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INTRODUCTION

Year 9 is the opportunity for students to explore in more depth subjects they have had exposure to already in Year 7 and 8 before making a final commitment to their Senior subjects. This is important, as the changing of subjects in Year 11 and/or 12 is not advisable. With the introduction of the Queensland Certificate of Education and its system of allocating points for the completion of subjects, changing or failing subjects in Years 11 and 12 can have an impact on whether or not a QCE is achieved by the end of Year 12. As a College we aim to provide all students with the opportunity to leave at the end of Year 12 with their completed QCE.

The following pages outline each of the Core and Elective subjects on offer. It is possible that not all of the Elective subjects will be timetabled. Some may be delivered through Distance Education. The final subject choice will depend on the level of student demand. The lines for Elective subject choices are made based on a survey conducted earlier this year of possible preferences students would make. Every effort has been made to provide lines that cater for a range of subject choices that most students would choose.

FACTORS TO CONSIDER WHEN CHOOSING SUBJECTS

Please keep in mind the following factors that need to be considered when making subject choices. It is important to choose your subjects carefully as decisions may affect not only the types of careers you can follow later, but also your success and feelings about school.

**Ability:** You must be realistic about this and recognize that God gives different abilities to His children. It is no good being frustrated by attempting a course, which is obviously outside your ability range. On the other hand, you must not choose ‘easy’ subjects because you don’t want to do the hard work. Remember how you performed in the subject in Years 7 and 8.

**Interests:** Ask yourself a range of questions: Are you inclined more towards headwork or handwork? Do you enjoy working with tools or in the kitchen? Do you have a special talent for drawing or design? Is it your intention to enter a Business career, or do you want to have some background in Computing? Have you any special talent for drama, music, and sport?

**Future Plans:** Do you have the required prerequisites for future studies? Give some consideration to the subjects, which might interest you in Senior School and try your best to choose subjects in Years 9 that will prepare you well.

DO NOT BE GUIDED BY

- Your friends’ choices
- Other family members record of success or failure in a subject
- Who the teacher may be
- What others say about the subject

Mrs Jacqualina Vreeling
Head of Middle School
CORE SUBJECTS
CORE SUBJECTS

FOUNDATIONS

The Year 9 program aims to help students explore and respond to a Christian understanding of life and explore the effects of the Holy Spirit at work in believers and in the world. Students are helped to make ethical choices and to understand their personal growth, the importance of relationships, and the possibilities for fruitful engagement in the world today.

Topics

- Living in a world of choice - becoming your own person
- When bad things happen
- Forgiveness
- How to know right from wrong
- The Four Big Questions – What is Reality? Who is God? Who am I? How should I live?

Knowledge and Skills Developed

- Appreciating and respecting others
- The life of Jesus reveals the nature and character of God
- Recognising the conscious between nobility and ignobility
- Considering who we are when no one is looking
- Reflecting on how God’s light and love overpowers darkness
- Understanding sin and God’s response to this sin – forgiveness and love

Assessment

- Analysis of decision making
- Documentary style video on ‘Forgiveness’
- Folio Items on Human Nature and The Purpose of Life
CORE PHYSICAL EDUCATION (CPE)

Health and Physical Education in Year 9 aims to encourage students to act, individually or collectively, in culturally appropriate ways that support their own and other’s health and wellbeing. Active engagement in physical activity is a major component of the course. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Topics Studied

Term 1 – Human Movement and Summer Sports (Volleyball/Softball)
Term 2 – Athletics Training (Track/Field Events)
Term 3 – Investigating Risk and Winter Sports (Netball/Touch Football)
Term 4 – Swimming and Water Safety (Skills & Fitness)

Skills & Knowledge Developed

Students will be given the opportunity to develop skills and knowledge such as:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activity
- Enhancing personal development

Assessment

Assessment in this subject is via examination essays, research assignments, oral presentations as well as practical performance evaluations.
ENGLISH & HUMANITIES

In Humanities we are delivering the requirements of the Australian curriculum in the specialist areas of English and History. This structure affords more time for students to engage in the learning process and become more confident in responding to the range of assessment tasks.

Topics Studied / Skills & Knowledge Developed

1. A Life of Revolution
   The initial part of this unit is an overview that chronologically situates the technological innovations that gave rise to the Industrial Revolution. Students will then explore the experiences of men, women and children during this time and their changing way of life. Students will also consider the genre of newspaper front-page journalism and the use of abstract nouns.

2. Making a Nation
   Students will investigate extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples. They will also consider experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, and South Sea Islanders). Students will also explore poetry, stories and visual images reflecting the experiences of European settlers, Aboriginal and Torres Strait Islander peoples, and non-Europeans prior to 1914.

3. Personal Stories
   Students will explore the genres of life-writing including biography, autobiography and blog. They will read a text connected to the experience of indigenous peoples such as 'Nanberry' by Jackie French and consider the differing viewpoints that arise therein. Students will also consider how writers select subject matter for inclusion or exclusion in these types of texts.

4. Letters from the Front
   Students will investigate the causes of World War I and why men enlisted to fight. They will also examine the nature of warfare at the time, the Gallipoli campaign and the impact on the Australian home front. In particular they will consider the changing role of women and the conscription debate. Students will also consider the debates over the nature and significance of the Anzac legend.

   Students will explore how allusion and an author’s style can position an audience. They will also consider the rhetorical device of metonymy.

Assessment

1. Written: Source Analysis and Informative Article [Newspaper front page]
   Construct a researched informative article reflecting an issue arising from the Industrial Revolution in context. Examine primary and secondary sources to analyse origin and purpose, usefulness and point of view.

2. Spoken: Anthology Proposal
   Select and then present the rationale for an anthology of visual images. Present the rationale for an anthology of visual images [photographs, drawings, cartoons] that reflect the experiences of Non-Europeans in Australia prior to 1914.

3. Written: Analysis of selected extracts from biographical or autobiographical texts.

4. Spoken: Anecdotal narrative based on character from the text OR autobiographical.

5. Written: Imaginative Historical Reconstruction OR Analytical response
   Construct two personal letters that reflect differing perspectives on the Gallipoli campaign OR analytical essay.
MATHEMATICS

Mathematics is organised around three content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Knowledge and Skills Developed

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.
Science is all around us. It helps to explain the complex reactions that occur in our bodies and it also enables us to make technological advances. For students to be able to successfully comprehend their place on Earth they need to understand Science. Understanding the complexities of Science will make students realize that there must be a creator and a reason for their existence.

**Topics**

**Term 1**  Physical Sciences – Heat, Sound, Potential and Kinetic Energy, Structure of the ear and eye.

**Term 2**  Chemical Sciences - An Introduction to the Periodic Table. Balancing Equations. Chemical Reactions

**Term 3**  Biological Sciences – Homeostasis, Nervous System, Endocrine System, Circulatory System and Digestive System. Diseases: Viruses, bacteria and immunity.

**Term 4**  Earth and Space Sciences - Ecosystems & Plate Tectonics.

**Knowledge and Skills Developed**

The students will be able to explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They will describe models of energy transfer and apply these to explain phenomena. The students will be able to understand global features and events in terms of geological processes and timescales. They will be able to analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. The students will be able to describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

**Assessment**

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Example of Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written research brochure</td>
<td>Nuclear technologies</td>
</tr>
<tr>
<td>Knowledge tests</td>
<td>All units of work</td>
</tr>
<tr>
<td>Practical reports</td>
<td>Model Water Heater, Lung Capacity</td>
</tr>
<tr>
<td>Oral Project</td>
<td>PowerPoint presentation on earthquakes</td>
</tr>
</tbody>
</table>
ELECTIVE SUBJECTS

These are the subjects the College offers on a yearly basis to our students. However a particular subject may or may not run based on student demand.
BUSINESS

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise.

Business education is important for students in their secondary schooling. In this phase of schooling, they gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. Students studying business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.

Topics

- Political and Economic Systems
- Work and the Future
- Marketing and Consumer Literacy
- Budgeting

Knowledge and Skills Developed

- Democracy
- Separation of powers
- Australia’s constitution
- Protection of rights
- Australian and Queensland Court system
- Current/past influences on workplace practices
- Financial transactions
- Workplaces practices and regulations
- New products and technology
- Consumer rights and responsibilities
- Financial decisions
- Cash, credit and debit transactions
DANCE

In this subject students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance.

Students learn to choreograph, perform and appreciate dance works. Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understandings of technical competencies and expressive skills. Students examine how and why dance reflects the contexts in which reflecting on, responding to and evaluating various dance genres and styles create it. Students then use these understandings to inform their dance making and appreciation of dance works.

Knowledge and Skills Developed

Students learn in Dance through:

- Structuring dance works
- Performing dance works, learning and developing technical and expressive skills
- Developing physical and sensory awareness, while exploring and strengthening their personal aesthetic
- Examining differing contexts, genres and styles. Fostering a critical awareness of the aesthetic values of others, within and across cultures and social groups.

Topics

- Popular Dance (Performing and Choreographing Popular pieces)
- Social Dance (Examining social contexts of Dance and Performing Social Dance pieces)
- Cultural Relationships (Researching and Choreographing Dance based around the student’s family heritage)
- Poetry in Motion (Introduction to Contemporary Dance through Performance, Choreography and Appreciation)

Assessment

Students are assessed through the dimensions of Choreography, Performance and Appreciation.
DESIGN TECHNOLOGY

This course helps students to investigate the many ways in which people design/create and use different forms of technology to benefit the local and global community.

There are three areas covered:

- Industrial systems and control
- Graphical Communication
- Product design and manufacture

Design technology engages students in a range of construction challenges with an emphasis on thinking skills and problem solving. Students will take on the role of designers, decision makers and communicators. Through a practical approach students will be required to be innovative and build a product using wood, plastics, metals and composite materials. Students will identify a problem, explore the characteristics of materials, design and make a prototype, and evaluate the efficiency of the design.

Design technology is an integrated course of study, which applies science, technology, engineering and mathematics.

Knowledge and Skills Developed

- Uses, properties and function of material resources
- Design process
- Testing and evaluating
- Moulding, shaping and vacuum forming plastics
- CAD design principles
- Engineering principles
- CNC routing, machining, Laser cutting processes
- Safety procedures

Topics

The following units exemplify the types of units studied:

- Concept car body design
- CNC/laser/ CAD creations – 2D and 3D
- Mechanical Toy Automatas
- Scape heap challenge – “Disability” Technologies

Assessment

- Journal portfolios
- CAD design presentations
- Prototype construction
DRAMA

A lot of what happens in the drama classroom requires students to think on their feet. Through improvisation activities, students learn to be spontaneous and creative. Group work requires cooperation and collaboration. As students actively explore characters and situations of their own imagining, and in written scripts, they build on their ability to empathise and understand. It is also a subject that requires a great deal of peer trust, and so it plays an important role in teaching communication, listening and empathy skills. For most students, Drama is a way of building self-confidence. Drama cannot claim to be a direct pathway or requirement for a particular career. It does, however, help to prepare students for life.

Topics

- The Circus is in Town and Clowning Around: Circus skills and clown routines
- Playing Around: Reading, rehearsing and performing scenes from a play
- Mask and Ritual: Uncovering the Elements of Drama and history of mask
- Monologue: Using process drama to explore various plays and devise an individual monologue.

Knowledge and Skills Developed

Students will participate in a variety of practical workshops & theory lessons to learn how to:

- Develop self-confidence and communicate effectively
- Work cooperatively in small groups and large ensembles
- Read and create entertaining scripts and write monologues and publications
- Rehearse and perform in front of peers and the public audiences
- View and Review Live Stage plays and movies
- Use a variety of Electronic Equipment such as video cameras, sound recorders, sound and lighting desk, projectors etc.

Assessment

Assessment in Drama will be via practical workshops, performance publications, rehearsal and performances, creating videos, sound and lighting effects and/or PowerPoint presentations.

Assessment

- Writing play scripts
- Creating student devised dramas
- Performing scenes from plays
- Creating Directors Vision presentations
FOOD TECHNOLOGY (FORMERLY HOSPITALITY)

Food Technology is an area of study that provides students with a range of interpersonal skills with a general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

The Food Technology program combines investigative and practical approaches to student learning. The practical performance aspects enable students to experience a range of practical skills in a hospitality task or context. Hospitality functions or events may be on a small or large scale, vary in complexity, and involve levels of problem solving that range from incidental to inherently complex functions or events. Students will implement the practical task, to plan considering the contextual factors, justify their decision making, perform practical skills, evaluate the process and make recommendations.

Topics

- Homemade favourites
- Methods of cookery and cultural cookery
- Celebration Cookery

Knowledge and Skills Developed

This course is designed for students who enjoy food preparation, taste testing and extending students knowledge of food, environment and nutrition. Students studying Hospitality in year 9 usually cook once a week and will develop practical and theoretical knowledge surrounding the design and implementation processes.
FRENCH

Studying French aims to provide students with an understanding of another culture and the ability to communicate in a language other than their own. At Year 9 level, French becomes a more academic subject building towards fluency and a successful OP subject outcome.

The study of another language helps to develop general cognitive ability and can therefore enhance a student’s performance in other areas of the curriculum. Many students in senior school who successfully study a language are given extra credit towards a university degree.

The ability to speak an additional language can be essential in areas such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world.

Knowledge and Skills Developed

- Knowledge - Grammatical, textual knowledge
- Skills (knowing how) include: developing listening, speaking, viewing, reading and writing skills in various combinations; developing a repertoire of literacy capabilities
- Understanding: analysing language as a resource for making meaning understanding. The negotiation of meaning through the use of language, questioning assumptions, noticing how interaction works and how meaning is exchanged. Intercultural understanding. Variability in language and understanding variability in cultures.

Topics

- Leisure Activities
- Holidays
- Health
- Parties And Festivals

Assessment

Students are assessed throughout each term in the four communication skills of listening, speaking, reading and writing. Assignments may include the production of ‘PowerPoint’ presentations, tests, role plays and written assignments.
GEOGRAPHY

There are two units of study in the Year 9 Geography curriculum. Students will have the opportunity to explore the various roles of human interaction with the environment, with a focus on the human need for a secure food source. They will then explore the ways in which humans impact their environments during the production of human needs and wants.

In both units students will use the skills of Geographical studies, including field work.
HEALTH & PHYSICAL EDUCATION - EXTENDED

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Throughout this subject, learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Future Pathways:

This subject would interest students that are interested in studying PE as a senior option in Year 11 and 12 or alternatively the Sport and Recreation Certificate course. Participating students will be encouraged to be physically active and enjoy a range of sports. Knowledge gained will equip students to participate in sport as a coach, umpire or trainer. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and Primary, Middle and Senior School teaching.

Knowledge and Skills Developed

Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.
INDUSTRIAL TECHNOLOGY: FURNISHING

This course is specifically designed to give students insight into the craft of making solid timber and timber manufactured products. Students are taught to use power and hand tools, as well as other wood working machinery; and to appreciate the processes and techniques involved in obtaining a desired end product. Graphics, which is a link to the manufacturing process of every day products, is a component of the course and is a necessary skill for students wishing to pursue further studies in the industrial technology industry.

Topics

The following represent the kinds of projects students will cover:

- Wooden furniture and household item design
- Gift design
- Storage case

Knowledge and Skills Developed

- Workshop practice and safety
- Basic cutting, joining and finishing techniques
- Basic Technical drawing /CAD
- Tools and Equipment handling

Assessment

- Assessment specifically consists of ongoing assessment of project construction, theory tests, and assignment and graphics folio.
- Production & Fabrication projects. Theory and practical tests. Workshop safety procedures. Production Portfolios
INFORMATION & COMMUNICATION TECHNOLOGY (ICT)

Information and Communication Technology enables individuals to access, construct and publish information for particular purposes and audiences. It also allows communication and collaboration with others in real and virtual spaces. Individuals can use information and communication technology as a medium to express ideas and be creative. They can make creative, innovative and socially responsible uses of information and create information and communication technology products for themselves and others.

Information and Communication Technology provides an integrated approach to both Computer and Media Studies and draws on competencies from both Technology and the Arts.

Topics
- Hardware and Occupational Health and Safety
- Digital Storytelling
- Web Development
- Creating and protecting your digital footprint

Knowledge and Skills Developed
- Nature of digital information
- Techniques for accessing, constructing and publishing digital information
- Social and ethical consideration related to accessing, publishing and constructing digital information
- Nature of online communities
- Techniques for participating in online communities
- Web publishing
- Presentation graphics
- Multimedia including digitized video and audio production
- Storyboarding
- Connecting, using, maintaining and managing computer systems and peripherals.
- Etiquette for interacting with others privately and in public forums
- Operating systems
- Purposed of online communication, a strategies for participating online
- Developing an online community
- Strategies for developing effective and valuable contributions to online discussions, publication and broadcasts

Assessment

Assessment techniques will include a range and balance of assessment types that provide opportunities for students to demonstrate their learning across all areas. These include:
- Oral, Practical & Written Tasks
- Project Folios
- Peer and self-reflection
MUSIC

This music course is a practical based subject where students discover the abilities of performing, listening to and composing music. Students will explore, evaluate and discover composers and musicians from a variety of historical and present contexts. Basic skills will be taught and developed according to each individual’s level of music understanding in order to increase their participation in and appreciation of music. The main aim of the music course is to develop student’s awareness of the music around them and to develop their analytic skills in order to appreciate music further.

Topics

- World Music – (world music incursion): Australian Aboriginal Music; Traditional African Music & Spirituals; Asian; Pacific Islands
- Australian Music – Students investigate a range of contemporary compositions that have been inspired by various aspects of Australia’s national identity. The pieces studied will include music for solo instrument, electronic music, chamber music, orchestral music, choral music and music for voices and orchestra.
- Film Music – Students investigate the importance of music in films.
- The Pioneers of Rock - Students begin with the most influential rock artist of the early 1980s, whose music contains elements of both rock and pop; we then examine the two strands in turn and conclude with some examples of crossover styles.

Assessment

Music is assessed in three areas:

- Listening – written and aural
- Performing – practical exams
- Composing – tasks and assessments
TEXTILES TECHNOLOGY
(Formerly Interior & Fashion Design)

Design is an integral part of our culture, history and daily lives. As modern technology brings the outside world inside, our tastes for custom created fashion and décor are becoming increasingly significant. We give expression to aspects of our God-given gifts, our personalities, feelings and taste through textile art, decoration and design.

This course has been designed to foster and develop the creative potential of students and to encourage acquisition of skills in the following areas:

- problem-solving and design
- creative and artistic use of materials and processes
- textile techniques and interior design
- research into historical and cultural diversity as reflected in fashion and interior decoration
- research into environmental, social and practical issues related to fashion and interior design

Topics
Designer bags: Students explore the production of different fibres and how they are manipulated for functionality.

Designer rooms: Students research on design influences and how these have affected the interior design industry.

The Ideal Silhouette: Fashion construction, accentuating figure types, fitting and presentation

Household article: Project management, fabric decoration, and effective application of colour

Skills and Knowledge Developed
This includes:

- principles of design & elements of art
- developing and working to a design brief
- basic sewing skills
- branding and industry
- body type/image, wardrobe and fashion
- historic periods and cultural expression
- influences on modern design
- project management
- architectural drawing and model making

Assessment
Assessment will consist of written tasks, portfolios of work, constructed items
VISUAL ART

Students are involved in in-depth studies of the principles of art and design, the social, historical and cultural influences of art and artists, and the technical skills required to become proficient in a variety of visual media for self-expression. Students complete units of work in fundamental, 2-dimensional and 3-dimensional studies.

The Year 9 Art program emphasises the development of visual literacy, creativity, personal expression and the making and appraising of art works.

Topics

Units of work will include activities that develop skills, techniques, research, group work, written, visual and oral communication, discussion and analysis.

- Call Me An Artist - Principles of Design, Media Studies (Drawing and Painting: graphite, charcoal, soft pastels, water-soluble oil pastels, water colour pencils, pen and ink, water colour paint, acrylic, gouache, collage)
- It’s Alive – Sculpture (Hebel sculpture), Clay (hand building techniques)

Assessment

Students are assessed on both theoretical and practical work – both of which are equally weighted.

- Portfolios of work – including research, preliminary drawings, artist statements
- Major work presentations which include exhibition and/or performance
- Interview

All assessment work is criteria based.