



2017 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 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 8, 9 and 10 curriculum and are therefore taken by all students. Work Studies is also taken by all students in Year 10 as preparation for Work Experience.

The remainder of the student's course will consist of a selection from the Standard Course Electives (outlined on page 32) OR courses chosen from the list of Elective Courses (outlined on page 15) and Specialist Programs (outlined on page 22).

In Year 8, as in Year 7, students will be allocated to a variety of Elective 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 8

In English we aim to:

- Cater for individual learning differences.
- Provide a wide range of opportunities for students to demonstrate their skills.
- Emphasise what the student can do and so help them understand what is required to move forward.
- Emphasise the learning process.

The English curriculum consists of three main areas. These are:

- Reading and Viewing.
- Writing.
- Speaking and Listening.

Year 9

In Year 9 the English Learning Area offers Course 1, Course 2 and Course 3 classes. Course 1 is intended for the highest achieving English students. Course 2 is a general course which aims to allow students to progress at their own pace. Course 3 is for students who require extra literacy support.

Each English teacher designs their own learning program so that they can cater for individual strengths and weaknesses at the classroom level. The students will be offered both general and specialised activities to increase their expertise in written and oral communication. Teachers aim to develop students' skills in Reading and Viewing, Writing and Speaking and Listening. Activities using computer technology will also be offered as a part of the classroom experience.

Year 10

In Year 10 the English Learning Area offers Course 1 classes for students who wish to pursue an ATAR pathway. The Course 2 and 3 classes equip students for senior school studies which lead to Training WA (formerly TAFE), apprenticeship and pre-apprenticeship courses and the workforce. The focus for the year is Texts and Contexts where students will engage in a detailed study of written and spoken texts and attempt to produce their own texts for different audiences and purposes. The use of computer technology for the purposes of learning and presentation is also integral to the course.

Please Note:

- *Students wishing to attempt an ATAR course in Senior School (Literature ATAR or English ATAR) need to be in Course 1 in Year 10.*
- *Students who do not want to do ATAR courses in Senior School will continue to work in Course 2 or Course 3.*

ENGLISH PATHWAYS

Course	Year 7	Year 8	Year 9	Year 10	Year 11 Options
1	7YE1	8YE1	9YE1	10YE1	Literature ATAR (ATAR) English ATAR (ATAR)
2	7YE2	8YE2	9YE2	10YE2	English GENERAL (non-ATAR)
3	7YE3	8YE3	9YE3	10YE3	English GENERAL (non-ATAR)

Please Note: Course placement is reviewed regularly. There is considerable scope for students to change courses at the end of Year 7, 8 and Year 9. Changes are made according to student achievement, attitude, attendance and aspirations. Selection of Literature ATAR or English ATAR in Year 11 would only be suitable if a student is achieving A or B grades in Course 1 English in Year 10 and they meet the minimum examination standard for that course.

HEALTH & PHYSICAL EDUCATION

HEALTH

Year 8

Health Education

Health Education at John Forrest Secondary College focuses on the development of the necessary skills and knowledge for students to make informed lifestyle decisions. Students will be instructed through a range of strategies and innovative community health programs.

The course will include a range of health-related issues relevant to teenagers in today's society. It will embrace the four key areas of Health Education outlined below.

- **Community and Environmental Health**
This strand develops the idea that everyone should be responsible for the improvement of the quality of life in the community and the environment.
- **Mental and Emotional Health**
This strand recognises the importance of a positive self-concept.
- **Physical Health**
This strand develops an individual's ability to maintain and improve his/her physical health.
- **Societal Health Issues**
This strand assists the individual to recognise that health behaviour is influenced by a variety of societal factors.

Through the study of health-related issues students will develop the key Health and Physical Education Learning Outcomes of Concepts for a Healthy Lifestyle, Interpersonal Skills and Self-Management Skills.

Year 9

Personal Health in a Modern Society

This course is designed to enhance the necessary skills and knowledge for students to make informed lifestyle decisions. Students will be instructed through a range of strategies and innovative community health programs.

The course will include a range of health-related issues relevant to teenagers in today's society with a major focus on conception, birth and alcohol.

Year 10

Foundations for a Healthy Future

This course provides a clear message that individuals have a powerful influence over their health status by choosing a healthy and positive lifestyle. There is a major focus on health issues relevant to teenagers, in particular drug and sexuality issues.

Throughout the course students will further enhance their interpersonal and self-management skills.

PHYSICAL EDUCATION

Year 8

Physical and Health Education is one of the eight learning areas identified in the Curriculum Framework and studied by all students in Western Australia.

Through Physical Education classes students will participate in a variety of activities. Instruction will assist students to develop the necessary interpersonal and sporting skills to actively pursue a healthy and active lifestyle.

Throughout the year the Year 8 students will have the opportunity to participate in a variety of individual and team activities. Examples are: volleyball, fitness, soccer, basketball and athletics.

Students will be encouraged to participate in the considerable co-curricular program offered. Examples are: inter house and inter school carnivals and School Sport WA Champion Schools.

Assessment

Through involvement in class and co-curricular activities students will demonstrate their achievement in Physical Education. Student outcomes incorporate the following areas:

- **Movement Skills and Game Strategies** involving the development of fundamental body movement skills to enhance performance and the development of individual and team strategies and tactics.
- **Interpersonal Skills** involving the development of personal and social skills, eg co-operation, courtesy and leadership within the context of physical education.

Year 9

Semester 1: This course is designed to provide students with the opportunity to develop major game skills in a variety of sports. Students will be provided with opportunities to develop their interpersonal skills and self-management skills through involvement in the organisation of and participation in class competitions.

Semester 2: This course is designed to further develop students' physical, interpersonal and self-management skills. Students will be encouraged to reflect on their own physical activity levels and develop a regular physical activity routine.

A highlight of this unit will be the opportunity for students to demonstrate higher levels of achievement through participation in the inter house and inter school athletics carnivals.

Year 10

Semester 1: Students are encouraged to strive for higher levels of achievement in the learning area outcomes of skills for physical activity and interpersonal self-management skills. Building upon their previous experience in volleyball, students will be encouraged to develop an independent work ethic of skill development.

Students will also participate in invasion and striking sports.

Semester 2: This course is designed to encourage students to recognise the advantages of lifelong involvement in physical activity. Students will be given the opportunity to demonstrate high levels of achievement in all Physical Education outcomes through incorporation of the "Sports Education" model of learning.

Building on their previous experience in sports, students will be given greater responsibility to develop an independent team culture.

As well as participating in badminton, students will be provided with the opportunity to take responsibility for their learning program by recommending and selecting their own course of study for the remaining modules.

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

HEALTH & PHYSICAL EDUCATION PATHWAYS

Year 7	Year 8	Year 9	Year 10	Year 11 Options
Being Healthy, Safe and Active*	Communicating and Interacting for Health and Well-being*	Personal Health in a Modern Society*	Foundations for a Health Future*	Health Studies General
General Physical Education*	General Physical Education*	General Physical Education*	General Physical Education*	Physical Education Studies ATAR Physical Education Studies GENERAL Certificate II Sport (Coaching) Certificate II Sport & Recreation
* Compulsory				

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 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:

- **The Ancient to the Modern World**
This unit covers investigating medieval Europe (c. 590 – c. 1500) and investigating the Black Death in Asia, Europe and Africa (14th century plague).
- **Participation and influences in the marketplace**
This Economics and Business unit focuses on the operation of markets and the roles of buyers and sellers within markets. Students will also investigate types of businesses and the changing world of work.
- **Landforms and Landscapes; Changing Nations**
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.
- **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:

- **The making of the Modern World**
Students will develop their history skills through investigating the Industrial Revolution (1750-1914) and investigating World War I (1914–1918).
- **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.
- **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.
- **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:

- **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.

- **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.

- **Environmental Change and Management; Geographies of Human Wellbeing**

Students will look at 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 look at how environment can impact human wellbeing and the differences in wellbeing around the world.

- **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.

HUMANITIES AND SOCIAL SCIENCES PATHWAYS

Course	Year 7	Year 8	Year 9	Year 10	Year 11
1 and 2	The Ancient World. Producing and consuming. Water in the world; Place and liveability. Designing our political and legal system.	The ancient to the modern world. Participation and influences in the marketplace. Landforms and landscapes. Changing nations. Democracy and law in action.	The making of the modern world. Australia and the global economy. Biomes and food security. Geographies of interconnections. Our democratic rights.	The modern world and Australia. Economic performance and living standards. Environmental change and management; Geographies of human wellbeing. Justice at home and overseas.	History (ATAR). Economics (ATAR). Geography (ATAR). Career and Enterprise (General).
3	Studies in Course 3 are modified versions of Course 1 and 2.				

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 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 Stage 3 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 Mathematics Applications or Mathematics Essentials 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.

MATHEMATICS PATHWAYS

Course	Year 7	Year 8	Year 9	Year 10	Year 11 Options
1	7YM1	8YM1	9YM1	10YM1	Any Year 11 Mathematics Course.
2	7YM2	8YM2	9YM2	10YM2	Mathematics Applications.
3	7YM3	8YM3	9YM3	10YM3	Mathematics Essential.

Please Note: Course placement is reviewed regularly. There is considerable scope for students to change courses at the end of Year 7, Year 8 and Year 9. Changes are made according to student achievement, attendance and aspirations.

Selection of Mathematical Methods in Year 11 from Course 2 would only be suitable if a student is achieving an A grade in Mathematics in Year 10 and has met the minimum examination performances specified for each course.

SCIENCE

During Science lessons students will be taught the scientific method where they are encouraged to become critical thinkers and to use and evaluate scientific evidence. Teachers provide opportunities for students to develop knowledge and skills to investigate, understand and communicate about the physical, biological and technological world and to value the processes that support life.

Year 8

Throughout Year 8 students will be monitored and assessed on the Science outcomes:

- Science Inquiry Skills.
- Biological Sciences.
- Chemical Sciences.
- Physical Sciences.
- Earth and Space Sciences.

Science Inquiry Skills are integrated throughout the conceptual outcomes and teaches students basic experimental techniques as well as how to plan, conduct and evaluate their own experimental investigations.

Biological Sciences: Students learn that cells are the basic units of living things and have specialised structures and functions. Multicellular organisms contain systems of organs that carry out specialised functions that allow them to survive and reproduce.

Chemical Sciences: Students learn that the properties of the different states of matter can be explained in terms of the motion and arrangement of particles and that differences between elements, compounds and mixtures can be described at a particle level. They also learn that Chemical change involves substances reacting to form new substances.

Physical Science: Students learn that energy appears in different forms including movement (kinetic energy), heat and potential energy and causes change within systems.

Earth and Space Sciences: Students will learn how sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within earth over a variety of timescales.

Year 9 and 10

Living in a modern world that depends so much on science and technology, requires a person to have general and relevant science knowledge. The Science curriculum is designed to provide a functional knowledge and understanding in the physical, chemical, biological and earth sciences, social issues in science, technology and the importance of science to society.

Students enter the science course from their primary science program where working scientifically is started and this is continued in secondary school. This should provide a smooth transition from primary to secondary science.

There are three courses available for students.

Course 1: Course 1 is designed to provide students with a challenging science program that prepares them for any of the science subjects offered in Year 11. This course is for those students intending to study science units at university.

Course 2: Course 2 is for the majority of the students. Students are placed into classes where they study a program which covers all five outcomes. The activities are planned so that students can progress at a pace and level suited to their ability.

Course 3: In Course 3 is designed for students who find science difficult and will enable them to improve their skills and understandings at a pace suited to their level. At the end of Year 9 classes are rearranged according to the levels that students have demonstrated. In Year 10, Course 1 will focus on more difficult Physics, Chemistry and Biology concepts.

SCIENCE PATHWAYS

Course	Year 7	Year 8	Year 9	Year 10	Year 11 Options
1	7YSC1	8YSC	9YSC1	10YSC1	Chemistry ATAR Physics ATAR Human Biology ATAR
2	7YSC2	8YSC2	9YSC2	10YSC2	Integrated Science ATAR Human Biology GENERAL Integrated Science GENERAL
3	7YSC3	8YSC3	9YSC3	10YSC3	Integrated Science GENERAL

Selection of Chemistry and/or Physics in Year 11 is only suitable for students achieving A Grade for Chemical Science or Physical Science in Year 10. Selection of Human Biology ATAR is only suitable for students achieving an A grade for Biological Science. Students are also expected to have achieved an A or B learning area grade for Year 10.

LOTE (LANGUAGES OTHER THAN ENGLISH)

Languages other than English (LOTE) forms part of the Compulsory Curriculum for Year 8 students only. Students are to select the same language that they studied in Year 7.

Students who studied the Soundway Program will move into the Literacy/Numeracy Program in Year 8 to further their literacy and numeracy development.

Year 8

JAPANESE

Japanese offers students a fun way to interact with this dynamic language and culture. 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.

- **Japan** – Students learn about the main islands and cities of Japan while they develop language communication skills.
- **Daily Life** – Through video and conversation students improve their skills in using some basic phrases of daily life.

ITALIAN

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 *Pannettone* towards the festive period at the end of the year.

ELECTIVE COURSES

In Year 8, as in Year 7, students will be allocated to a variety of Elective 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 ARTS

DANCE

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 jazz, contemporary and hip-hop. Composition is an important aspect of the course allowing students the opportunity to create their own dance works. Guest teachers also work with the students.

Students will be involved in numerous performances within and outside of the college.

To be part of this course students need to display an interest in dance.

Year 9

Students will study 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.

Students will participate in a variety of performances to showcase their dance skills.

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.

To be part of this course students need to display an interest in dance.

Year 10

Students will study 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.

DRAMA

Year 8

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

Year 9

In Year 9, Drama students are given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (eg Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted 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 selected forms and styles. As with Year 9 Drama, students will develop and refine their knowledge and skills to present theatre for a number of purposes and audiences.

Year 10

In Year 10, Drama students are given opportunities to develop their knowledge and skills to present drama for purposes and wider external audiences, safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and taken from appropriate, published script excerpts (eg Australian drama post-1960 or world drama), using selected drama forms and styles. Students will have opportunities to research devised drama and read in selected script excerpts in context. Student work in devised and scripted drama is the focus of 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

In Year 8 Media Studies 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 also 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 Media Studies 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 Media Studies 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.

VISUAL ARTS

Year 8

In Visual Art students explore 2D and 3D art media and develop skills in drawing, design, painting and sculpture. They will learn the fundamentals of the elements and principles of art and communicate art ideas using a variety of techniques and art processes. Students will enjoy discovering new media in Visual Art and refine those familiar skills which they first experimented with in their primary years. This course is ideal for students who wish to experiment across a broad range of media.

Year 9

In this course Visual Art students will focus on the skills required to draw the face and the figure in proportion. Students will learn the rules of proportion and discover how to draw the human figure using a variety of drawing media. They will then explore abstract sculptural forms using various building techniques using alternative and traditional materials. Students will compose studies of natural forms using coloured pencil rendering techniques and explore textural effects based on those found in nature using unconventional tools and processes in ceramics.

In this unit students will extend graphic and drawing skills that were touched on in the previous unit. They will develop complex ceramic forms and learn joining techniques. Students will discover processes in printmaking and techniques in acrylic painting.

Year 10

In this course students will continue to develop drawing skills based on a variety of three dimensional forms. They will apply themselves to design processes while gaining understandings about how other artists and designers use the elements and principles of design. They will engage in a printmaking task in order to develop mastery over more complex printing processes.

In this unit students will have the opportunity to develop sophisticated skills in designing and creating complex ceramic forms. Their work will express an understanding of correct joining techniques and a control of various aesthetics using textures and colouring techniques. Students will gain experience in painting and combining art media into resolved artworks.

THE ARTS PATHWAYS

DRAMA				
Year 7	Year 8	Year 9	Year 10	Year 11 Options
Drama	Drama	Drama	Drama	Drama ATAR
				Drama General
DANCE				
Year 7	Year 8	Year 9	Year 10	Year 11 Options
Dance	Dance	Dance	Dance	Dance General
				Certificate II in Dance
VISUAL ART				
Year 7	Year 8	Year 9	Year 10	Year 11 Options
Visual Art	Visual Art	Visual Art	Visual Art	Visual Art General
				Certificate II in Visual Arts
MEDIA				
Year 7	Year 8	Year 9	Year 10	Year 11 Options
Media Studies	Media Studies	Media Studies	Media Studies	Media General
				Certificate II in Creative Industries

LOTE (LANGUAGES OTHER THAN ENGLISH)

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 conversation practice, kana cards, iPad apps, videos and online accounts.

Year 9

Hobbies and School - What do teenagers in Japan do in their free time? Students learn the language used to express likes, wishes and activities of young people in Japan.

Welcome to Australia - Inbound and outbound exchange trips are common at John Forrest. In this topic we cover skills useful to welcome Japanese visitors to Australia and talk about our country and home.

Year 10

Anime - Many students develop their interest in Japanese through their love of anime or manga. In this topic many of the most commonly occurring anime phrases are covered and students are given the opportunity to create their own short comic in Japanese.

Work and Play - This topic covers phrases used by independent members of society; including eating out, going to work and preparing for holidays.

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 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.

LANGUAGE (LOTE) PATHWAYS

Year 7	Year 8	Year 9	Year 10	Year 11 Options
Italian	Italian	Italian	Italian	
Japanese	Japanese	Japanese	Japanese	Japanese ATAR: Requires Year 10 'A' grade in Japanese Certificate II in Applied Language Japanese. Prior Japanese learning an advantage but not essential

PHYSICAL EDUCATION

FOOTBALL STUDIES

Year 9

This year long course is designed to develop students basic football skills, (kicking, handball, marking), fitness and umpiring.

During the Year 9 course the students will:

- Develop basic football skills.
- Play intra-class games.
- Complete level 1 boundary umpires course.
- Use weights room to develop fitness.
- Play games against another school.

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

Year 10

This year long course is designed to develop advanced football skills and match tactics, fitness and coaching.

During the Year 10 course the students will:

- Improve hand and foot skills.
- Play intra class games.
- Learn and use match tactics.
- Study umpiring.
- Use Weights Room for fitness and strength.
- Play games against another school.

Students will participate in other codes of football during the “off” season to maintain fitness.

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 Year 11-12. 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.
- Fundamental coaching and umpire training.
- Understanding of foundation human movement, bio-mechanics and fundamental anatomy.
- Health and fitness training.

PHYSICAL EDUCATION PATHWAYS

Year 7	Year 8	Year 9	Year 10	Year 11 Options
Physical Education	Physical Education	Football Studies	Football Studies	Physical Education Studies. Health Studies. Certificate II Sport (Coaching). Certificate II Sport & Recreation.
		Physical Education	Sports Science	

SPECIALIST PROGRAMS

(Endorsed by The Department Of Education)

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

MUSIC

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 after-school 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 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 after-school 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, especially the various genres of Western Art Music.

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 after-school rehearsals.
- In class solo and group performances on their instrument.
- College music concerts and other ensemble performances.

To be completed in tandem with Year 10 Music.

CRICKET

Year 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 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 schools 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.
- Matchplay including interclass and interschool games.
- Interstate tour.
- Netball camp.

TENNIS

Year 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).

SPECIALIST PROGRAMS PATHWAYS

Year 7	Year 8	Year 9	Year 10	Year 11 Options
Netball	Netball	Netball	Netball	Physical Education Studies - ATAR or General. Health Studies General Certificate II Sport (Coaching) Certificate II Sport & Recreation
Tennis	Tennis	Tennis	Tennis	
Cricket	Cricket	Cricket	Cricket	
Music	Music	Music	Music	
Instrumental Music	Instrumental Music	Instrumental Music	Instrumental Music	Music ATAR Music GENERAL

TECHNOLOGY & ENTERPRISE

HOME ECONOMICS

Year 8

Materials Technology

(One Semester only.)

Food is a material, and through practical involvement students develop the basic food preparation skills necessary to be able to prepare simple recipes for meals and snacks for themselves and others. This subject is also about something more important – nutrition. Students learn that a healthy food intake is an essential part of a healthy lifestyle, both now and in their future lives. There may also be the opportunity for students to move into the textiles room, depending on the availability of the room. Students will be introduced to the basics of the sewing machine and produce a small textile/craft item.

Year 9

Child Care

The differences in family structures are investigated along with the importance the family group plays in the initial development of babies and young children. This subject 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 why parenting is best left until girls are older. Students will have the opportunity to produce practical play items for children and baby and nursery items. The RealCare baby will be used in class.

Craft and Clothing

Students will initially learn basic skills to be able to correctly use a sewing machine. Small practical projects will 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 can be used 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 are established early rather than later. Students will investigate specific nutritional issues that can affect a person's state of health. Basic food preparation skills are developed each week and the assessment tasks require 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 convenience foods with fresh ingredients. This will be reflected through the recipes prepared in class and students will have the opportunity to create your 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. Students will learn to prepare their own healthy alternatives to packaged, processed and take away products. Students will investigate a range of processed food products and their labelling to determine the ingredients and additives used. Content in this subject will cover some of the issues with mainstream nutrition information and why it is currently being questioned.

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 and the care needed for both mother and developing foetus, and the birth process. The subject 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 used as a symbol of hospitality, for giving and sharing and as a way of socialising. Students will explore the formal menu and why this has changed to suit our lifestyle today. Students learn about each course and prepare an example each week. Attention is given to flavour, garnishing and overall quality of presentation. As part of the assessment for this subject, students will work in a small group to select and prepare a recipe 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 café style food, what is currently 'trending', and presentation techniques. Students learn about the basics of how the food industry works. They study the nature and role of cafes or other small food businesses and investigate the requirements in setting up a small business. Menu development is important to a café business as is food hygiene and safety. Students learn about and practise food preparation and presentation skills each week.

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 are expected to use both 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 AND TECHNOLOGY

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

Year 8

Design and Technology

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, metal and plastic. The projects may include an acrylic key tag, 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 "Sketch Up" which is a three dimensional drawing package.

There are many machines and hand tools 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.

The course is designed to give you a taste of the vast array of subjects this learning area has to offer for selection in the students' future years. All project work is focused on students having a safe and fun time in Design and Technology while developing the skills in the inquiry process.

Year 9

Computer Design and Engineering

This course offers students the chance to learn a 3 dimensional drawing package that they can access for free outside of the college environment. The first focus is on the development of skills to successfully operate the program through a structured set of tutorials. Each tutorial will guide the students on a learning path towards broadly understanding the program so they can manipulate a drawing with ease. As the course progresses the students will be introduced to the design process and they will be asked to create objects from their own imaginations based on set limitations. Once competent in most aspects of drawing manipulation skills students will be asked to re-engineer items to suit a particular need. The class may be asked to develop drawings of a beach house from a photographic image or to modify a design to suit a client's specific needs. In the latter part of the course, it is hoped that students will design small models and have these produced on a "3 D printer" and laser cutter during class time.

Engineering

(One semester only.)

This unit will develop skills in designing and production. Students will be guided through the design process and be assisted in developing their skills in using a Computer Aided Drawing (CAD) package to create a project. Students will incorporate the use of a laser cutter and 3D printer to make the components for the project. From these introductory skills students will be given a multifaceted design task such as design and construct parts for water propelled rocket.

Possible projects include: a light box, phone recharger support, marble maze, hydraulic crane, water rocket, light house, LED torch, jewellery items.

Jewellery

In Year 9 Jewellery, students are introduced 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 earrings.

Metals and Motion

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.
- Garden trowel.
- Hanging basket bracket.
- Design, make and race a CO² powered dragster.

Woodwork

This course is offered to further skill development by working in a friendly environment.

The major project is a small box or foot stool. These projects offer scope for:

- Individual design.
- Choice of materials (including plastic).
- A variety of construction methods using a jigsaw, bandsaw or router.
- Decoration that displays a personal touch.

Other projects are aimed more for girls rather than those traditionally offered to boys. Required design and research work will largely be undertaken on computers.

Year 10

Computer Design and Engineering

This course will develop drawing skills previously learnt using the 3 dimensional drawing package Google Sketch Up. Students will be guided through the drawing tutorials to design items such as a chess piece which will then be produced on the Replicator 3 dimensional printer. The focus will be on the use of the complex tools found on the large tool pallet.

In second semester, the course is a development of the previous unit where students will self-guide through the online drawing tutorials to resolve set design problems. Students will be expected to research methods to resolve problems. Students will be expected to research methods to resolve problems using the on line information. Speed and efficiency using the package will be the aim of the unit preparing students for high output work produced yet low input of key strokes. Students will need to think of the best choice to optimise the results in the quickest time.

The laser cutter also becomes a part of the production process.

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 also 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 and Motion

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 are used to make more 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.
- Cow bells.
- Simple tools such as a mini hacksaw.
- Oxy-acetylene welding, cutting and bending.

Woodwork

The woodwork course is designed for students who are focused on individual development rather than teacher directed learning. It is open to those with previous experience in woodwork and new students wanting to learn new skills. Students gain knowledge and satisfaction from having input into designing and constructing their projects. The course begins with a number of smaller projects and culminates in the design and construction of a small furniture item. There is instruction in the safe operation of hand and power tools, as well as our larger woodworking machinery.

Projects may include:

- Carry all or tool box.
- Serving tray.
- Salad bowl.
- Folding picnic table.
- Coffee table.

INFORMATION TECHNOLOGY

Digital Technology

Year 8

This course allows students to gain deeper understanding of the technologies that they encounter on a daily basis.

Students will explore ethical and responsible use of web tools and social collaboration. They will develop skills required to locate and evaluate reliable information from different sources. Students will gain a basic understanding of networks and the flow of data. A basic level of programming will be introduced to students through the use of a simple block based language integrated with robotics or electronics to give students the opportunity to see the application of their code.

Year 9

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

Students will be 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

This course allows students to further develop their skills in computational thinking through analysing and developing solutions to problems.

It gives students an introduction to networking and databases to further explore the management of data including privacy and security issues. Students will be undertaking a project to design and create a home/small office network. Students have the opportunity to create interactive online solutions using languages such as HTML and CSS. Students practise programming principles to produce more complex and interactive solutions through the use of robotics and creation of web applications.

Students that are strongly interested in entering Year 11 ATAR Computer Science should instead take Year 10 Computer Science Extension.

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 and C++. The course also involves website creation, systems analysis and design, image and movie editing, 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 Science ATAR.

STEM

STEM (Science, Technology, Engineering and Mathematics) is a subject where aspects of each of these four subject areas melt 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

As this is an introductory course there will be no expectation of prior knowledge except for an ability to apply basic Mathematics and Science skills.

Students will:

- Learn and apply content.
- Integrate content.
- Interpret and communicate information.
- Engage in inquiry.
- Engage in logical reasoning.
- Collaborate as a team.
- Apply technology appropriately.

Example 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.

Year 9 and 10

It is expected that all students who enrol in this course will have experienced Design and Technology in either Year 7 or 8 and will have the ability to apply basic Mathematics and Science skills. Fundamental management of both Microsoft Word and Microsoft Excel would be advantageous.

Designing and applying solutions to problems will be the focus of the unit. We will start with low tech solutions and move to more technologically advanced solutions to our problems.

Students will:

- Learn the basics of the Computer Aided Drawing (CAD) package Auto Desk Inventor.
- Integrate content to use the laser cutter and 3D printer where needed.
- Interpret and communicate information.
- Engage in inquiry.
- Engage in logical reasoning.
- Collaborate as a team.
- Apply technology appropriately to solve problems.

TECHNOLOGY & ENTERPRISE PATHWAYS

DESIGN AND TECHNOLOGY				
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Design and Technology	Design and Technology	Metals and Motion	Metals and Motion	Cert II Engineering Pathways Materials, Design and Technology General (Wood)
		Computer Design and Engineering	Computer Design and Engineering	
		Woodwork	Woodwork	
		Jewellery	Jewellery	
HOME ECONOMICS				
Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Home Economics	Materials Technology	Food for Life	Social Food	Children, Family and the Community General (Living Independently)
		Child Care	Child Development	
		Craft & Clothing	Textile Creations	
INFORMATION TECHNOLOGY				
	Year 8	Year 9	Year 10	Year 11 and 12
Computer Literacy	Digital Technology	Digital Technology	Digital Technology	Cert II Information and Digital Media Technology
	Computer Science	Computer Science	Computer Science	Computer Science ATAR

VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE I IN BUSINESS

This course is a foundation program to introduce students to the skills required to complete a Certificate. Its focus is on work readiness, and in particular, personal presentation.

Students study Work Health and Safety; create resumes and explore career pathways as well as produce word-processed documents and learn how to use business equipment. Finally, they study communication at work and how to go about completing tasks in a workplace.

Students who complete the Certificate I requirements quickly and competently can then move onto the Certificate II in Business in the same year and fast track themselves for Senior School.

CERTIFICATE II IN BUSINESS

Come and learn the basics about the business world while also gaining a head start for Years 11 and 12!

Students taking this course will learn some basic business essentials before taking part in a coffee business based in the college. The barista qualifications alone will be useful for gaining employment.

Completing a Certificate II in Business in Year 10 gives students a head start. A Certificate II is a requirement for the Western Australian Certificate of Education (WACE), the essential qualification for a student leaving school in Year 12. If students complete this qualification in Year 10, they can use the time in Senior School for doing another Certificate or an extra ATAR subject.

STANDARD COURSE

The Standard Course is designed to provide students with a well-rounded education without including the high cost electives. Year 8, 9 and 10 students take part in a selection from the following.

DESIGN & TECHNOLOGY

Small projects and skill development exercises will form the basis of practical work. Further aspects of work/study will direct the student to solving set design problems and communication ideas in a graphical sense. The study of both man-made and natural materials used in the furniture industry will be researched. A study of the timber industry in the South West of Western Australia will cover timber milling, conversion of logs and sustaining the forest ecology.

DRAMA

Students are encouraged to continue their studies in drama in order to develop an extended range of skills and knowledge in the subject. In Year 9 students will review, refine and extend the skills and understandings that began in Year 8. In Year 10 students will review, refine and extend the skills and understandings that began in Year 9.

FOOD

Students will view demonstrations of practical recipe preparation by the teacher and enjoy sample tastings. They will be given opportunity to produce a food product in class as a requirement of the assessment task whereby students work through the technology process and demonstrate their use of food as a material. The Technology & Enterprise outcomes will also be addressed through observation and in a written manner. Students will not be involved in weekly food preparation lessons.

TEXTILES

Students will be provided with the materials for a simple practical project to develop a basic level of skill with the sewing machine and overlocker. If students are to engage in any subsequent practical projects, they will need to supply all materials themselves, and will be required to learn about and demonstrate their understanding of concepts in writing as well as through other strategies.

VISUAL ART

Visual Art outcomes are met through students engaging in tasks which provide them with opportunities to develop some skills and techniques, communicate ideas, respond and reflect and understand the role of the arts in society. Tasks typically might involve drawing and design concentrating on pencil technique. Study and analysis is also an important part of the course.

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 covers the basic cost of providing an education to meet the requirements of the Curriculum Framework (Standard Course – Contributions).
- Extra cost options attract additional costs (ie consumables, external venues and coaches etc).
- Students enrolling in the extra cost options are required to pay a deposit of \$60 (this amount will be deducted from the 2017 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 2017**. Failure to do so will result in students being withdrawn from the 2017 extra cost option course.
- Students enrolled in Specialist Programs are required to pay the charges **in full by 31 October 2016**. Failure to do so will result in students being withdrawn from the 2017 Specialist Program course.
- Approved Voluntary Requests for 2017 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 2016 detailing amounts due together with details of anticipated excursion costs.

The college offers a variety of payment options including EFTPOS, credit card facilities, Centrelink payments, direct debit and BPAY. The college also offers time payment on application through the school's Business Manager.

Students are required to provide items for personal use, ie 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.
- **Secondary Assistance Scheme** (Clothing) (\$115). Application should be made through the Business Manager 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)

ELECTIVES YEAR 8

THE ARTS	
Dance	\$78
Drama	\$30
Media Studies	\$38
Music*	\$44
Music, Instrumental*	\$56
Visual Art	\$80
PHYSICAL EDUCATION	
Cricket*	\$484
Football Studies	\$22
Netball*	\$340
Tennis*	\$263
TECHNOLOGY & ENTERPRISE	
Materials Technology	\$84
Design and Technology	\$38
Digital Technology	\$18
Computer Science	\$20
STEM	\$18
<i>* Specialist Program</i>	

ELECTIVES YEAR 9

THE ARTS	
Dance	\$78
Dance Dynamic**	\$39**
Drama	\$50
Media Studies	\$38
Music*	\$44
Music, Instrumental*	\$56
Theatre**	\$25**
Visual Art	\$40
LOTE (Languages other than English)	
Italian	\$30
Japanese	\$70
PHYSICAL EDUCATION	
Cricket*	\$484
Football Studies	\$22
Netball*	\$340
Tennis*	\$263
TECHNOLOGY & ENTERPRISE	
Home Economics	
Child Care	\$78
Craft and Clothing	\$64
Food for Life	\$106
Food Matters**	\$53**
Design and Technology	
Computer Design and Engineering	\$32
Engineering**	\$44**
Jewellery	\$108
Metals and Motion	\$96
Woodwork	\$88
Information Technology	
Computer Science	\$34
Digital Technology	\$18
<i>* Specialist Program</i> <i>** One Semester Only.</i>	

ELECTIVES YEAR 10

THE ARTS	
Dance	\$78
Drama	\$62
Media Studies	\$38
Music*	\$44
Music, Instrumental	\$56
Visual Art	\$54
LOTE (Languages other than English)	
Italian	\$26
Japanese	\$70
PHYSICAL EDUCATION	
Cricket*	\$539
Football Studies	\$22
Netball*	\$340
Sports Science	\$20
Tennis*	\$263
TECHNOLOGY & ENTERPRISE	
Home Economics	
Child Development	\$79
Social Food	\$106
Textile Creations	\$82
Design and Technology	
Computer Design and Engineering	\$32
Jewellery	\$128
Metals and Motion	\$120
Woodwork	\$88
Information Technology	
Computer Science	\$54
Digital Technology	\$18
OTHER	
Certificate I in Business	\$54
<i>* Specialist Program</i>	

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

STANDARD COURSE AND CONTRIBUTIONS

YEAR 8	
Mathematics	\$27
Science	\$27
English	\$27
Humanities & Social Science	\$27
Health	\$9
LOTE	\$15
Physical Education	\$16
Design & Technology	\$24
Drama	\$15
Materials Technology	\$30
Visual Art	\$18

YEAR 9	
Mathematics	\$30
Science	\$30
English	\$30
Humanities & Social Science	\$30
Health	\$9
Physical Education	\$16
Design & Technology	\$15
Drama	\$15
Food for Life	\$30
Craft and Clothing	\$15
Visual Art	\$15

YEAR 10	
Mathematics	\$30
Science	\$30
English	\$30
Humanities & Social Science	\$30
Health	\$9
Physical Education	\$16
Design & Technology	\$15
Drama	\$15
Social Food	\$30
Textile Creations	\$15
Visual Art	\$15