Southern Cross Grammar

Years 5 – 9 Middle School

Handbook 2018

See What's Possible...

CONTENTS

INTRODUCTION

Middle School is a time for students to experiment and try different subjects before planning their pathways for the senior years and beyond. It is a time to explore areas of passion and interest. With the pathways into the world beyond secondary school like never before, and changing at a very rapid rate, students are encouraged to consider options they may find useful in the future.

Within our offerings and programs there is a strong emphasis on catering for individual student interest and ability. As the students move up through the school, the options increase and students are able to choose pathways tailored to their level and their interests. A broad compulsory program in Years 5-7 leads on to various elective choices in Year 8 and even more diversity in Year 9 prior to students entering the Senior School in Year 10.

The academic programs for the Middle School students i.e. Years 5-9, are contained in this booklet, together with a description of each core and elective subject. Hopefully this information will be of assistance as the students go through the important process of choosing their electives. The pathways of these subjects into the Senior School appendix are also included at the end of this booklet to assist with future planning.

Julie Baud
Deputy Principal
Teaching & Learning

Andrew Ponsford
Principal

STAFF CONTACTS

Students should speak with the following teachers to learn more about the different subjects listed in this Handbook.

Subjects	Staff Member
Business Studies	Ms Sarah van der Westhuizen
Chinese	Ms Shirley Wu
Digital Technologies	Mr Rajnesh Ram
Drama	Mr Lincoln Busby
English	Ms Rebecca Boulton
Food Technology	Ms Jane Barnes and Ms Jade Panozzo
Humanities	Ms Sarah van der Westhuizen
Mathematics	Ms Rose Shamoail and Ms Sarah Bagci
Music	Mr Robert Graham
Outdoor Education	Mr Joshua Newman
Robotics	Mr Rajnesh Ram
Science	Mr Dipesh Vadher
Visual Arts	Ms Jane Barnes

YEAR 5 AND YEAR 6

As per the Victorian Curriculum, Year 5 and Year 6 students currently study the subjects in the table below, all full year subjects. Digital Technologies is incorporated into a range of Learning Areas rather than being a stand-alone subject.

SUBJECT	CORE/SPECIALIST	FULL/HALF YEAR
English	Core	Full
Mathematics	Core	Full
Science	Core	Full
Humanities	Core	Full
Health/Physical Education	Specialist	Full
Positive Education	Specialist	Full
Chinese	Specialist	Full
Music	Specialist	Full
Visual Arts	Specialist	Full

YEAR 7

In Year 7 all students study a broad compulsory curriculum that incorporates all Learning Areas from the Victorian Curriculum. The majority are full year subjects, with Music, Drama, Visual Arts and Food Technology studied for one semester only.

SUBJECT	FULL/HALF YEAR
English	Full
Mathematics	Full
Science	Full
Humanities	Full
Health/Physical Education	Full
Chinese	Full
Digital Technologies	Full
Music	Half
Visual Arts	Half
Food Technology	Half
Drama	Half

YEAR 7 SUBJECTS

CHINESE

Students will develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. Students will be immersed in the sights and sounds of Chinese. They will develop oral language through active listening, observing interactions between native speakers, and using the spoken language for a range of purposes. They will use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

DRAMA

Year 7 Drama introduces the students to the skills of mime, sound and improvisation. Students explore and develop these skills in a series of workshops that culminate in the presentation of polished performance pieces. Students will use stimuli from a range of cultures as well as personal experience. Self-analysis and the analysis of professionals are completed in written form. The course also focuses on developing students' self-confidence and teamwork skills.

ENGLISH

In Year 7 the focus is on establishing a solid foundation for success in English at both this level and beyond. During the course of the year students will engage with a variety of texts for enjoyment and academic stimulation, inclusive of texts which communicate via multimodal means. Students will be challenged to adapt to new writing styles and to utilise increasingly sophisticated techniques to support and substantiate their ideas by way of incorporating relevant textual evidence. Students will be challenged to produce a range of written work in response to these texts, including imaginative, informative, persuasive and analytical pieces. Students will also reinforce and refine their oral communication skills by way of regular classroom discussion and numerous formal presentation opportunities in front of their peers.

HEALTH AND PHYSICAL EDUCATION

The curriculum for Health and Physical Education is designed around the elements of moving our body, understanding movement and learning through movement. Students complete a beep test, a push up and sit up test, to help evaluate their fitness levels, with subsequent sessions focused on improving aerobic levels. The school's Athletics and Cross Country Carnivals act as a conclusion to the first half of the year with a range of sports covered in Semester 2 unit. Students also complete Health units based on the topics of bullying, resilience and goal setting.

HUMANITIES - GEOGRAPHY

Students undertake a study of Geography by focusing on two units: 'Water in the World' and 'Place and Liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. Students examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

'Place and Liveability' focuses on the concept of place through an investigation of liveability. Students examine factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

HUMANITIES - HISTORY

During Semester 2, students undertake a study of Ancient History by focusing on three units: 'Ancient Australia', 'Ancient China' and 'Ancient Rome'.
'Ancient Australia' focuses on Australia's Ancient past and its rich archaeological history. Students investigate a historical mystery, in which they analyse artefacts and interpret evidence. In doing so, students will develop critical thinking skills.
'Ancient China' examines the ways in which Chinese society developed from the Ancient period. Students examine the influence of geography in settlement patterns in the region and investigate some of the key achievements and inventions that are integral to our world today.
During the 'Ancient Rome' unit, students' analytical skills are further developed by examining the ancient remains of Pompeii. Students develop questions, identify and analyse primary sources in order to create an informative documentary on an aspect of Rome they consider interesting.

MATHEMATICS

In Year 7 Mathematics, students are given opportunities to develop their proficiency in Understanding, Fluency, Problem Solving and Reasoning. Topics include Number and Algebra, Measurement and Geometry, and Statistics and Probability. Tasks include describing patterns with whole numbers, recognizing commonalities between fractions, decimals, percentages and ratios and formulating and solving authentic problems using numbers and measurement.

MUSIC

Students participate in a range of learning activities to develop their skills and knowledge of instrumental technique, ensemble performance, composition and musical analysis.
They rehearse and perform a broad variety of repertoire on a range of instruments in a solo and ensemble setting. They analyse and discuss the features of pre-recorded music and experiment with musical elements to improvise and compose.

DIGITAL TECHNOLOGIES

The course commences with a brief introduction to cybersafe practices. The digital technologies course consists of four major topics including Coding, Networks, Data and Design and Digital production. Basic components of the Scratch coding platform are introduced in Year 7 and more analytical coding programs are assigned as the course proceeds. Basic components of networks are introduced and students are taught basic data collection and presentation methods. Projects that require the use of green screens for digital production are also included in the course.

SCIENCE

Students discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They identify and classify living things and explain how living organisms can be classified. They predict the effect of environmental changes on the relationships between organisms in a food web and also model how the relative positions of the Earth, Sun and Moon affect phenomena on Earth.
Students plan experiments, summarise data, construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions.
Students also, compare and explain the physical and chemical properties and behaviours of substances and describe and apply techniques to separate pure substances from mixtures. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion.

VISUAL ARTS

The Visual Arts course aims to develop students' ability to communicate and express their ideas. Students explore a variety of world artists learning about cultural influences and develop a variety of art making skills, techniques and processes in order to create works that exhibit a personal response.
Students engage in the design process of exploring, discovering, researching, generating, refining and presenting. This methodical approach allows students to develop 21st century transferable skills such as communication, organisation, planning, problem solving, initiative and enterprise, as well as a design thinking mindset. Learning Activities include a charcoal self-portrait, graffiti name using digital methods, architectural drawing using watercolour and fine liner and a mosaic tile.

YEAR 8

Year 8 students study 6 compulsory core subjects and have the opportunity to study 2 electives per semester from those listed in the table below.

SUBJECT	CORE/ELECTIVE	FULL/HALF YEAR
English	Core	Full
Mathematics	Core	Full
Science	Core	Full
Humanities	Core	Full
Health/Physical Education	Core	Full
New Generation Learning (NGL)	Core	Full
Chinese	Elective	Half
Digital Technologies	Elective	Full
Fitness	Elective	Half
Performing Arts	Elective	Half
Visual Arts	Elective	Half
Food Technology	Elective	Half
Outdoor Education	Elective	Half
Robotics	Elective	Half

YEAR 8 SUBJECTS

CHINESE

Students explore the Chinese language system, which students will draw upon to communicate their own ideas and engage with others. Students accomplish a higher level of active use of spoken than written language. They also translate simple texts from Chinese to English and vice versa; identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation. They will be aware that literal translation between languages is not always possible and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

ENGLISH

Students are challenged to extend their thinking about texts by analysing them to a deeper level and to consistently support their ideas with relevant textual evidence. Texts specifically explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of different perspectives. Students develop their analysis skills further, becoming able to coherently explain how language features, how images and vocabulary can be used to represent different ideas and issues and how these can be used to position the reader. Students will also focus on the further refinement of their oral communication skills, with the preparation and delivery of formal oral presentations.

FITNESS

Students are introduced to the concept of fitness; exploring its meaning and its contribution to health and well-being. Students learn about the many benefits of being physically fit, including healthy growth and development, a reduction in levels of obesity, strong bones and muscles and opportunities to make friends and enhance self-esteem. Students also explore how children and adolescents can improve their fitness and participate in a range of activities that can improve fitness levels for these age groups.

FOOD TECHNOLOGY

Students explore healthy eating food models, breakfast habits of adolescents and the factors that influence people's food choice. Students are introduced to the nutrients present in foods, the importance of a nutritious diet and the importance of a daily breakfast regime. Assessments are based on observation of the products produced, group participation, workbook completion, assignment and evaluation tasks. Examples of recipes used include apple and sultana crumble, oriental chicken kebabs, zucchini and beef burgers, breakfast burritos and chocolate self-saucing pudding. Students are required to evaluate the quality of their dishes and the effectiveness of their cooking and cleanliness.

HEALTH AND PHYSICAL EDUCATION

Physical Education focuses on the elements of moving the body, understanding movement and learning through movement. Fitness is emphasized throughout the semester with students participating in activities designed to challenge and increase personal cardiovascular fitness levels. Students are also given the opportunity to practice gross motor skills through participation in a number of sports and games such as Soccer, Football, Touch Football, Basketball, Netball, and Volleyball. During Health classes, students consolidate their knowledge of the different elements of a healthy life and lifestyle and are introduced to strategies to help manage changes in lifestyle as they progress towards adulthood.

HUMANITIES - GEOGRAPHY

During Semester 1, students undertake a study of Geography by focusing on two units: 'Landforms and landscapes' and 'Changing Nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation and draws on a study of a country of the Asian region to show how urbanisation changes the economies and societies of low- and middle-income countries.

HUMANITIES - HISTORY

During Semester 2, students undertake a study of Medieval History focusing on three units: 'Medieval Europe', 'Mongol Invasions' and 'The Spanish Conquest'. 'Medieval Europe' focuses on the different social structures that emerged in Europe after the fall of the Roman Empire. They develop an understanding of the major influences from the time period including the impact of the Black Death. The legacy of Genghis Khan is investigated during the 'Mongol Invasions' unit. Students examine the reasons for the rise in the power of the Mongols during the Medieval period and consider the negative and positive impact of the Khanate. The Spanish Conquest of the Americas', cause and effect is a major conceptual component, as students examine the major civilizations of this time period (Mayan, Incan and Aztec) in order to understand the consequences of the Spanish arrival on these cultures.

MATHEMATICS

In Year 8 Mathematics, topics covered include: Financial Mathematics, Pythagoras' Theorem, Index Laws and Properties, Algebra, Linear and Non-Linear Relationships, Trigonometry, Volume of Cylinders and Prisms, Back-to-back Stem and Leaf Plots. Students also compare Mean, Median and Range, and Probabilities of Events.

PERFORMING ARTS

In Performing Arts, students participate in a range of learning activities in the disciplines of Music and Drama. In Music, students analyse, rehearse and perform repertoire from a variety of genres to audiences in different settings and contexts. They experiment with the musical elements through creating and arranging music. In Drama, students develop their skills in dramatic performance for film and television, focusing on the effective use of their expressive skills. They prepare short scenes to consolidate their understanding of the concepts taught.

NEW GENERATION LEARNING

New Generation Learning is dedicated to teaching students the transferable skills needed for when they enter the world beyond Southern Cross Grammar. The course aims to empower students to become self-directed and life-long learners, fostering successful, healthy, resilient, socially responsible and compassionate global citizens who explore their strengths, talents and passions through a variety of diverse activities. Students develop transferable skills by engaging in activities around mindfulness, ecological footprints, study skills, dance and performance. Students also engage in a range of activities that ignite their creativity and use their imagination in order to think entrepreneurially.

OUTDOOR EDUCATION

Students learn about ecosystems and the 'earth system' through a number of research tasks. There is a considerable focus on the local environment and how humans interact and understand their surroundings. The students are challenged to grasp and understand the organisation of an outdoor expedition by constructing their own desired experience through presenting a risk assessment, trip outline, equipment and food lists, travel plan and a full itinerary of the experience. The final area of study is centered around 'Adventure Sports' and how adrenaline impacts the body.

ROBOTICS AND ENGINEERING

This course introduces students to the EV3 robotics hardware and software. The course commences with building and programming simple robots and allowing the students to refine their planning and analytical skills. More dynamic projects are added as the course proceeds to ensure that students understand the concepts being taught through a STEM perspective. The assessments in this course are mostly practical based.

SCIENCE

Students analyse the relationship between structure and function at cell, organ and body system levels, compare processes of rock formation, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students also investigate different forms of energy, use examples to illustrate how light forms images, use a wave model to explain the properties of sound and provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. Planning experiments is a key component of the course as is analysing data and developing findings.

DIGITAL TECHNOLOGIES

The course commences with a brief introduction to cybersafe practices. The digital technologies course consists of 4 major topics including Coding, Networks, Data and Design and Digital production. Students are assigned a folio of coding activities for the Scratch software, including game making. The course also introduces the function of networks and formatting spreadsheets. Digital production concepts such as stop motion are implemented in the course.

VISUAL ARTS

The Visual Arts curriculum aims to develop students' conceptual and perceptual ideas and expressions through design and inquiry processes, facilitating the development of 21st century transferable skills. Students' confidence, curiosity and imagination are fostered through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating. Learning activities are also designed to give students the opportunity to develop a variety of visual arts techniques, materials and processes. Learning activities include an imaginative drawing, an observational drawing, a three-dimensional sculpture and an acrylic painting.

YEAR 9

In Year 9 there are compulsory core subjects all students must study for the whole year. Then there is the opportunity to choose 2 electives per semester from the list below.

SUBJECT	CORE/ELECTIVE	FULL/HALF YEAR
English	Core	Full
Mathematics	Core	Full
Science	Core	Full
Humanities	Core	Full
Health/Physical Education	Core	Full
Design Thinking	Core	Full
Chinese	Elective	Full
Digital Technologies	Elective	Half
Music	Elective	Half
Drama	Elective	Half
Visual Arts	Elective	Half
Food Technology	Elective	Half
Outdoor Education	Elective	Half
Robotics/Engineering	Elective	Half
Fitness	Elective	Half
Business Studies	Elective	Half
VCD (Visual Comm Design)	Elective	Half
Forensic Science	Elective	Half

YEAR 9 SUBJECTS

BUSINESS STUDIES

The Business Studies elective focuses on three units: 'Risky Business', 'Work Futures' and 'The Australian Economy'. In the 'Risky Business' unit, students track the success of companies on the share market in order to explain the importance of managing financial risk. They then analyse the success of the different strategies that may be used in order to maximise their successes and mitigate their losses.
Students examine the changing face of the work environment in the 'Work Futures' unit. They analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Australia's role in the global economy is investigated through the analysis of key economic performance indicators such as GDP. Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured.

CHINESE

Students will reflect on their understanding of, and responses to, their experiences when communicating across cultures. They will work collaboratively to exchange information and ideas and to share their experiences with other Chinese speakers. Students will analyse how messages are conveyed across languages and apply their skills in moving between languages and cultures. Classroom discussions will focus on exploring and extending learners' understanding of contexts and audiences to enhance their personal communication skills.

DRAMA

Year 9 Drama introduces the students to expressive skills and a range of performance styles. Students experiment with theatrical conventions from a number of theatre practitioners. Students will use stimuli to create a group devised performance to be performed in front of an audience. The course also focuses on developing students' self-confidence and teamwork work skills. Self-evaluations will be completed in written form.

ENGLISH

At the Year 9 level students are exposed to literary texts that both support and extend their development as increasingly independent, critical readers. The texts selected contain complex, challenging and unpredictable plot sequences that serve multiple purposes and explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings. Students also explore various types of media texts in increasing depth, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts. They draft, edit and publish persuasive, imaginative, informative and analytical responses and are provided with opportunities to present their formal and informal work in both written and oral formats.

FITNESS

Students undertake an intensive fitness unit designed to enhance their understanding of health, fitness and wellbeing. Students run a training session for the class focusing on a specific sport. They learn the requirements and benefits of officiating in sports and develop an individual fitness training program to improve their own personal fitness. Areas of study include fitness components, training principles and training methods.

FOOD TECHNOLOGY

Throughout the Year 9 Food Technology course students engage in practical cooking sessions, as well as theory based lessons. The curriculum focus is aimed at offering students with new and innovative ways to cook a variety of foods, and present food within a 21st Century online platform.
Within the theory lessons students develop an understanding of food safety and hygiene, nutrition, energy and nutrients, influences of food choices based on age, religion, social media, peer pressure, social traits of the community, as well as marketing techniques for promoting specific foods and recipes. Students are exposed to leading research regarding advertising campaigns and nutritional value of perceived 'healthy' foods. This exposure is to promote students' thinking around the daily food choices they make related to personal health.

HEALTH AND PHYSICAL EDUCATION

The curriculum for Health and Physical Education is designed and constructed around the elements of moving our body, understanding movement and learning through movement. Students partake in a variety of individual and team units including; Netball, Basketball, Soccer, European Handball and Fitness. Students develop an understanding of the importance of physical fitness and learn various training methods during theory classes. Athletics and Cross Country are a key component with the focus being on trying to increase fitness to allow maximum participation without undue fatigue. During theory classes, students explore a range of topics relating to relationships, fertility, body image, decision making and consent.

HUMANITIES - GEOGRAPHY

During Semester 1, students undertake a study of Geography by focusing on two units: 'Biomes and food security' and 'Geographies of interconnection'.
'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production, including their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

HUMANITIES - HISTORY

During Semester 2, students undertake a study of History by focusing on three units: 'The Industrial Revolution', 'Making a Nation' and 'World War One'. In the first study, students examine how and why the Industrial Revolution began in Britain and the major short-term and long-term impacts of this development.
'Making a Nation' examines Australia from colonial times to federation. Students investigate a significant individual who shaped Australia during this period.
An in-depth investigation into 'World War One', challenges students to consider the main reasons for the outbreak of war and some of the impacts and legacies which are seen in our society today. Students gain an insight into the lives of the soldiers and consider multiple perspectives of the Gallipoli campaigns.

MATHEMATICS

The wide range of topics in the course include simple and compound interest integer indices. Students expand algebraic expressions using the distributive law including binomial expressions. They also study Measurement and Geometry. Measurement involving composite shapes, surface area and volume, Pythagoras' Theorem and trigonometry and statistics and probability.
Students learn to construct back-to-back stem-and-leaf plots with and without the use of digital technology. They also identify the mean and median in skewed, symmetric and bi-modal displays. They calculate relative frequencies to estimate probabilities and list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

MUSIC

In Year 9, students participate in a range of learning activities to refine their skills and knowledge of musical performance, composition and analysis. They perform music from various genres and cultures on a chosen instrument or voice and develop a personal sense of expression. Students analyse a range of music to explore different viewpoints and enrich their own music-making. They manipulate the musical elements to develop compositions and improvisations.

OUTDOOR EDUCATION

Students are introduced to Outdoor Education through exploring and grasping understandings of specific types of outdoor environments. Students also are able to participate in outdoor experiences such as rock climbing. Students are actively engaged in leadership and teamwork activities to further their personal development and to effectively work in group situations. Students learn about the technology within expedition based equipment as well as all the required components to planning an extended fieldwork experience. Students are then able to partake in a planned fieldwork experience to make strong links and connections to the course work.

ROBOTICS AND ENGINEERING

Students to test their analytical skills through a series of robotics and engineering projects. Use of various sensors is incorporated within the programming of the robots. Students are required to use various logics within their coding of the robots. The course offers various robotics projects that are closely related to real life use of robots. This course also introduces the students to some basic concepts in Electrical and Structural Engineering. Several projects that incorporate the use of electrical and electronic laws are implemented in this course. The assessments in this course are mostly practical based.

DIGITAL TECHNOLOGIES

The course commences with a brief introduction to cybersafe practices. There are four major topics including Coding, Networks, Data and Design and Digital production. Students are assigned a challenging folio of coding activities for Scratch platform, after which the Python coding language is introduced. Students are also introduced to the aspects of fibre optics being utilized in networks, particularly the NBN network. The Data component of the course will introduce students to Access and in the Digital production component the students will be introduced to 3D printing.

SCIENCE

Students predict how future applications of science and technology may affect people's lives and analyse biological systems. Students develop questions and hypotheses that can be investigated using a range of inquiry skills. By the end of Semester 2, and explain the concept of energy conservation and model energy transfer and transformation within systems. Students also use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion, explain natural radioactivity in terms of atoms and energy change, explain how different factors influence the rate of reactions and use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.

FORENSIC SCIENCE

Students learn how to protect a crime scene and vital evidence, through analysis and hands-on activities including, mock crime scenes and reopening crime scene investigations. Key experimental techniques which are developed included are Finger printing, casting, blood analysis, ballistics and chemical analysis.

VISUAL ARTS

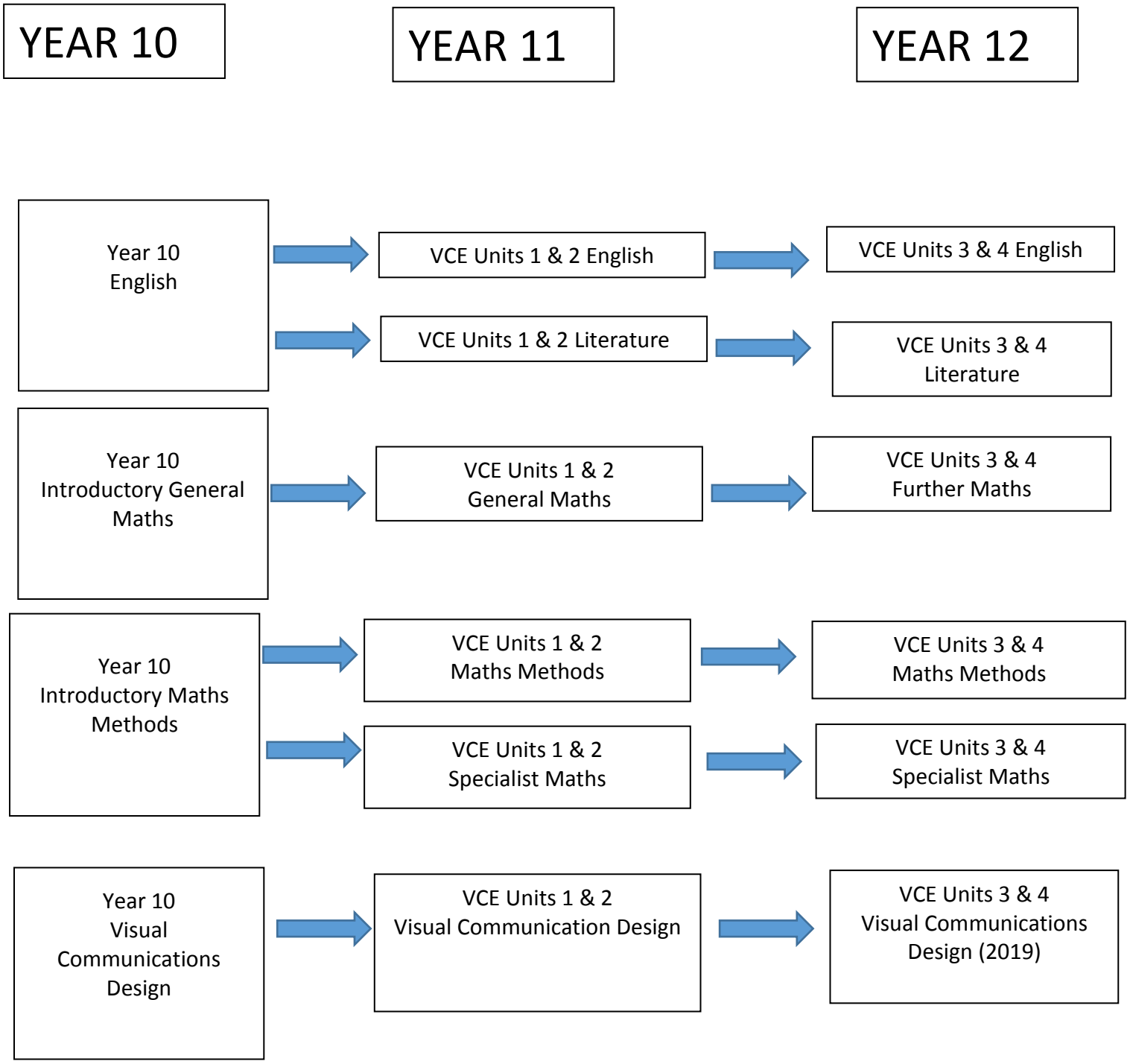
The Visual Arts curriculum is designed to foster creative, critical and reflective thinking techniques through the exploration of contemporary and traditional art forms.
Students approach each task following the design process; a methodical approach to discovering, researching, generating, refining and presenting artistic concepts that develop key art making skills and techniques. Students are given the opportunity to respond to set tasks in a way that exhibits a personal style. Tasks include a Mandala fine liner drawing, a watercolour portrait and a Pop-Art celebrity painting.

YEAR 9 VISUAL COMMUNICATION DESIGN

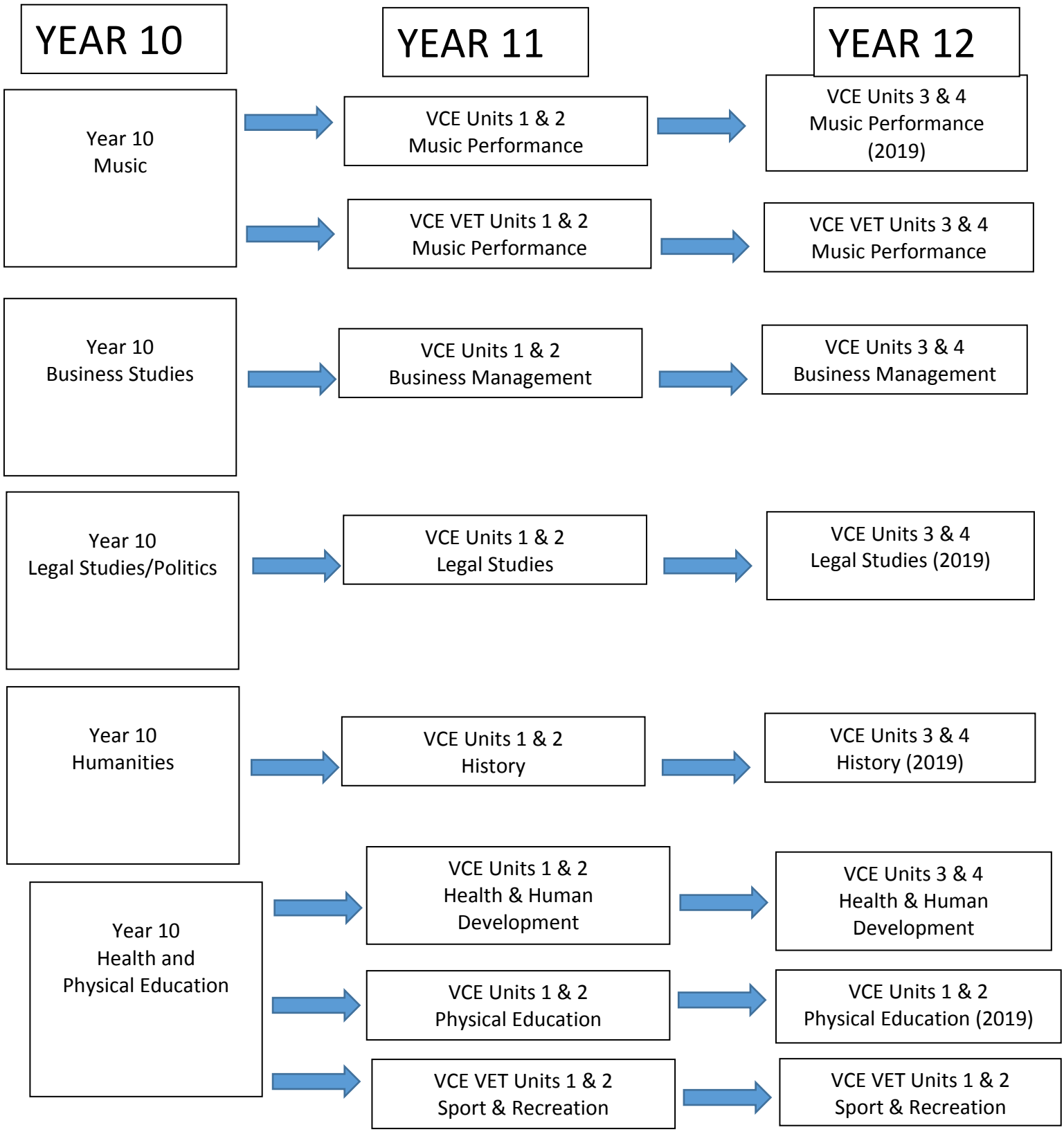
Within the Year 9 Visual Communication Design Course, students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.
Students approach each task by engaging in the design process; a methodical approach that develops creative, critical and reflecting thinking. Students learn how to represent three-dimensional forms using technical drawing systems, explore logo, surface and clothing design, as well as being introduced to aspects of architecture and interior design.

APPENDIX

PATHWAYS INTO THE SENIOR SCHOOL



PATHWAYS INTO THE SENIOR SCHOOL



PATHWAYS INTO THE SENIOR SCHOOL