to take an active role in the conservation of the natural environment and better understand the mechanisms for its management.

The program offers opportunities to undertake personal development while developing conservation skills and knowledge through involvement in practical nature conservation projects. Projects can be school-based, within the local community, and others can take cadets to some amazing locations and landscapes across the state!

Bush Rangers WA encourages young people to take action for positive change.

At John Forrest Secondary College cadets will have the opportunity to:

- Contribute to environmental conservation programs.
- Develop First Aid, bush craft, survival and navigation skills.
- Learn about managing national parks, state forests and other locations.
- Help save threatened plant and animal species and their habitats.
- Develop leadership and interpersonal skills, including participation in drill sessions.
- Work with community groups and local primary schools.
- Participate in a range of camps and excursions.

The program runs after school every Monday from 3:05 to 5:00pm and it costs nothing to be a cadet. The uniform, activities and even camps are **free** for all cadets.



## CHARGES AND VOLUNTARY CONTRIBUTION INFORMATION

- Charges and Voluntary Contributions to a maximum of \$235.00 cover the basic cost of providing an education to meet the requirements of the Curriculum Framework (Standard Course – Contributions).
- Extra cost options attract additional costs (i.e. consumables, external venues, coaches, etc.).
- Students enrolling in the extra cost options are required to pay a deposit of \$60 (this amount will be deducted from the 2021 Charges). The deposit will ensure a place is available in a course where there are sufficient numbers to form a class. International students are not required to pay this deposit.
- Students enrolled in elective courses (extra cost options) are required to pay the charges **in full by the end of Term 2 2021**. Failure to do so will result in students being withdrawn from the 2021 extra cost option course.
- Students enrolled in Specialist Programs are required to pay the charges **in full by 30 October 2020**. Failure to do so will result in students being withdrawn from the 2021 Specialist Program course.
- Approved Voluntary Requests for 2021 include, bus replacement, student facilities, P & C membership, chaplaincy and Building Fund Contribution (tax deductible).
- A Charges & Voluntary Contributions Sheet will be forwarded in Term 4 2020 detailing amounts due together with details of anticipated excursion costs.

The College offers a variety of payment options including EFTPOS, credit card facilities, Bpoint, direct debit and BPAY. The College also offers time payment on application through the College's Manager Corporate Services.

Students are required to provide items for personal use, i.e. pens, pencils, calculators, dictionaries etc.

## ALLOWANCES

- The following allowances are subject to eligibility criteria:
- **Secondary Assistance Scheme** (\$235 – Years 7-12). Application should be made through the Business Manager in Term 1. The subsidy is paid directly to the school to assist with the cost of Charges & Voluntary Contributions. *Applications close at the end of Term 1. No late applications are accepted.*
- **Secondary Assistance Scheme** (Clothing) (\$115). Application should be made through the Manager Corporate Services in Term 1. The allowance is paid directly to the parents via the Department of Education. Parents can nominate for this payment to be paid directly to school Charges & Voluntary Contributions. *Applications close at the end of Term 1. No late applications are accepted.*
- **Youth Allowance:** This grant applies to students 16 years and over and is to assist with students' educational requirements. Application is made through Centrelink by phone on 132 490.
- **Abstudy:** This allowance applies to Aboriginal and Torres Strait Islander students to assist with their educational requirements. Application is made through Centrelink by phone on 132 317.
- **Travel Concessions:** For rail, bus (not metro) and airline travel (application through the Business Manager).

**Please Note:** These allowances are under government review and may be subject to change.

# ELECTIVE COURSES (EXTRA COST OPTIONS) AND CHARGES

(Subject to Change)

## SPECIALIST PROGRAMS YEAR 7 and 8

Music*	\$44
Music, Instrumental*	\$56
Cricket*	\$414
Netball*	\$310
Tennis*	\$233

## ELECTIVES YEAR 9

<b>THE ARTS</b>	
Art	\$75
Art & Design	\$37
Dance	\$78
Dance Dynamic**	\$39**
Drama	\$50
Media Studies	\$42
Media and Visual Arts Studies	\$59
Music General	\$30
Music*	\$44
Music, Instrumental*	\$56
Theatre**	\$17**
<b>LANGUAGES</b>	
Italian	\$30
Japanese	\$27
<b>PHYSICAL EDUCATION</b>	
Cricket*	\$414
Football Studies	\$22
Netball*	\$310
Tennis*	\$233
<b>TECHNOLOGY &amp; ENTERPRISE</b>	
<b>Home Economics</b>	
Child Care	\$79
Craft and Clothing	\$64
Food for Life	\$97
Food Matters**	\$53**
<b>Design and Technology</b>	
CAD Product Design**	\$21
Jewellery	\$56
Metals Engineering	\$66
MDT Wood	\$88
<b>Information Technology</b>	
Computer Science	\$39
Digital Technology	\$20
<b>STEM</b>	
STEM Engineering	\$32
STEM Innovations	\$44

## ELECTIVES YEAR 10

<b>THE ARTS</b>	
Dance	\$78
Drama	\$62
Media Studies	\$42
Music General	\$30
Music*	\$44
Music, Instrumental*	\$56
Visual Arts	\$95
<b>LANGUAGES</b>	
Italian	\$35
Japanese	\$27
<b>CAREER DEVELOPMENT AND VOCATIONAL EDUCATION AND TRAINING</b>	
Certificate II in Active Volunteering	\$80
Certificate I in Retail Services	\$60
<b>PHYSICAL EDUCATION</b>	
Cricket*	\$475
Netball*	\$310
Sports Science	\$20
Tennis*	\$233
<b>TECHNOLOGY &amp; ENTERPRISE</b>	
<b>Home Economics</b>	
Child Development	\$79
Social Food	\$106
Textile Creations	\$82
<b>Design and Technology</b>	
Jewellery	\$66
Metals Engineering	\$71
MDT Wood	\$88
<b>Information Technology</b>	
Computer Science	\$52
Digital Technology	\$40
<b>STEM</b>	
STEM Engineering	\$32
STEM Innovations	\$44

Specialist Programs - Students studying Cricket/Tennis/Netball/Football Studies cover Physical Education requirements

\* Specialist Program

\*\* One Semester Only.

## STANDARD COURSE AND CONTRIBUTIONS

YEAR 7	
English	\$27
Health	\$9
Physical Education	\$15
Humanities & Social Science	\$27
Mathematics	\$27
Science	\$27
Languages	\$13
Drama	\$18
Visual Arts	\$18
Literacy Development	\$18
Home Economics	\$18
Digital Technology	\$18

YEAR 8	
English	\$27
Health	\$9
Physical Education	\$15
Humanities & Social Science	\$27
Mathematics	\$27
Science	\$27
Languages	\$13
Dance	\$18
Media Studies	\$18
Computer Science	\$26
Design & Technology	\$18
Digital Technology	\$18

YEAR 9	
English	\$30
Health	\$9
Physical Education	\$16
Humanities & Social Science	\$30
Mathematics	\$30
Science	\$30
Electives (see page 38)	

YEAR 10	
English	\$30
Health	\$9
Physical Education	\$16
Humanities & Social Science	\$30
Mathematics	\$30
Science	\$30
Work Readiness	\$25
Work Experience	\$20
Electives (see page 38)	



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