Dear Students

This booklet identifies the subject choices available to you at Dongara District High School in Years 8, 9 and 10 for 2013. We have provided you with the information for the three lower secondary years together to make it easier for you to plan ahead. You can make your choices for study in 2013 whilst also considering what opportunities there may be in future years.

You will be required to study courses from each learning area (with the exception of LOTE) as you make your way through Year 8, 9 or 10. Your range of choice within and between the learning areas increases after Year 8.

If you are entering Year 10 your choice of subjects becomes more important in relation to the course that you might want to follow in Year 11 and you are encouraged to speak with your course teachers and/or Mrs Pulbrook.

Please use this handbook to help select a course which best meets your needs and supports your future aspirations.

On behalf of the school community, I wish you all the best for your studies throughout 2013.

Janine Calver
Principal
Dongara DHS delivers a teaching and learning program to Year 8, 9 and 10 students following the Curriculum Framework and the Australian Curriculum. The Curriculum Framework sets out learning outcomes that describe what all students should know, understand, value and be able to do as a result of their learning in school. The curriculum provided at Dongara DHS is balanced and challenges students to achieve the outcomes described in the Curriculum Framework. In 2013, students will undertake studies in the Phase One Subjects of the Australian Curriculum beginning with English, Mathematics, Science and History. The Australian Curriculum will provide a greater consistency across Australia for our students and teachers. The Curriculum Framework aligns well with the National Curriculum and we should see a smooth transition for our students.

The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling and is the foundation for high quality teaching to meet the needs of all Australian students.

The Australian Curriculum includes seven general capabilities:

- **Literacy**
- **Numeracy**
- **Information and communication technology (ICT)**
- **Critical and creative thinking**
- **Personal and social capability**
- **Ethical behaviour**
- **Intercultural understanding**.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

2013 Learning Areas

The Arts
English
Health and Physical Education
History/Society and Environment
LOTE-Yr 8
Mathematics
Science
Technology and Enterprise

What happens at Dongara DHS?

Each year, students study subjects from each of the eight learning areas (LOTE via on-line learning on request or as an elective in year 8). In years 8-10 the learning areas of English/S&E and Maths/Science will be delivered via two pathways being Mainstream and Academic Extension. In Year 10 students have the option of the Mainstream or Vocational pathway. The amount of time a student spends studying each subject depends upon the requirements of the particular program of study.

**Year 8 and 9:** Students will be allocated classes in English/S&E and Maths/Science with a focus on catering for their academic learning needs. Each subject will have a mainstream and extension class with students able to move between these classes on a needs basis as identified by their teacher.

**Year 10:** Students have the option of a mainstream or vocational pathway.

**Year 8 Electives:** Students have the option of selecting one of four elective subjects available as year long modules.

**Year 9 and Year 10 Mainstream Pathway Electives:** Students will participate in three electives each semester (six over the year). Students must select at least one elective from the Arts learning area over the year.

**Year 10 Vocational Pathway Electives:** Students will participate in two electives each semester (four over the year). Students must select at least one elective from the Arts learning area over the year.

**Gifted and Talented Education (GATE)**

All students who have been accepted into a GATE program will have access to the GATE program via on-line learning with our partner school in Perth. School of Isolated and Distance Education (S.I.D.E)

Students who are targeted as achieving far above their year level, have the opportunity to complete a subject through SIDE. Students are expected to be independent and mature students. Please speak to the Curriculum Manager for further information.

**Reporting to Parents /Carers**

Dongara DHS teachers use many formal and informal methods to report student progress and achievement during the school year. Twice a year, each student will receive a Department of Education formal report which will detail a student’s progress and achievement reported as A, B, C, D or E. In addition to the formal reports, Year 9 students will receive a copy of their NAPLAN and WAMSE results.

Where can you find further information?

Year 10 Vocational Education and Training (VET)

Dongara District High School provides courses that include industry standard training and recognition. The major part of these courses remain as general education. As a result, students will be able to leave the school, either well-equipped to seek employment or with credits towards a nationally accredited industry qualification that will be of assistance in further study at a State Training Provider (TAFE) or a university.

The key principles in VET programs are:

- The use of nationally accredited training packages. These are sets of nationally endorsed industry standards that include Units of Competency which describe the skills and knowledge needed to perform effectively in the workplace.
- On-the-job training in some of the skills included in the training packages. At Dongara DHS on-the-job training is called Workplace Learning.
- The inclusion of industry national competencies into the learning program for students is done in two ways. The first is to deliver these competencies as ‘stand-alone’ which give points toward Western Australian Certificate of Education (WACE) and the second is to ‘embed’ these competencies into WACE courses and endorsed programs so that students can satisfy the requirements for the achievement of nationally accredited certificate courses as well as the WACE. In this way successful students achieve credit in both the secondary education system (WACE) and the industry training system for the same learning.

The VET program also includes:

- Studies in Career Education with a focus on personal management, work exploration and career building opportunities for students incorporating school based activities and assistance from external agencies, community organisations and local businesses; and
- Work readiness (incorporating employability skills) in preparation for Work Experience work placements (1 week block each in Terms 1 & 2) and Workplace Learning (1 day/week in Terms 3 & 4).

More information is available further in this Curriculum Guide.
ENGLISH

LOWER SCHOOL OVERVIEW

_Students who read widely experience the most success in English!_

**Year 8**
Students will comprehend, create, evaluate and explicitly discuss a range of literary, informative and persuasive texts. Students’ interactions with others involve recognising the ways in which readers, viewers and listeners can be positioned in relation to particular views and opinions. Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts which include ideas involving a greater level of abstraction with layering of meaning such as satire and humour.

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- Self and Autobiography
- Novel & Film Studies
- Themes, e.g. Mysterious Happenings, Fantasy Fiction
- Expositions & Persuasive texts
- Storytelling & Narrative
- The Writing Process and Research Procedures

There is also the opportunity for students to be involved in an Extension English program throughout the year.

**Year 9**
Students will learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Students will be given the opportunity to improve and demonstrate their ability in this subject area through the study of various forms of texts (non-fiction & fiction), films, videos & television, poetry and drama. Students will study writing and speaking for different purposes and audiences. Students will also look at the conventions of Standard Australian English.

Different topics will be used to develop student enjoyment of English and to facilitate student learning, these may include:

- Biography
- Novel & Film Studies
- Advertising
- Visual Texts eg, Graphic novels, Comics and Cartoons
- Expositions & Persuasive texts
- Persuasive Writing
- Essay Writing - Research & The Inquiry Process
**Year 10**
In Year 10 students will be placed in an appropriate pathway, either mainstream or vocational. The mainstream pathway will provide students with the background for success in Year 11 and 12 English by starting the senior school Courses of Study English program one year early. Students selected for the vocational pathway will work through an English program with a focus on preparing them for employment.

**English - Course of Study 1A and 1B**
In 2012, students have the opportunity to begin their journey towards achieving the English component in gaining Secondary Graduation. In this subject, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Students will be given the opportunity to improve and demonstrate their ability in this subject area through the study of various forms of texts (non-fiction & fiction), films, videos & television, poetry and drama. Students will study writing and speaking for different purposes and audiences. Students will also look at the conventions of Standard Australian English.

Different topics will be used to develop student enjoyment of English and to facilitate student learning. These may include:

- Focus on Identity
- Literature Studies
- Film Studies
- Australian Life
- Aboriginal Culture

**Vocational English**
In this subject, students learn about the English language: how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.

Students will be given the opportunity to improve and demonstrate their ability in this subject area through workplace texts plus the study of other texts relevant to contemporary life in Australia. Students will study writing and speaking for different purposes and audiences. Students will also look at the conventions of Standard Australian English.
LOWER SCHOOL OVERVIEW

The mathematics learning area is organised within four proficiency strands and three content strands:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Year 8:
Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations and their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.
Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.
Problem Solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.
Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Year 9:
Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles.
Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.
Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear-Graphs
Year 10:
Understanding includes applying the four operations to algebraic using a range of strategies to solve equations and using calculations to investigate the shape of data sets.
Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.
Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

The year 10 students will be offered a choice of two pathways. The mainstream pathway (outlined above) or the vocational pathway in which they are enrolled in Stage 1A Mathematics which a Year 11 Course of Study leading towards the accumulation of WACE points for high school graduation. This subject will have a focus on Mathematics for work readiness.

All secondary students must have a calculator. The brand and model most suited to classroom use will be advised through the book list.
SCIENCE

LOWER SCHOOL OVERVIEW

Science is divided into three broad strands. The curriculum strand is called Science Understanding and incorporates four curriculum areas: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. The Science Inquiry Skills and the Science as a Human Endeavour strands focus on the students’ ability to perform and write-up experiments and to value Science and see its relevance in society. These strands are embedded in the curriculum strands.

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

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

Year 10
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems. The course can easily be adapted to student interests and needs. Content can be geared towards students wishing to pursue careers in a wide range of industries – from apprenticeships to university study depending on need.

The program for year 10 Vocational Pathway studies will include the delivery of the Certificate 1 in Agri Foods/Horticulture.
SOCIETY AND ENVIRONMENT

LOWER SCHOOL OVERVIEW

The Society & Environment learning area develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

Students will develop the following key skills:

- **Historical knowledge and understanding** is developed through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.
- **Historical skills** - promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. There is an increasing emphasis on historical interpretation and the use of evidence.
- **Geographical knowledge and understanding**— includes a study of environmental and human aspects of geography at local, national, regional and global scales. It involves the investigation of the facts, generalisations, principles, theories and models developed in geography.
- **Geographical skills and inquiry** - promotes a process of inquiry by which students learn new geographical knowledge and deepen their understanding. This is developed through investigations that involve observations or questions (for example, about environmental, social, cultural and economic features) the collection and interpretation of information to develop conclusions; and reflection on the overall process.

**Year 8**

Students will specifically learn about the study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. Students will undertake three depth studies:
1. The Western and Islamic World
2. The Asia Pacific World
3. Expanding Contacts

**Year 9**

Students will specifically learn about the study of the history of the making of the modern world from 1750 to 1918. Students will undertake three depth studies:
1. Making a Better World?
2. Australia and Asia
3. Making a Nation

**Year 10**

Students will specifically study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students will examine three depth studies:
1. World War Two
2. Rights and Freedoms
3. Globalising World
HEALTH AND PHYSICAL EDUCATION

LOWER SCHOOL OVERVIEW

Health Education, Personal and Career Development and Physical Education are compulsory subjects for all Year 8, 9 and 10 students.

**Health Education Year 8, 9 and 10**
The subject of Health Education focuses on prevention and covers areas of prime importance to adolescents living in a rapidly changing world. The underlying principle of this subject is to produce well-informed young people who can make considered decisions to ensure their good health both now and in the future.

**Personal Development - Year 8, 9 and 10 mainstream**
Students develop the skills and confidence for successful family, social and vocational relationships. Topics covered are: self-esteem, conflict resolution, etiquette - social skills for functions and formal occasions, nutrition requirements for healthy bodies, skin and body care, and relaxation techniques.

**Career Development - Year 10**
This subject will include setting personal and career goals, exploring the community in terms of careers, opportunities, resources and support. Students will complete a resume and have the opportunity to be involved in workplace visits and listen to guest speakers from a variety of industries.

The Make It Real Game is a fun and educational career and life skills program that will be included in Career Education. In a fun learning environment, students create and name their own town and local neighbourhoods. They locate key public buildings, choose and locate their housing and identify key transport options. They then form and name a small company. Finally, they carry out an assignment as a business team. Through these activities, students improve their personal and interpersonal skills. By exploring the various services and occupations that combine to make a town, students begin to understand terms such as community, business and occupation. They learn the importance of education and qualifications for getting the jobs they want and appreciate that there are different learning pathways for achieving their career goals.
Physical Education
This is an important aspect of a student’s well being. The activities offered in this program are designed to increase each student’s perceptual motor ability, physical health and social wellbeing.

Students are required to change into the school’s physical education uniform before each class.

Year 8
The Year 8 Physical Education Program provides opportunities for students to develop the following Health and Physical Education Outcomes: Skills for Physical Activity, Self Management Skills and Interpersonal skills. The course has two compulsory units which are Aquatics and Athletics. The Aquatics unit develops swimming, board skills, fitness and water safety skills which provide important training for the surf carnival and water skills which are essential in our coastal environment. The Athletics unit develops the core movement skills which are transferable into all sports such as running, jumping, throwing, catching and body control. It also provides valuable training for the Athletics Carnival.

Students are able to further develop their skills of throwing, catching, hitting, racquet skills, striking and body movement skills through electives in the following areas: Australian Rules Football or Soccer, Volleyball or Touch Rugby, Indoor Hockey or Indoor Cricket and Basketball or Netball.

Year 8 Elective
Year 8 students have the option of selecting one of four elective subjects available as year long modules. One of these is the elective Specialised Basketball Program.

Specialised Basketball Program
Year 8 students have the option of selecting one of three elective subjects available as year long modules. One of these is the Specialised Basketball Program. This course allows motivated Basketball students to access sporting pathways within an elite sporting and educational environment. The program will provide students with an opportunity to develop their skills, knowledge and general understandings of basketball to their optimal potential and help to develop personal skills including self-esteem, goal setting, sportsmanship, team work/group interaction, individual responsibility and confidence.

Year 9
The Year 9 Physical Education course has two compulsory units which are Aquatics and Athletics. The Aquatics unit develops swimming, board skills, fitness and water safety skills which provide important training for the surf carnival and water skills which are essential in our coastal environment. The Athletics unit develops the core movement skills which are transferable into all sports such as running, jumping, throwing, catching and body control. It also provides valuable training for the athletics carnival.

Students are able to further develop their skills of throwing, catching, hitting, racquet skills, striking and body movement skills through electives in the following areas: Indoor Hockey or Lacrosse, Grid Iron or Volleyball, Basketball or Netball and Badminton or Tennis.

Year 10
The Year 10 Physical Education has two compulsory units which are Aquatics and Athletics. The Aquatics unit develops swimming, board skills, fitness and water safety skills which provide important training for the surf carnival and water skills which are essential in our coastal environment. The Athletics unit develops the core movement skills which are transferable into all sports such as running, jumping, throwing, catching and body control. It also provides valuable training for the athletics carnival.

Students are able to further develop their skills of throwing, catching, hitting, racquet skills, electives in the following areas: Touch Rugby or Football, Indoor Cricket or Golf, Basketball or European Handball and Badminton or Squash.

Year 9 and 10 Electives

Boating 1 (Semester 1)
The Introduction to Boating course is in Semester One. Students will begin to learn necessary skills to become safe and competent skippers. Students will begin to work towards attaining their Recreational Skippers Ticket. There are two components to the course, theory and practical. Theory will cover knowledge and understanding of:

- rules and regulations;
- international collision rules;
- buoyage and other navigation aids;
- navigation lights;
- maintenance of vessel, motor and equipment;
- safety equipment required to be carried;
- trip planning, and responsibilities to passengers; and
- distress signals, and response to distress and other emergencies.

Practical skills taught and practised will include:

- throughout the course, operating within the marine safety rules and regulations;
- securing the vessels and checking the condition of a vessel’s berthing and mooring equipment;
- conducting a safety briefing for all on board;
- preparing and starting the motor safely;
- logging a voyage plan;
- safely departing a berth;
- conducting a retrieval of a simulated man overboard operation;
- steering a steady course with the aid of a transit;
- performing a controlled stop;
- returning to a berth and securing the vessel;
- logging off.
- anchoring
**Boating 2 (Semester 2)**

Boating 2 is in Semester Two. Students will continue to practice skills and learn theory in preparation for attaining their Skippers ticket towards the end of Term 4. Students considered ready will first sit a theory test and then a practical test. The course is an extension of Semester One and students must complete Boating One before they complete Boating Two and are eligible to try for their Skippers Ticket. Students completing their Skippers Ticket will get points towards their WACE certificate.

**Recreational Pursuits (Semester 2)**

This is an advanced Physical Education course designed to extend students beyond the boundaries of general Physical Education. Students will learn advanced skills and strategies in a variety of non-traditional sports, developing specific skills in umpiring, coaching and tactics. Students must be willing to participate in vigorous physical exercise to participate in this unit.

Semester 1 – Boxing, Indoor Sports, Archery, Table Tennis, Tennis
Semester 2 – Sports Education – Lawn Bowls, Golf, Fitness/Boxing, Pistol Club, Tennis

**AFL Football (Semester 1)**

This course is aimed at students who have a passion for AFL football and a desire to improve their own performance as a footballer. Term 1 will focus on core football prerequisites- fitness and agility testing, skill analysis/development and in game decision making. Term 2 will focus on positional specific strategies, modern game strategies and AFL player profiling. In addition these students will have the opportunity to compete in School boys football, competition against the Geraldton football Academy and visits from locally developed AFL talent.

**Outdoor Education (Semester 1 & 2)**

This course is designed to give students the ability to prepare for a personal outdoor challenge. Using the expedition process, students apply the learning of skills throughout the semester in the areas of: off-road cycling, expedition planning, sand boarding, snorkelling, canoeing and fishing. Students will need access to a mountain bike and a helmet to participate in this course.

Semester 1 – Surfing, canoeing, mountain bike riding, snorkelling with an opportunity to participate in a snorkelling and surfing camp to Exmouth and Coral Bay
Semester 2 – Surfing, fishing, canoeing, snorkelling, mountain bike riding, introduction to wind surfing. Students must have access to a roadworthy bike for participation in this subject.

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**In the Sea, along the River (Semester 1 & 2)**

**Snorkelling:** During the snorkelling section of the course, students will learn and develop their snorkelling skills. They will snorkel at a variety of sites around Dongara (Seven Mile, Nun’s Pool, Marina, Obelisk Reef). Students will have access to underwater cameras and will photograph and identify marine organisms.

**Skills:** Safety at the beach, safe snorkelling, underwater photography, marine identification.

**River Walk:** Walk along the river investigating the river ecosystem. There is the opportunity for yabbying, photography and identification of fauna and flora.

The goal is to produce a document outlining marine creatures and river flora and fauna in the Dongara area.
Lower School Overview

Year 8
The Year 8 Visual Arts program will enable students to develop creative skills, critical appreciation and knowledge of artistic techniques and technologies. The course will enhance the student’s sense of personal and cultural identity and allow them to generate an appreciation of the Arts. Throughout the year students will work within four strands, Arts Ideas, Skills and Processes, Responding and Reflecting and Arts in Society. Students will explore the studio areas of printmaking, painting/drawing, sculpture and textiles.

Year 8 Electives
Year 8 students have the option of selecting one of four elective subjects available as year long modules. One of these is Performing Arts.

Performing Arts
This course covers the four strands; Arts Ideas, Skills and Processes, Responding and Arts in Society with a focus on music, movement and drama art forms.

The program aims to develop an enjoyment and appreciation of music of different cultures, eras and styles. Throughout the year students will develop a range of Performing Arts skills and knowledge. They will analyse and respond to existing music, explore and create music using a range of music techniques and engage in directed and improvised musical and dramatic performance.

Year 9 and 10 Electives
A minimum choice of one elective per year from this Learning Area is required.

Visual Arts (Semester 1 & 2)
Students will have the opportunity to create artworks that are individual and unique and for a specific purpose using a variety of materials, techniques and processes. This subject serves as a background for students wishing to do Year 11 Art or Art & Design Courses of Study.

Photography (Semester 1 & 2)
Students will have the opportunity to capture, print and manipulate digital photographs to communicate their ideas and feelings, and document time/events/people. Throughout the course, students will use photography skills, technologies and processes, while making use of specific Arts Language and develop an appreciation of the role of photography and the photographer in society. This subject serves as a background for students wishing to do Year 11 Post Compulsory Studies in the Arts.

Funky Fandangles (Semester 1)
In this elective students will create unique one-of-a-kind handmade jewellery pieces from a wide selection of materials. They will explore traditional beading techniques and experiment with contemporary materials such as dichroic glass, silver clay, wire and found objects. Students will also have the opportunity to develop an understanding of the current cottage industry developing via the Internet and reflect on the artwork of these artisans. Express your creative side and create ‘Funky Fandangles’ that stand out in a crowd!
**Crafty Clay (Semester 2)**
This course offers a unique clay experience, exploring a variety of techniques and applications for both hand and wheel methods of construction. Students will craft and transform clay into objects organised by technique and increasing levels of complexity. For the first time, using the school’s new electric pottery wheels, students will have the opportunity to experience the exhilaration of throwing clay pots.

**Dance (Semester 1 & 2)**
The students will have the opportunity to become creative using rhythm and body movement. They will explore different dancing styles including Jazz, Funk, Modern and Contemporary. Students will learn choreography and movement techniques associated with formulating a dance production. The students will have opportunities to choreograph dance pieces and perform in various festivals. The main focus will be to choreograph a production for a dance competition, e.g. Yohfest, Rock Eisteddfod. Due to performance commitment, students are encouraged to select this elective for the year.

**Circus Skills (Semester 2)**
This is a hands on skills based subject where students will learn basics such as juggling, diabolo and devil sticks. They will be given the opportunity to attempt stilt walking, unicycling, slack rope and other balancing feats. For those who dare and or excel there is the offer of fire and knife juggling, 6 foot unicycles and of course a multitude of crazy bikes. Students will receive an achievement certificate for different skill areas working through bronze, silver and gold levels.
LOWER SCHOOL OVERVIEW

**Year 8**

**Computer Literacy**

In the Year 8 Australian Curriculum, students develop Information Communication Technology competency's as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.

Students will look at using word processing conventions, publishing and design skills and be stretched with a range of material which will increase their ICT capability and the quality of their thinking.

These tasks include developing a magazine cover, learning the correct protocols for creating and delivering a digital presentation and photo manipulation using Photoshop.

Students also look at the correct protocols for saving work, folder creation, security and the impacts of cyber-bullying.

**Home Economics**

The Year 8 Home Economics module has two sections. During first semester, the students focus on Textiles (sewing). In this section the students will produce simple items such as a pencil case and bag. They will learn how to set up and use a sewing machine. Students will also learn about the design process and will have the opportunity to be creative and decorate their practical work.

During second semester the focus will be on Food Technology (cooking). In this module the students are able to create many different dishes and learn about safety, hygiene, use of utensils and how to work co-operatively in a group situation. Students will use the design process to create their own products.

**Design and Technology**

Year 8 Design and Technology is a practical based subject which introduces students to the safe use of various hand and power tools. Students will design and make unique one off projects from wood, metal and plastics along the way learning such skills as plastic moulding, welding, wood turning and much more.

Projects will include:

- Wooden games
- Plastic moulding
- Themed photo frames
- Kaleidoscope
- Jewellery
- Turned masterpieces
- Nutmen, and much more............
**Year 9**

**Computer Literacy**
The Year 9 Information Communication Technology course is a journey aimed at developing logical thinking through computer languages, more advanced assessments and cross curricular activities.

The cross curricular activities will tie in with Mathematics and will be focused on competing in ASX (Australian stock exchange) competitions and the AFL Dreamteam competition. Both of these activities will see the students develop Excel spreadsheets to help them in their decision making for these two events.

Students learn simple programming conventions using SCRATCH, a programming module developed by MIT (Massachusetts Institute of Technology) to develop an interactive programme.

Students also build upon skills acquired in year 8 using PowerPoint by incorporating custom animations to produce a movie styled presentations looking into “Conspiracy Theories”

The fundamentals of programming are reinforced with a Robotics module that requires the students build, problem solve and write code to operate their robots.

**Wood Technology (Semester 2)**
Students will expand on their woodworking skills and techniques, their understanding and use of timbers. Projects will include a small item of furniture e.g. coffee table or bedside cabinet, classic chopping boards, scroll saw work, wood burning, free choice projects, wooden pens, bowls, key rings and more…

Students will have the opportunity to have their work entered for display and competition at Mingenew Expo with great prizes on offer. This subject serves well as a background for Materials D&T Wood in Year 11 and 12.

**Plastic Moulding (Semester 1)**
Embrace the technology!!! Students will learn the basics of plastic moulding through the use of existing moulds before going on to design their own moulds for plug and ring moulding and vacuum forming. Students will be given the opportunity to make multiple projects off their own mould as well as use each others moulds.

Some possible projects may include: toys, food serving and storage devices, projects for pets, storage solutions for TV remotes or PS3 controllers, drawer tidy’s, etc…

This subject will test your creativity and problem solving skills.

**Child Care (Semester 1)**
This course aims to provide students with the opportunity to explore the development of children from birth to 5 years. They will be able to discover the needs of children and how these needs can be met.

**Food & Technology (Semester 1)**
This course aims to provide students with a variety of opportunities to explore and experience the impact of technology in food preparation. Whilst still considering basic nutrition, students will develop the skills to use kitchen equipment during practical sessions and make informed decisions about ingredients used in cooking and food products.

**Food & Culture (Semester 2)**
This unit provides students with opportunities in both cooking and craft. In Term 3, students can further develop their culinary skills in the preparation, production and presentation of interesting and challenging cuisine. In Term 4, the focus is aimed at providing students with opportunities to develop their creative talents in producing a variety of functional items. A range of materials are used in creating objects that develop skills in design and techniques such as fabric manipulation, structure, embellishment, stencilling, printing and stitch.

**Fashion & Technology (Semester 1 & 2)**
This course provides students with the opportunity to develop the skills required to use a commercial pattern and the sewing skills required to produce garments. Students also have the opportunity to create accessories from a range of materials. This subject serves as a background for students wishing to do Year 11 Family Studies, Independent Living and Materials Technology.

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**Year 9 and 10 Electives**

**Toys Works (Semester 1)**
Students will use a variety of materials to further develop their skills in D&T. Projects will include such things as CO2 Dragster, BMX ramps, marble mazes, catapults, balancing objects, boomerangs, slot car challenges, and more…

Students will be given the opportunity to enter their dragsters into the State Titles with large cash prizes up for offer to the winning dragsters. This subject serves well as a background for Materials D&T in Wood and Metal in Year 11 and 12.

**Metal Technology (Semester 1 & 2)**
Students will expand their knowledge and repertoire of metalworking skills and processes. They will make several personalised projects which may include camping equipment, wine racks, candelabras, tool boxes, fireplace sets, windmills, weather vanes, double-decker bicycles, swing-bikes and much more.

Students will cover skills such as oxy, MIG and ARC welding, hot and cold metal forging, sheet metal work, lathe work, threading, etc…

Students will have the opportunity to have their work entered for display and competition at Mingenew Expo with great prizes on offer. This will serve well as a background for Materials D&T in Metal in Year 11 and 12.

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**Food & Crafts (Semester 2)**
This unit provides students with opportunities in both cooking and craft. In Term 3, students can further develop their culinary skills in the preparation, production and presentation of interesting and challenging cuisine. In Term 4, the focus is aimed at providing students with opportunities to develop their creative talents in producing a variety of functional items. A range of materials are used in creating objects that develop skills in design and techniques such as fabric manipulation, structure, embellishment, stencilling, printing and stitch.

**Fashion & Technology (Semester 1 & 2)**
This course provides students with the opportunity to develop the skills required to use a commercial pattern and the sewing skills required to produce garments. Students also have the opportunity to create accessories from a range of materials. This subject serves as a background for students wishing to do Year 11 Family Studies, Independent Living and Materials Technology.
Year 10-Mainstream and Vocational Pathway
Certificate 2 – Information, Digital Media and Technology (ICA20111)

Dongara offers students the opportunity to undertake studies to obtain a nationally accredited Certificate 2 in Information, Digital Media and Technology (ICA20111).

This qualification will provide them with the practical skills and knowledge to operate the essential functions of software applications of a computer. Students will learn skills that enable them to operate a computer and use software applications which could include packages for word processing, spreadsheets, databases, presentation packages, internet, email and basic web page construction.

Students will also learn about the different fields of information technology that are available to students including using social media tools for collaboration and engagement, design a variety of organisational documents using computing packages and investigating spam and destructive software.
LOWER SCHOOL OVERVIEW

**Year 8 Electives**
Year 8 students have the option of selecting one of four elective subjects available as year long modules. One of these is LOTE Bahasa Indonesian.

This subject will enable students to build on their language experience gained as year 7 students with the introduction of Indonesian to DDHS in 2012.
VOCATIONAL EDUCATION - Year 10

Dongara DHS provides students with opportunities to gain skills, experience and recognition in diverse industry sectors. The current VET programs offered in lower school at Dongara DHS are delivered in the following areas:

- Completion of Certificate II in Information Technology at the end of year 12
- Workplace Learning
- Certificate I Horticulture (Agri Foods)

Year 10 students will select one of the following:

**TAFE Link Program**

Students will have the opportunity to complete a Nationally Accredited Certification at Durack Institute of Technology or the Midwest Trade Training Centre in Geraldton. The Certificates which may be on offer are:

- Certificate I in Engineering, or
- Certificate I in Hospitality (Kitchen Operations)
- Certificate I in Automotive

*subject to TAFE availability and to be confirmed

The Midwest Trade Training Centre is a newly built state-of-the-art facility combining workshops and the most up-to-date equipment.

**Certificate I in AgriFood Operations**

This qualification is part of the Agriculture, Horticulture and Conservation and Land Management Training Package. It is an entry-level qualification aimed at individuals entering the agriculture, horticulture and conservation and land management industries. It allows individuals to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited. The qualification is suited to learners with no previous connection to the agriculture, horticulture or conservation and land management industries or relevant employment history.

This is an AgriFood Skills Australia / Department of Education Horticulture Training Project.

Students may have the opportunity to participate in a Certificate II in year 11.
INSTRUCTIONS: Please complete this form following discussions with relevant teachers, parents/guardians and with reference to the Dongara DHS 2013 Curriculum Guide. Completed forms are to be returned to Mrs Pulbrook prior to 5th September 2012.

**YEAR 8 COMPULSORY SUBJECTS**

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
</tr>
<tr>
<td>MATHEMATICS or EXTENSION MATHEMATICS</td>
</tr>
<tr>
<td>SCIENCE</td>
</tr>
<tr>
<td>SOCIETY &amp; ENVIRONMENT</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>PERSONAL &amp; CAREER DEVELOPMENT</td>
</tr>
<tr>
<td>TECHNOLOGY &amp; ENTERPRISE - COMPUTER LITERACY</td>
</tr>
<tr>
<td>TECHNOLOGY &amp; ENTERPRISE - DESIGN AND TECHNOLOGY</td>
</tr>
<tr>
<td>TECHNOLOGY &amp; ENTERPRISE - HOME ECONOMICS</td>
</tr>
<tr>
<td>THE ARTS – VISUAL ARTS</td>
</tr>
</tbody>
</table>

**Elective Selection:** Please indicate your elective preference by placing 1 in the box for your first preference, 2 for your second preference, 3 for your third preference and 4 for your fourth preference.

**YEAR 8 ELECTIVES**

<table>
<thead>
<tr>
<th>Elective</th>
<th>Indicate 1, 2, 3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Horticulture</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Specialised Basketball Program</td>
<td></td>
</tr>
<tr>
<td>LOTE Bahasa Indonesian</td>
<td></td>
</tr>
</tbody>
</table>

Parents will receive an itemised schedule of the 2013 Voluntary Contributions and Charges in November 2012.

Parent Signature: .......................................................... Date: ........................................

Curriculum Manager: ............................................... Date Received: ..........................

Office use return number: .................................
NAME: ........................................................................................................................................

INSTRUCTIONS: Please complete this form following discussions with relevant teachers, parents/guardians and
with reference to the Dongara DHS 2013 Curriculum Guide. Please indicate pathway choice in box (X).
Completed forms are to be returned to Mrs Pulbrook prior to 5th September 2012.

<table>
<thead>
<tr>
<th>MAINSTREAM PATHWAY</th>
<th>VOCATIONAL PATHWAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>ENGLISH</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>MATHEMATICS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>SCIENCE</td>
</tr>
<tr>
<td>SOCIETY &amp; ENVIRONMENT</td>
<td>SOCIETY &amp; ENVIRONMENT</td>
</tr>
<tr>
<td>HEALTH EDUCATION/CAREERS EDUCATION</td>
<td>HEALTH EDUCATION/CAREERS EDUCATION</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>TAFE CERTIFICATE II INFORMATION TECHNOLOGY</td>
<td>TAFE CERTIFICATE I in either ENGINEERING or HOSPITALITY (subject to availability)</td>
</tr>
<tr>
<td>ELECTIVES (3 each semester)</td>
<td>CERTIFICATE II HORICULTURE</td>
</tr>
<tr>
<td></td>
<td>TAFE CERTIFICATE II INFORMATION TECHNOLOGY</td>
</tr>
<tr>
<td></td>
<td>WORKPLACE LEARNING</td>
</tr>
<tr>
<td></td>
<td>ELECTIVES (2 each semester)</td>
</tr>
</tbody>
</table>

Elective Selection: Students will participate in electives each semester. Students are requested to number electives 1 – 5 in order of preference (1 being first choice) for each semester. You must select at least one elective from the Arts Learning Area.

<table>
<thead>
<tr>
<th>SEMESTER 1 ELECTIVES</th>
<th>NUMBER 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
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<tr>
<td>Funky Fandangles</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Plastic Moulding</td>
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<tr>
<td>Food &amp; Technology</td>
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<tr>
<td>Child Care</td>
<td></td>
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<tr>
<td>Fashion &amp; Technology</td>
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<tr>
<td>Metal technology</td>
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<tr>
<td>Toy Works</td>
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<tr>
<td>Power Boat Handling</td>
<td></td>
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<tr>
<td>Outdoor Education</td>
<td></td>
</tr>
<tr>
<td>AFL Football</td>
<td></td>
</tr>
<tr>
<td>In the Sea, Along the River</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER 2 ELECTIVES</th>
<th>NUMBER 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
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<tr>
<td>Crafty Clay</td>
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<tr>
<td>Dance</td>
<td></td>
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<tr>
<td>Circus Skills</td>
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<tr>
<td>Food &amp; Culture</td>
<td></td>
</tr>
<tr>
<td>Food &amp; Crafts</td>
<td></td>
</tr>
<tr>
<td>Fashion &amp; Technology</td>
<td></td>
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<tr>
<td>Metal Technology</td>
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<tr>
<td>Wood Technology</td>
<td></td>
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<tr>
<td>Power Boat Handling</td>
<td></td>
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<tr>
<td>Recreational Pursuits</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education</td>
<td></td>
</tr>
<tr>
<td>In the Sea Along the River</td>
<td></td>
</tr>
</tbody>
</table>

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Parent Signature: ................................................................. Date: .................................

Curriculum Manager: ............................................................. Date Received: ..........................
INSTRUCTIONS: Please complete this form following discussions with relevant teachers, parents/guardians and with reference to the Dongara DHS 2013 Curriculum Guide. Completed forms are to be returned to Mrs Pulbrook prior to 5th September 2012.

Elective Selection: Students will participate in three electives each semester (six over the year). Students are requested to number electives 1 – 5 in order of preference (1 being first choice) for each semester. You must select at least one elective from the Arts Learning Area.

Parents will receive an itemised schedule of the 2013 Voluntary Contributions and Charges in November 2012.

Parent Signature: ................................................................. Date: ........................................

Curriculum Manager: .......................................................... Date Received: .......................