JUNIOR SCHOOL

Subject Information Booklet

2014
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Dear Families

Welcome.

The purpose of the evening you are attending, and of this booklet, is to articulate the wide range of subject choices and learning opportunities which are available for Year 8 students from the commencement of second semester at Harristown State High School.

We anticipate that most students will enjoy the wide variety of elective choices, and find subjects which interest and inspire them. We trust that most students will feel that these choices form an ideal and highly relevant next step to the important years that follow.

Underpinning all activities is our school’s vision for excellence, summarised in the three sequential words - Engage, Achieve, Excel.

Underpinning all study is our Dimensions of Learning (DoL) Framework, developed from current educational research.

This explicit framework provides students and staff with a common language and understanding of how learning best occurs.

It focuses on knowledge and skill acquisition, but more than that, it focuses on knowledge and skill integration, extension, refinement and meaningful use.

The framework also acknowledges that a student’s attitudes to, and perceptions about, any learning about to be undertaken are key factors for success.

It also acknowledges underlying effective habits, known as the Habits of Mind, sixteen productive ways in which successful individuals approach problems and enhance learning.

The Junior Secondary curriculum aims to give students a foundation for their learning through the core studies of English, Mathematics, Science, Study of Society and the Environment and Health and Physical Education.

This curriculum also offers electives, and these provide the opportunity to explore other specialised areas of interest such as The Arts, Industrial Skills, Agricultural Science, Information Technology and Business/Enterprise and Home Economics.

Students transition from a general introduction in Semester 1 Year 8 to study a variety of units across all curriculum areas in the school. This leads to further specialisation in Year 10, the beginning of Senior Secondary.

The information that follows is designed to help families when selecting units for the coming semesters. Please do not hesitate to seek clarification with staff about any of the details found in this booklet.

Kenneth Green
Principal
OVERALL PLAN FOR CHOOSING

Choose subjects

- you enjoy
- you have demonstrated some ability or aptitude in which will help you reach your career goals
- to develop skills, knowledge and attitudes throughout your life.

ASK YOURSELF:

- WHAT AM I INTERESTED IN?
- WHAT DO I ENJOY DOING?
- WHAT AM I GOOD AT?
- WHAT PLANS DO I HAVE FOR THE FUTURE?
- WHAT RESULTS AM I STRIVING FOR?

CHECKLIST

- YOUR ACHIEVEMENT
- YOUR ATTITUDE
- YOUR INTEREST
- SUBJECT BACKGROUND FOR YEAR 11 & 12
- PRE-REQUISITES FOR FUTURE COURSES
- INFORMATION ABOUT
  - YOURSELF
  - SUBJECT
  - CAREERS

NB. Units available will be dependant on the number of students selecting and availability of teachers.
## CURRICULUM AREAS

<table>
<thead>
<tr>
<th>CURRICULUM</th>
<th>HEAD OF DEPARTMENT</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>Ms Donna Clifford</td>
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<tr>
<td>BUSINESS AND ENTERPRISE</td>
<td>Mr Rod Prior</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY</td>
<td>Mr Richard Kelly (Acting)</td>
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<tr>
<td>HOSPITALITY</td>
<td>Mr Rod Prior</td>
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<tr>
<td>INDUSTRIAL SKILLS</td>
<td>Mr David Jones</td>
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<tr>
<td>LANGUAGES</td>
<td>Ms Donna Clifford</td>
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<tr>
<td>MATHEMATICS</td>
<td>Ms Lane Livingstone</td>
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<tr>
<td>PHYSICAL EDUCATION</td>
<td>Mr Glen Martin (Acting)</td>
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<tr>
<td>SCIENCE</td>
<td>Ms Jenny Brownhalls</td>
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<tr>
<td>HUMANITIES</td>
<td>Ms Sall’ee Ryan</td>
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<tr>
<td>THE ARTS</td>
<td>Ms Helen Mullins</td>
</tr>
<tr>
<td>SPECIAL EDUCATION PROGRAM</td>
<td>Mrs Chree Derksen</td>
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The Middle School framework for students is designed to be flexible and exciting.

There are mandated units which students are required to complete in the Middle School. In addition, students are encouraged to specialise in curriculum areas of interest in preparation for the Senior School.

Detailed below is the structure of the Middle School:

**Semester 1**
Each Year 8 student will complete a common curriculum across 9 areas.

**Semester 2-5**
Students will study a series of compulsory subjects and have the opportunity to choose from a number of units from other curriculum areas. Each student must choose 8 units of study each semester.

<table>
<thead>
<tr>
<th>CURRICULUM AREA</th>
<th>YEAR 8</th>
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<th>YEAR 9</th>
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<th>YEAR 10</th>
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<tbody>
<tr>
<td></td>
<td>SEM 1</td>
<td>SEM 2</td>
<td>SEM 1</td>
<td>SEM 2</td>
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<tr>
<td>English</td>
<td>3 x 70 mins</td>
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<tr>
<td>Mathematics</td>
<td>3 x 70 mins</td>
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<tr>
<td>Science</td>
<td>2½ x 70 mins</td>
<td>3 x 70 mins</td>
<td>3 x 70 mins</td>
<td>3 x 70 mins</td>
<td>2 x 70 mins</td>
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<tr>
<td>History</td>
<td>2 x 70 mins</td>
<td>3 x 70 mins</td>
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<tr>
<td>HPE – Core</td>
<td>1½ x 70 mins</td>
<td>2 x 70 mins</td>
<td>2 x 70 mins</td>
<td>2 x 70 mins</td>
<td>2 x 70 mins</td>
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<tr>
<td>The Arts</td>
<td>2 x 70 mins</td>
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<tr>
<td>LOTE</td>
<td>1 x 70 min</td>
<td>2 other units from these curriculum areas# per semester</td>
<td>2 other units from these curriculum areas# per semester</td>
<td>2 other units from these curriculum areas# per semester</td>
<td>3 other units from these curriculum areas# per semester</td>
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<tr>
<td>Industrial skills</td>
<td>2 x 70 mins</td>
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<td>Home Economics</td>
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<tr>
<td>Business &amp; Enterprise</td>
<td>1 x 70 min</td>
<td>All 2 x 70 mins</td>
<td>All 2 x 70 mins</td>
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<td>All 2 x 70 mins</td>
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<td>Information Technology</td>
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ACCELERATED ACADEMIES

During the Middle school years at Harristown capable and highly motivated students will be given an opportunity to be part of one of the two academies outlined below. Students are invited to apply for a position in our Accelerated Academic Academy or our Accelerated Industrial Skills Academy when entry is advertised.

**Accelerated Academic Academy**

Our aim is that Accelerated Academic students will complete the traditional 1 – 10 syllabus in each of the core areas of English, Mathematics, Science and Humanities by the end of Year 9. In Year 10, these students will be expected to enrol in some Senior subjects which may then be completed by the end of Year 11. In addition, while students are in Year 12 students will be expected to be enrolled in at least one first year university subject.

**Accelerated Industrial Skills Academy**

Our aim is that Accelerated Industrial Skills students will complete the traditional 1 – 10 syllabus in each of the core areas of English, Mathematics, Science, Humanities and ICTs by the end of Year 10. Students will be given an opportunity to nominate for selection to be part of this academy. After being accepted into the academy, students will also undergo intensive basic skilling programs in engineering and construction skills. During Years 9 and 10, these students will progress toward a Certificate 1 in their preferred engineering or construction strand. Through Years 10, 11 and 12, these students will be working towards completing their Certificate in their preferred strand, complementing this with a school based apprenticeship. At the same time, these students will continue to study English, Mathematics and some other elective subjects at an appropriate level.

In order to help ensure student success in this venture, Harristown High is actively pursuing and securing university and industry partnerships to cater for the needs and aspirations of these students and to provide realistic pathways.
Agricultural Science units in the junior school are part of the program of elective units. Students develop an understanding of farming systems and agricultural operations through a program of personal experience at the Wilsonton Agricultural Field Study Centre and theoretical work at the Harristown campus.

Each semester from Year 8 Semester 2 through to Year 10 Semester 1 has its own discrete Agricultural Science unit. Each unit is a "stand alone" course of study. Students can select any or all of the units as there are no pre-requisites. Each unit is designed to be a complete course of study. For the benefit of students who elect to study a number of Agricultural Science units, each unit covers different topics, so the more units a student studies, the wider their experience of Agricultural Science issues becomes.

Part of each unit involves working with live animals, under instruction and supervision from the Wilsonton Agricultural Field Study Centre teachers and Harristown teachers. Workplace Health and Safety considerations and Animal Ethics issues are very important matters in such an environment. Safe behaviour is essential at all times. Agricultural Science units are no place for students who have difficulty understanding and following instructions. Non-compliance will be dealt with through the Harristown High School behaviour management process and withdrawal from practical activities may follow.

Most of the practical components of the course are conducted at the Wilsonton Agricultural Field Studies Centre. A bus is used to transport students and teachers to and from the centre and there is a charge (currently $50 per semester) for students to travel on this bus (more information will be available after enrollment in this course). Safe (including Sun Safety) and compliant behaviour is also essential.
CURRICULUM AREA: BUSINESS & ENTERPRISE EDUCATION

Business Studies (BST) – Year 8, Semester 2

While studying this unit students will have the opportunity to develop knowledge of Business and Enterprise functionality. They will examine the reasons why individuals go into business and the different types of business opportunities available. Students will be exposed to real life business scenarios and will be able to express their own ideas of sustainable business practice. Much of the unit will be based on practical experiences backed up by theoretical knowledge to support outcomes. Major components include; Production, Marketing, Investment, Business Structures, Finance, Legislation and Risk Management.

Business Education (BST) - Year 9 & 10

Managing personal finance is vital to a person’s material and social health, with poor management a major cause of unhappiness. In this unit students will look at ways in which income is earned, spent, why major saving is important and gain budgeting skills. Students will also examine why people borrow, how loans are obtained, repayment of loans as well as the dangers involved in excessive borrowing. Lastly, how to maximise income by investing wisely and protecting wealth is discussed.

Enterprise Education (ENT) – Year 9 and 10

In this unit students plan and operate a school based business venture. Students will be required to develop a product and be involved in all aspects of production, marketing and selling their product to a marketplace. Unit design will be based on practical experiences with theoretical knowledge being introduced to support practice. Course structure will be independently planned based on student interests.

For those serious about a career in Business, it is recommended that students take the Business Studies units and one Enterprise Education unit.
CURRICULUM AREA: ENGLISH

Under the new, national curriculum, English is a compulsory subject for all students from Prep to Year 12.

The Semester 2 Year 8 English program continues to provide opportunities for students to increase and improve their knowledge and skills in terms of literacy, language and literature.

English aims to ensure that students:

Focus on Literacy
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose

Focus on Language
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning

Focus on Literature.
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.
The Junior Health and Physical Education program at Harristown State High School is built around 5 compulsory units of work.

**HPE082 – Year 8 Semester 2 – You & Your Development**

Following on from the ‘You & Your Health’ unit, students will continue study in the HPE Learning Area by exploring physical fitness as well as puberty and personal development. The purpose of this unit is to provide students with the knowledge and skills to manage their own physical health and understand the changes happening in their bodies through the adolescent years. Practically, the student will cover the activities Fitness/Gymnastics, Football (Soccer), Aquatics and European Handball.

Additionally, Academy classes for Basketball, Football, Rugby League & Volleyball will be offered to high achieving students in these disciplines as identified through involvement in trials, curricular and/or extra-curricular involvement throughout Semester One. Applications for review by Academy coaches may be submitted by students who have not had the opportunity to be involved in trials in Semester One (e.g. new students). These forms can be collected from, and submitted to, Mr Martin before the closing date for inclusion in these Semester 2 Junior Squads. **Students who are included in these squads will do so in place of one of their elective subjects.**

**HPE091 – Year 9 Semester 1 – You & Your Body**

The theory unit has a focus on the human body. The purpose of this unit is to provide students with the opportunity to examine the features and systems of their own bodies. Additionally they will develop an understanding of the purpose of these systems and how they interact to maintain health. Students will explore the groundings of biophysical human movement, common injuries and fitness testing. They will also get a feel for the knowledge basis required for further study in the area. Practically, the student will cover the sports of Netball, Volleyball, Ultimate Disc and Aussie Rules.

**HPE092 – Year 9 Semester 2 – You & Your Life**

The purpose of this unit is to provide students with the opportunity to examine the common behaviours related to the adolescent period which might be considered ‘risky’. These include involvement with tobacco, drugs and alcohol as well as the sexual relationships. In the second term of the course students will identify rules and laws in regard to prevalent issues within the local community designed to increase the safety and well-being of people within these communities. These include cyber issues, violence and the use/misuse of mobile phones. In the practical area students will cover the activities of Softball, Basketball, Futsal and Touch.

**HPE101 – Year 10 Semester 1**

This compulsory course uses the QSA Year 10 Guidelines to continue to develop students’ knowledge and personal development in the HPE KLA and specifically has a focus on developing knowledge of both the biophysical and sociocultural foundations of human movement. Students will investigate training principles and methods for effective performance. They will use previous knowledge to construct new meaning of their bodies and how the systems within it interact for movement and performance including and introduction to energy systems. Further to this they will be exposed to CPR for Life instruction, a compulsory outcome of all Year 10 students. Outside of the classroom students will take part in Tennis, an introduction to Resistance Fitness Training, Cricket as well as a Teacher’s choice activity.
CURRICULUM AREA: HISTORY

The Key Learning Area, History (SSE) develops students’ abilities to reflect on historical events, key people in history, movements of people and social developments that have shaped world history from the time of the earliest human communities to the present day. This area of study develops literacy skills and critical thinking skills so that they are able to make informed decisions about their world and that are relevant to their cultural contexts. The course offered covers the National Curriculum, and skills of Historical Inquiry in readiness for senior subjects.

CURRICULUM AREA: HOME ECONOMICS

The two areas of study in Home Economics are Food Technology and Textiles Technology.

Food Technology (FDS)

Students can increase their knowledge of food nutrients and the effect cooking has on them. They can evaluate some of the information available about food issues and ways of using ingredients that gives Australian food its unique flavour today. Practical skills in food preparation and presentation will continue to be developed.

*Students participating in this unit will be involved in practical cookery and will require ingredients to be brought from home on a weekly basis.*

Textile Technology (TXT)

Students will have the opportunity to design, construct and evaluate textile items using a range of techniques to satisfy their creative talents.

*Students will be involved in practical work each week and will be required to supply materials, fabric and some basic equipment from home.*
CURRICULUM AREA: INDUSTRIAL SKILLS

The Manual Arts program is strongly based around activities that combine to produce a focal point project. The students plan, manage production and make products that meet detailed specifications. Students are expected to investigate, analyse, evaluate and make decisions using technology to meet the needs of the project user. The students are encouraged to learn how product design and production impact on people and their environment.

Students are assessed in the areas of knowledge, designing, producing, evaluating and reflecting.

Graphics (GPH)

Students interpret and produce a range of drawings and sketches associated with basic design elements, spatial geometry, construction and presentational techniques. A range of manual and electronic (CAD) methods will be used. Assessment is based on a folio of class-work and tests involving content and skills.

Metalwork (SHB)

Students will work with a range of metals-based materials to explore techniques and applications of manufacturing processes and engineering. The resulting projects will reflect student’s skill development and knowledge about manufacturing processes and safety. Assessment is based on teacher’s observations, class-work projects and a semester theory test.

Woodwork (SHA)

Students will be engaged in working with timber and composite materials to produce projects and to develop basic skills in processing these materials safely. Students will develop their knowledge of these materials and their applications. Assessment is based on teacher’s observations, class-work projects and a semester theory test.

IMPORTANT CONSIDERATIONS

All lessons are of a sequential and practical nature. Regular attendance is necessary to keep pace with the class. Students who have frequent absences will experience less success as they fall further and further behind.

One issue of project materials is provided for each student together with the use of personal protective equipment including safety glasses and aprons. It is the students responsibility to wear the correct footwear (as detailed in the student diary) to comply with safety requirements.

The fundamental skills of these subjects are taught predominately in Year 8 & 9 and therefore to ensure maximised outcomes for students entry into Year 10 will require study of the subject for at least 2 semesters in Year 8 & 9.
CURRICULUM AREA: INFORMATION TECHNOLOGY

Multimedia and Web Design (ICM)

Students will create: animations using Flash; digital images using Photoshop, Fireworks or Illustrator; video sequences using Moviemaker or Camtasia; publications for print using InDesign; websites using HTML/CSS and Dreamweaver; and general project documentation using the Microsoft Office suite. They will investigate multimedia and website design principles (copyright, screen positioning, print and screen layouts, CARP design principles); apply efficient file management strategies (storage practice, importing and exporting, extensions, file size and purpose); complete product and process evaluation; develop skills in image editing and text manipulation; review available web technologies (browsers, search engines, blogs, social media); develop strategies for online safety; identify audience needs; and work through the design-develop-evaluate (D-D-E) project development cycle. Opportunities may be provided for students to use graphics tablets, scanners, digital still and video cameras, and other media input devices.

Learning experiences will include: the completion of structured tutorials, the development of individual and group project work, the investigation of online resources, and the creation and review of project design documentation. Some assessment items will be integrated with the topics that are being studied in English and SOSE.

Programming (ICP)

Students will: use structured programming environments (Gamemaker, Scratch) to explore fundamental programming concepts; create simple games and simulation tasks using Flash Actionscript or Visual Basic; apply the design-develop-evaluate (D-D-E) project development cycle in the creation of individual projects; and gain an understanding of theoretical coding concepts. They will complete project planning and evaluation processes; create program design algorithms; develop time management strategies; complete program design documentation; gain an understanding of file and resource naming conventions; define and use variables, objects, events and actions; apply programming constructs such as sequencing, selection and iteration; and develop basic technical computing skills such as the use of keyboard shortcuts, the identification of file extensions, and the purpose of hardware and software configurations.

Learning experiences will include: the completion of structured, sequential programming tasks; the representation of programming solutions using algorithms; the development of individual project work; the preparation of design and evaluation documentation; and the provision of responses to simple but unrehearsed tasks. Student success in this subject would be enhanced by the completion of each of the ICP units in sequential order as each is intended to build on previous learning experiences.
At Harristown State High School, students must study the introductory LOTE modules until the end of Semester 1, Year 8.

Course Aims

The aim of the Middle School LOTE program at Harristown State High School is to develop communication skills and intercultural understanding, broadening students’ perspectives about their own culture and the cultural experiences of others. The study of languages helps the learner to analyse how languages and cultures evolve, are structured and constantly develop. A second language learner therefore becomes more aware and appreciative of the individuals and cultural groups which make up our global community.

Where can a foreign language take you?

Studying a foreign language provides more opportunities for employment in the fields of hospitality, tourism, commerce, industry, trade, education, banking, the defence forces, medical services, the public service and diplomatic service.

What other skills can learning a language provide?

- Effective communication
- Complex thinking
- Self-directed learning
- Creativity
- Problem solving
- Risk taking
- Confidence
- Cultural awareness and understanding
At Harristown, all students must enrol in mathematics each semester. In this compulsory subject, topics from the three content strands of Number and Algebra, Measurement and Geometry, and Probability and Statistics are covered in an integrated and spiralling course of learning.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above.

The science course is based on the National Curriculum, which commenced in all year levels (primary and secondary) in 2012 in Queensland. The science course is compulsory for all students, in every semester right through to the end of Year 10.

In Year 8 Semester 1 in 2012, students commenced their high school studies in science with a science skills course, where they learned about the nature of science and how to work scientifically, including in the laboratory. They then studied some content-based topics, specifically about the Earth and energy.
When deciding which Arts subject(s) to study, students are encouraged to consider what they achieved well in during the Introduction to the Arts unit in Semester 1 Year 8 and what they enjoyed. Before commencing a Year 10 Semester 2 subject, students are encouraged to have completed at least two more semesters in the subject.

**DANCE**

Students develop skills in creating, performing and appreciating dance through the study of a variety of genres such as popular, contemporary, jazz, ballet and ballroom dance. *All students choosing dance are required to wear dance gear (as described on the book list) for all practical classes.* Each semester, students will be assessed once in each of the three main organisers of Dance – Choreography, Performance and Appreciation.

**DRAMA**

Students develop their ability to create, present and respond to both scripted and unscripted drama through the study of the elements of drama, improvisation, characterization and the development of vocal and physical skills. Each semester, students will be assessed once in each of the three main organisers of Drama – Forming, Presenting and Responding.

**MEDIA**

Students develop skills in designing, producing and critiquing media texts such as sitcoms, soap operas, animations, film clips and a variety of film genres. Students develop an understanding of the technical and symbolic codes and mise-en-scene. Each semester, students will be assessed once in each of the three main organisers of Media – Design, Production and Critique.

**MUSIC**

Music is designed for those students who are (a) looking to pursue a future career in music and/or (b) keen to develop skills in music. These include skills in reading music, writing music (composing), understanding how and why music has developed, and playing an instrument (students are encouraged to learn a band instrument and join the instrumental music program). Students will be assessed in each of the three main organisers of Music – Listening, Performing and Composing.

**VISUAL ART**

In Visual Art, students develop skills in a range of mediums such as drawing, painting, ceramics, lino printing, collage making and digital photography. Students create and appraise both 2D and 3D images and, each semester, will be assessed in each of three main organisers of Visual Art – Visual Literacy, Application and Appraising.