



St Francis Xavier College

Berwick, Officer and Beaconsfield

Curriculum Information

Berwick and Officer Campuses

**Years 7, 8 and 9
2020**

TABLE OF CONTENTS

WELCOME	1
CURRICULUM STRUCTURE	
Year 7 Curriculum Structure 2020	3
Year 8 Curriculum Structure 2020	5
Year 9 Curriculum Structure 2020	8
YEAR 7 SUBJECTS	
Religious Education	12
English	13
Mathematics	14
Science	15
HEALTH AND PHYSICAL EDUCATION	16
HUMANITIES	17
LANGUAGES	
Arabic	18
Japanese	19
Spanish	20
ARTS	
Drama	21
Music	22
Visual Arts	23
Visual Communication Design	24
DESIGN TECHNOLOGY	
Food Studies	25
Textiles	26
Wood	27
DIGITAL TECHNOLOGIES	28

YEAR 8 SUBJECTS

Religious Education	30
English	31
Mathematics – Years 8 and 9	32
Advanced Mathematics – Years 8 and 9	33
Unit 1 Mathematical Methods – Years 8 and 9	34
Science	35

Health and Physical Education	36
-------------------------------	----

Humanities	37
------------	----

LANGUAGES

Arabic	38
Japanese	39
Spanish	40

YEAR 9 SUBJECTS

CORE SUBJECTS

Religious Education	42
English	43
Mathematics – Years 8 and 9	44
Advanced Mathematics – Years 8 and 9	45
Unit 1 Mathematical Methods – Years 8 and 9	46
Science	47

HEALTH AND PHYSICAL EDUCATION	48
--------------------------------------	----

HUMANITIES	49
-------------------	----

INQUIRY BASED LEARNING PROJECT	50
---------------------------------------	----

YEARS 8 AND 9 ELECTIVE SUBJECTS

ARTS

Dance	52
Drama	53
Media Arts	54
Music Performance	55

Visual Arts	56
Visual Communication Design	57
DESIGN TECHNOLOGY	
Electronics	58
Food	59
Horticulture	60
Textiles	61
Wood	62
DIGITAL TECHNOLOGIES	
Creative Digital Solutions	63
Digital Systems and Networks	64
Robotics	65
YEARS 8 AND 9 EXTENSION ACADEMIES	
Health Sciences Extension Academy	68
Literature Extension Academy	69
Performing Arts Extension Academy	70
Sport Extension Academy	71
STEM Extension Academy	72
Visual Art Extension Academy	73
YEAR 9 ELECTIVE SUBJECTS	
HEALTH AND PHYSICAL EDUCATION	
Fitness and Training	75
HUMANITIES	
Economics and Business	76
Geography	77
History – Australians at War	78
LANGUAGES	
Japanese	79
SUBJECT SELECTION TIMELINE 2020	81

Years 7, 8 and 9 Students – 2020

You are about to undertake your first years at St Francis Xavier College as a member of either the Berwick or Officer Campus. This time provides you with an opportunity to experience a range of new and interesting subjects, to immerse yourself in the various extra-curricular activities and to better understand yourself as a learner. Embrace each opportunity as you broaden your experiences and try new things.

The College offers students a Catholic education with a focus on offering purposeful and deliberate pathways for all students.

We have a focus on Positive Learning Partnerships and strive to foster a culture of positive education.

This document outlines the structure of the curriculum.

May you be suitably challenged and engaged throughout your time at Berwick and Officer Campuses.

Curriculum Structure

Year 7 Curriculum Structure 2020

The Year 7 Curriculum is based on the Victorian F-10 Curriculum.

Students experience the full breadth of the curriculum in Year 7 prior to selecting elective subjects as from Year 8.

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- Students study a range of 'taster' subjects from the Arts and Technology Learning Areas to offer them a range of contexts to explore their knowledge and skills.
- Students study Music for half a year and Digital Technologies for half a year. Students study an instrument and participate in an ensemble as part of Music.
- Students study two different languages in Years 7 – one each semester. Both languages are the student's choice.
- The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention or general program support. Numeracy intervention is offered through the mathematics learning program.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.
- Student participate in Camp very early in Year 7 to help them with the transition process.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply.
- Student learning needs and progress being known deeply.
- Students feeling a strong sense of connection to the College and their peers.
- Students developing the skills of wellbeing through explicit instruction.

Subjects studied in Semester 1

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

Language 1

Taster subjects – Arts and Design Technology

Music or Digital Technologies

Care Group

Subjects studied in Semester 2

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

Language 2

Taster subjects - Arts and Design Technology

Music or Digital Technologies

Care Group

Language Options

Arabic

Japanese

Spanish

Taster Subjects (studied for one third of the year each - 2 studied at a time)

Drama

Food Technology

Textiles

Visual Art

Visual Communication Design

Wood Technology

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the College)

ISP – Literacy (Year 7)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the Mathematics program)

Year 8 Curriculum Structure 2020

The Year 8 Curriculum is based on the Victorian F-10 Curriculum.

Students experience a learning program which is broad, however, allowing for some choice with four (4) elective subjects included.

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- Students study 4 electives:
 - 1 Arts based elective
 - 1 Design Technology based elective
 - 1 Digital Technologies based elective
 - 1 other elective from all options available
- Extension Academies are available (semester elective) for students who have a high level of interest in a particular area as well as performing above standard. An application process applies for admission into an Extension Academy. Students may negotiate to not study a compulsory subject if they study an Extension Academy subject.
- In order to meet student needs and offer more choice and flexibility within the learning program Arts, Technologies and Extension Academy subjects are studied as classes with both Year 8 and Year 9 students included.
- Students will participate in a 5 day City Experience at the end of Term 4.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.

The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention or general program support. Numeracy intervention is offered through the Mathematics learning program.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply.
- Student learning needs and progress being known deeply.
- Students feeling a strong sense of connection to the College and their peers.
- Students developing the skills of wellbeing through explicit instruction.

Subjects Studied in Semester 1

Religious Education – units to be confirmed
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Language
Elective 1
Elective 2
Care Group

Subjects Studied in Semester 2

Religious Education – units to be confirmed
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Language
Elective 3
Elective 4
Care Group

Arts Subjects

Dance
Drama
Media Arts
Music (can be studied both semesters – includes the study of an instrument)
Visual Art
Visual Communication Design

Design Technology Subjects

Electronics
Food
Horticulture
Textiles
Wood

Digital Technologies Subjects

Digital Technologies – Creative Digital Solutions
Digital Technologies – Digital Systems and Networks
Digital Technologies – Robotics

Extension Academies (By Application Only – Refer Key Selection Criteria)

Health Sciences

Literature

Performing Arts

STEM (Science, Technologies, Engineering and Mathematics)

Sport

Visual Arts

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the College)

ISP – Literacy (Years 8 and 9)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the mathematics program)

Year 9 Curriculum Structure 2020

The Year 9 Curriculum is based on the Victorian F-10 Curriculum.

Students experience a learning program which is broad, however, allowing for a large degree of choice with 5 elective subjects included.

- The Religious Education learning program follows the curriculum structure set by the Diocese of Sale.
- There is a significant focus on literacy and numeracy with additional class time focussed on English and Mathematics.
- The Inquiry and Project Based Learning subject is studied by students for half a year (alternating each semester with the third elective)
- Students study 5 electives:
 - 1 Arts based elective
 - 1 Design Technology based elective
 - 1 Digital Technologies based elective
 - 2 other electives from all options available
- Japanese is an elective subject for Year 9. If selected, it needs to be studied both semesters. In order to encourage students to study their language and still have a suitable number of elective subjects, students may negotiate to not study one compulsory subject.
- Extension Academies are available (semester elective) for students who have a high level of interest in a particular area as well as performing above standard. An application process applies for admission into an Extension Academy. Students may negotiate to not study a compulsory subject if they study an Extension Academy subject.
- In order to meet student needs and offer more choice and flexibility within the learning program Arts, Technologies and Extension Academy subjects are studied as classes with both Year 8 and Year 9 students included.
- 'Hands on Learning' is a program run at both Berwick and Officer Campuses aimed at engaging students at school to help them discover their talents and experience success. This supportive program sees students grow in confidence and increase their sense of connection to school.
- Students will participate in a 5 day outdoor education expedition experience called Outward Bound.

The Individual Support Program is available for students who require their learning program to be adjusted to support them with literacy intervention or general program support. Numeracy intervention is offered through the mathematics learning program.

Students are supported through the Care Group Program which focusses on:

- Student personal development being known deeply.
- Student learning needs and progress being known deeply.
- Students feeling a strong sense of connection to the College and their peers.
- Students developing the skills of wellbeing through explicit instruction.

Subjects Studied in Semester 1

Religious Education – Units to be confirmed
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Elective 1
Elective 2
Elective 3
Care Group

Subjects Studied in Semester 2

Religious Education – Units to be confirmed
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Elective 4
Elective 5
Inquiry and Project Based Learning subject
Care Group

Arts Subjects

Dance
Drama
Media Arts
Music
Visual Art
Visual Communication Design

Design Technology Subjects

Electronics
Food
Horticulture
Textiles
Wood

Digital Technologies Subjects

Digital Technologies – Creative Digital Solutions
Digital Technologies – Digital Systems and Networks
Digital Technologies - Robotics

Extension Academies (By Application Only – Refer Key Selection Criteria)

Health Sciences

Literature

Performing Arts

STEM (Science, Technologies, Engineering and Mathematics)

Sport

Visual Arts

Additional Year 9 Electives

Health and Physical Education: Fitness and Training

Humanities: Economics and Business

Humanities: Geography

Humanities: History - Australians at War

Languages: Japanese (studied for the full year and takes the place of two Elective Subjects)

- Students studying Japanese can negotiate to not study another compulsory subject

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the College)

ISP – Literacy (Years 8 and 9)

ISP – Program Support (Years 7, 8 and 9)

ISP – Numeracy (through the mathematics program)

Year 7

Core Subjects

Year 7 - Religious Education

Religious Education follows the mandated curriculum set by the Catholic Education Office for the Diocese of Sale. The purpose of the course is to develop the students' religious understanding of the world they live in.

Our students come from a variety of backgrounds. This course acknowledges that variety and attempts to speak to them by presenting the richness of the Catholic Tradition as relevant to their context.

The Units of work that students will explore over their time at the Junior Campus are listed below.

Year 7

Semester 1

It's life – live it!

The life and mission of Jesus.

"I am the way, the truth and the life" (John 14:6). Our College motto calls us to come to know Jesus as the model of discipleship and the way to God. In this Unit, students explore aspects of the College's faith tradition. They learn about the stories of Jesus and those who have followed his teachings in order to be part of his mission.

Semester 2

Who do you say I am?

Triune God

Trying to articulate our understanding of God is a challenge that constantly evolves as our faith and thinking develops. In this Unit, students explore scripture and the context of the early church to examine how God is present to us through Jesus and the Holy Spirit. They look for ways that God is also present in our lives today.

Possible Assessment Tasks

- Written Responses
- Oral Responses
- Creative Responses

Year 7 - English

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace.

Strands and Modes

The English curriculum is organised by language modes and strands:

Modes

- Reading and Viewing
- Writing
- Speaking and Listening

Strands

- Language
- Literature
- Literacy

Content

In Year 7, students communicate with a range of audiences through many contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students look at a variety of texts including realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language and information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions and are beginning to create literary analyses and transformations of texts.

Core Skills

- Listen to, read, view, speak, write, create and reflect on a variety of texts.
- Appreciate, enjoy and use the English language in all its variations.
- Understand how Standard Australian English works in its spoken and written forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Possible Assessment Tasks

- Text Response – Analytical
- Text Response - Creative
- Media Language Analysis - Test
- Film Study - Oral

Year 7 - Mathematics

Rationale

Year 7 Mathematics is facilitated by a contemporary learning and teaching resource called Maths Pathway, which has been developed into a well-balanced, integrated and holistic Mathematics course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Year 7 Mathematics use the Maths Pathway resource to personalise the learning program and meet the needs of each student and their current mathematical ability.

The students begin with a series of diagnostic tests, which not only determines the level at which they are working, but also identifies any gaps in their knowledge they may have from their previous learning.

Students are then given a personalised learning pathway, consisting of skills practice that they need to develop within each Unit. There are video tutorials for students to watch if they need to and of course, they are encouraged to work with their peers and teacher to gain further understanding.

Each cycle, the students are given an individualised test based on the work they completed over the past fortnight. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year 7 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks each cycle to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project Each Term
- Semester Retention Exam

Year 7 - Science

Rationale

The Science curriculum allows students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate in science-related careers.

Strands

- Strand 1 – Science Understanding
- Strand 2 – Science Inquiry Skills

Content

In **Introduction to Science**, students look at the basics of Science by focusing on safety, units, practical report writing, equipment, the branches of science and lighting and using a Bunsen burner.

Properties of Substances looks at the particle model of matter and the states of change as particles are heated or cooled down.

Mixtures investigates the separation techniques of soluble and insoluble substances.

Classification and Habitats and Interactions explores the classification system of living organisms. Students are able to identify how organisms are grouped in relevance to each other. They investigate the features and characteristics of organisms and explore the relationships between organisms, their habitats and their environments.

In **Space**, students look at the seasons and eclipses and how these are caused by the relative positions of the Sun, Earth and the Moon.

Forces looks at the different types of forces and how these help us make tasks easier by applying less energy.

Core Skills

- Inquiry and Investigations
- Writing Practical Reports
- Researching
- Explaining Scientific Concepts
- Conducting Experiments
- Using Equipment Safely and Correctly

Possible Assessment Tasks

- Topic Tests
- Research Tasks
- Practical Reports
- Semester Tests

Year 7 - Health and Physical Education

Rationale

In Year 7, Health and Physical Education students are introduced to a variety of activities with the aim of developing basic physical skills such as strength, balance and hand/eye coordination. The specific outcomes of the program are to develop these basic skills, as well as fitness and positive sportsmanship. Students will also be exposed to a number of health related topics and current local, national and world issues in their theory lessons.

Strands

- Personal, Social and Community Health
- Movement and Physical Activity

Content

In Year 7, students will participate in the following sports and activities: Netball, T-ball, Soccer, AFL, Minor Games, Volleyball, Cricket, Fitness, Cultural Games and Swimming. The Health topics explored in the theoretical component of the course are Introduction to PDHPE Active Lifestyles, Bullying, Cyber Safety, Mental Health, Resilience, Water Awareness and Sun Safety.

Core Skills

- Strategic Thinking
- Skill Execution
- Teamwork
- Participation
- Fitness

Possible Assessment Tasks

- Staying Healthy Assessment Task
- Beating the Bully Assessment Task
- Bouncing Back Assessment Task
- Sun Smart Test
- Fitness Testing

Year 7 - Humanities

Rationale

The Humanities includes Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

Strands include

- Historical Concepts and Skills
- Consumer and Financial Literacy
- Government and Democracy
- Geographical Concepts and Skills

Content

Students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past. Students explain processes that influence the characteristics of places. Students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions.

Core Skills

- Sequencing chronology – putting events in order
- Using historical sources as evidence and applying empathy
- Geospatial / Mapping Skills
- Graphing
- Explain how citizens can participate in Australia's democracy
- Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism

Possible Assessment Tasks

- Research Tasks
- Application Tasks
- Topic Tests

Year 7 - Languages: Arabic

Rationale

Arabic is spoken by approximately 280 million people in 22 countries over several continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature. Arabic comprises a number of dialects that reflect the cultural diversity of Arabic-speaking countries, regions and communities.

Arabic is a Semitic language, and shares similarities with other Semitic languages such as Syriac, Aramaic and Hebrew. Classical Arabic and its successor, Modern Standard Arabic, have been and continue to be the language of religious texts as well as the basis for a rich heritage of classical poetry and literary prose. Today, speakers of Arabic come from a variety of social, cultural and religious backgrounds. Their views, cultures and beliefs are manifested in the language they use formally and informally in every aspect of their private lives and public affairs. Language is an inseparable part of their identity and the way they view themselves and the world around them.

Strands

- Communication
- Understanding

Content

Students use written and spoken Arabic to initiate and sustain classroom interactions with others, to exchange views, and express feelings. They use language conventions, vocabulary and sentence structures to apologise, invite and offer praise. They clarify meaning, explain actions and responses, and complete transactions by negotiating, making arrangements and solving problems. Students apply their knowledge of writing conventions, such as punctuation, to convey specific meaning in a range of texts. They analyse the structure and linguistic features of a range of personal, informative and imaginative texts and explain how these features are influenced by the context, audience and purpose. Students explain how and why changes to social settings affect verbal and non-verbal forms of communication. They explain the impact of social, cultural and intercultural changes such as globalisation and new technologies on the use of Arabic in different contexts. They explain how language choices they make reflect cultural ideas, assumptions and perspectives.

Core Skills

- Reading
- Speaking
- Writing
- Cultural understanding

Possible Assessment Tasks

- Listening and Responding (People and Places and Classroom Objects)
- Speaking (Cultural assignments-Arabic Culture)
- Reading and Responding (My family)

Year 7 - Languages: Japanese

Rationale

The study of languages in secondary schooling promotes cultural exchanges between people from different societies and gives students a broader perspective of the world. Japanese language study allows students the opportunity to participate in intercultural exchanges with one of Australia's largest trading partners and leaders of the business world. Students will develop a practical understanding of everyday situations and will be encouraged to immerse themselves in all things Japanese.

Strands

- Communication
- Understanding

Content

Within Year 7 Japanese (Obento), students are introduced to the basic written script of Japanese, Hiragana. Language study is developed through the introduction of themes familiar to young students such as greetings, introductions, age, counting, time and where you live. Listening and speaking activities, eg role play, interviews, performances, music/songs, games and information technology have assisted students in their learning. Student learning is evaluated through a variety of tests and assessments, including unit tests, assignments, bookwork, homework sheets, as well as culminating in a final speaking test incorporating many of the skills learnt throughout the semester.

Core Skills

- Hiragana Reading Skills
- Hiragana Writing Skills
- Aural Skills
- Self-Introduction Skills
- Cultural Awareness
- Organisation Skills
- Time Management Skills

Possible Assessment Tasks

- Reading and Writing Tests
- Listening Tasks
- Speaking Tasks
- Scrip Tests
- Quizzes
- Assignments

Year 7 - Languages: Spanish

Rationale

Spanish is a language spoken by approximately 500 million people across the world. Spanish evolved from Latin in around the ninth century and spread from Spain to the Caribbean and to North, Central and South America as a result of the expeditions of the fifteenth and sixteenth centuries. The language has been enriched by many other languages, including Arabic, Basque, Greek, French, English and the indigenous languages of the Americas. As Spanish belongs to the family of Romance languages, derived from Latin, it has many connections with English as well as other European languages. As a result of this relationship, knowledge of Spanish can facilitate the learning of other languages from the Romance family, such as Catalan, Galician, Italian, French, Portuguese and Romanian. Distinctive characteristics and features of the Spanish language guide the teaching and learning of the language in schools. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general as well as with speaking and listening skills.

Strands

- Communication
- Understanding

Content

Students use written and spoken Spanish for classroom interactions, to carry out transactions and to exchange views and experiences with peers and others in a range of contexts. They use rehearsed and spontaneous language to give and follow instructions and engage in discussions, such as expressing or rejecting points of view. They apply appropriate pronunciation and rhythm in spoken Spanish to a range of sentence types. They locate, summarise and analyse information and ideas on topics of interest from a range of texts and communicate information, different perspectives and their own opinions using different modes of presentation. Students explain how elements of communication such as gestures, facial expressions or the use of silence vary according to context, situation and relationships. They identify how Spanish both influences and is influenced by other languages and is spoken in a variety of forms in communities around the world. They explain why meanings and reactions vary according to the cultural assumptions that people bring to intercultural experiences and interactions.

Core Skills

- Speaking and Listening
- Reading and Writing
- Cultural Understanding

Possible Assessment Tasks

- Reading, listening, speaking and writing tasks
- Cultural assignments

Year 7 - Arts: Drama

Rationale

This course introduces students to Drama and the fundamental skills required for the creation and presentation of performances. Students will develop their collaborative skills, working work in groups to devise and perform original works, focusing on expressive skills, performance skills and character development. Students will view professional works of theatre and develop their literacy skills in the process of analysing, evaluating and describing the live performances. Students will perform for live audiences of their peers and teachers

Strands

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Content

In this course, students will focus on exploring drama as an art form through improvisation, scripted drama, rehearsal and performance. Students develop their understanding and use of character while manipulating expressive skills and performance skills and will work in an ensemble group to create and present a performance based on a prescribed stimulus. Students will also be required to complete a performance analysis which will test their knowledge of Drama terminology and its application to a professional live performance.

Core Skills

- Using expressive and performance skills
- Collaboration in ensembles to create and present performances
- Developing characters based on archetypes
- Evaluating and analysing own and others works
- Confidence and self esteem
- Creative thought, expression and process

Possible Assessment Tasks

- Ensemble performance
- Performance analysis

Year 7 - Arts: Music

Rationale

The Music curriculum aims to build the confidence of our students to be creative, innovative, thoughtful, skilful and informed musicians. Through active participation, students develop skills to listen, improvise, compose, interpret, perform and respond with intent and purpose. Students extend their understanding of music as an aural art form by broadening the knowledge and respect for music and music practices across global communities, cultures and musical traditions.

Strands

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Content

In this Unit of study, students develop skills in listening, rehearsing and performing. They are introduced to a range of musical conventions such as rhythm, structure, tempo, melody and harmony. Students develop rehearsal and performance techniques through solo and small group ensemble performances.

Students will all learn to play an orchestral instrument as part of their music class. Students will have three lessons a fortnight:

1. 2 small group instrumental lessons
2. Class ensemble

The College will provide the instrument for use over the course of the semester. There will be a production performance at the end of the semester showcasing what students have learnt.

Core Skills

- Rhythmic Reading / Reading Notation
- Melodic Reading / Writing Notation
- Creativity
- Expressiveness
- Confidence
- Collaboration
- Critical Analysis

Possible Assessment Tasks

- Musicianship skills
- Understanding My Instrument Journal

Year 7 - Arts: Visual Arts

Rationale

Students will be building awareness of the artistic processes of artists, craftspeople and designers through representations, concepts and the manner in which they develop. Artists and practices of influence will be from Torres Strait Islander Peoples, Aboriginal and Asia. A variety of themes and concepts will be explored, created and evaluated.

Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Content

Students will observe how different artists select and apply different visual arts techniques to express themes, concepts, styles and ideas of their own. They will develop their own practice through the use of an Art Folio. They will explore themselves both visually and emotionally, their individual cultural and historical influences and way to communicate these ideas to an audience. Students will combine and adapt material and techniques, technologies and themes of the Aboriginal and Torres Strait Islander artworks through the use of a variety of paints and tools to create different textures and viewpoints, eg emotional, emotive gestures artists use and applying them to their own works.

Core Skills

- Painting
- Drawing
- Rendering
- Ink work
- Appropriating
- Analysing
- Discussing Artwork using Art Vocabulary
- Writing about art

Possible Assessment Tasks

- Self Portrait
- Landscape
- Sculpture
- Symbolism
- Using Text in an Artwork
- Printmaking
- Appropriating

Year 7 - Arts: Visual Communication Design

Rationale

The Visual Communication Design (VCD) course aims to encourage and develop skills in drawing and the ability to develop ideas by following a design brief. Other key areas of study include an emphasis on the Design Elements and Principles and analyse the designs of others and reflect on their own design choices. Students are also expected to maintain a comprehensive visual diary and folio outlining the ideas and developments through the design process as they work towards final pieces.

Strands

- Explore and Represent Ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

Content

The VCD course will allow students to start generating and developing their own design practices. They will learn and implement the Design Elements and Principles through designing different concepts and projects. Students will focus on drawing through freehand design and technical drawing. This will be accompanied by experimentation through digital creative methods. Students will have opportunities to design collaboratively and independently. Students will be able to explore the clear links between Visual Communication Design and the world around them.

Core Skills

- To apply Design Elements and Principles to their own designs
- Analysing designs of well known companies
- Annotate the design process
- Meet criteria for designs to a design brief
- One-point perspective drawing
- Using design thinking to reflect on own work

Possible Assessment Tasks

- Design Elements and Principles presentations
- Graphic Design – Food truck/Logo
- Technical Drawing – One-point Perspective
- Logo/ Monograms Analysis
- Food truck designs/ Type
- Label Design - responding to a client

Year 7 - Design Technology: Food Studies

Rationale

Food studies introduces students to the life skills specific to the preparation and production of food products based upon the healthy eating food models recommended by the Australian Government. Students develop a sense of pride, satisfaction and enjoyment from their ability to create food products.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Year 7 Food Studies is undertaken as a 12 week 'taster' course. Students develop food preparation and production skills whilst learning the essential kitchen knowledge that govern safe and hygienic food handling. They apply recipe reading skills, which include a knowledge and understanding of measurement, abbreviations and food processing terminology used in food production.

Core Skills

- Safety and Hygiene
- Kitchen equipment
- Measuring
- Reading a recipe
- Food Processing terms
- Sensory evaluation of food
- Introduction to the Design Process

Possible Assessment Tasks

- Production Skills

Year 7 - Design Technology: Textiles

Rationale

Textiles teaches students design and fabric construction skills. Students are introduced to processes that encourage innovation and an understanding of design and fabrics in everyday living. The activities students undertake improve their problem-solving abilities and practical working knowledge of tools and equipment.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Students engage in the investigation process to develop an awareness of existing products, then in turn, they create their own individualised designs to meet specific design brief requirements. Students apply their newly learned hand machine skills in a creative manner to produce a Felt Toy. Alongside this, students complete book work to familiarise them with terminology and an understanding of how textiles are used in everyday living situations.

Core Skills

- Hand Sewing Skills
- Investigating Skills
- Design Skills

Possible Assessment Tasks

- Creating and Designing a Felt Toy
- Bookwork

Year 7 - Design Technology: Wood

Rationale

Students learn the design process and work within the constraint of a design brief to develop two and three dimensional designs. They follow a logical sequence of production processes and learn to manufacture a product with hand tools and powered machinery. Students are also expected to analyse and evaluate their finished products for performance, function and appearance.

Strands

- Technologies and Society
- Materials & Technologies
- Creating Designed Solutions

Content

Students initially develop their understanding of safe workshop management. This knowledge is reinforced through the successful completion of various safety exercises, tests and production tasks.

Students undertake the Pencil Box Project, helping them to develop their wood working skills and providing opportunities to develop their design and evaluation skills. This project is undertaken in relation to a design brief. Students apply the design process steps to create innovative portfolio based design solutions. They do this by undertaking investigations to fully understand the context and design factors, and then develop design criteria.

Students use their investigations and criteria to create a range of annotated initial ideas that are evolved into a final design solution. Students develop and apply their production plan to safely and independently manufacture and test their design solution. Students assess their learning and skills development by evaluating their outcomes and task performance against the initially developed criteria.

Core Skills

- Literacy
- Numeracy
- Analysis/critiquing
- Problem solving
- Visual communication
- Production/making
- ICT

Possible Assessment Tasks

- Workshop Induction and Safety
- Pencil Box Project

Year 7 - Digital Technologies

Rationale

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Computational thinking is the main focus of this curriculum. Students will develop problem solving skills when creating digital solutions. Students will learn various programming languages (coding) to purpose-design digital solutions to solve specific problems. Analyse and visualise data using a range of software to create information and use structured data to model objects or events. Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account. Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language. Investigate how digital systems represent text, image and sound data in binary.

Core Skills

- Abstraction
- Data collection, representation and interpretation
- Digital systems
- Specification, algorithms and development
- Interactions and impacts

Possible Assessment Tasks

- Programming with Scratch
- Lego Robotics
- Image manipulation using Fireworks / Photoshop
- Cyberbullying – Data Collection and analysis
- Cyberbullying – Visual representation of data
- Flash Animation
- Coding
- Computer Hardware and digital information

Year 8 Core Subjects

Year 8 - Religious Education

Religious Education follows the mandated curriculum set by the Catholic Education Office for the Diocese of Sale. The purpose of the course is to develop the students' religious understanding of the world they live in.

Our students come from a variety of backgrounds. This course acknowledges that variety and attempts to speak to them by presenting the richness of the Catholic Tradition as relevant to their context.

Content

Triune God

Christian Life and Catholic Social Teaching

Sacramental Life of the Church

The Life and Mission of Jesus

The details of the units are under review and will be published prior to the end of Term 2 2019

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8 - English

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace.

Strands and Modes

The English curriculum is organised by language modes and strands:

Modes

- Reading and Viewing
- Writing
- Speaking and Listening

Strands

- Language
- Literature
- Literacy

Content

In Level 8, students communicate with a range of audiences through many contexts. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students as independent readers are drawn from a range of genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex and language features are increasingly more complex. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Core Skills

- Listen to, read, view, speak, write, create and reflect on a variety of texts.
- Appreciate, enjoy and use the English language in all its variations.
- Understand how Standard Australian English works in its spoken and written forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Possible Assessment Tasks

- Text Response
- Oral responses
- Narrative
- Language/Media Analysis

Years 8 and 9 - Mathematics

Rationale

Years 8 and 9 Mathematics is taught by using a new teaching and learning resource called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic maths course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Year 8 and 9 Mathematics use the Maths Pathway resource to personalise the learning program and meet the needs of each student and their current mathematical ability.

The students continue to work on their individualised work program developed from the previous year, systematically filling in the gaps in their knowledge and furthering their knowledge across all three strands of mathematics.

There are video tutorials for students to watch if they need to, and of course they are encouraged to work with their peers and teacher to gain further understanding.

The cycle tests continue to provide formative and summative assessment of their knowledge and growth in each strand of mathematics. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year 8 and 9 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project each Term
- Semester Retention Exam

Years 8 and 9 - Advanced Mathematics

Rationale

Years 8 and 9 Advanced Mathematics is taught by using a new teaching and learning resource called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic Maths course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model. This subject aims to support students who have developed advanced mathematics skills to support them with the appropriate pathway for their mathematics education. Students who study Advanced Mathematics would expect to be at 8.25 Progression Point level for Number and Algebra at 1 August of the previous year.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Year 8 and 9 Advanced Mathematics uses the Maths Pathway resource to personalise the learning program and meet the needs of each student and their current mathematical ability.

The students continue to work on their individualised work program developed from the previous year, systematically filling in the gaps in their knowledge and furthering their knowledge across all three strands of mathematics.

There are video tutorials for students to watch if they need to, and of course they are encouraged to work with their peers and teacher to gain further understanding.

The cycle tests continue to provide formative and summative assessment of their knowledge and growth in each strand of mathematics. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year and 9 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project each Term
- Semester Retention Exam

Years 8 and 9 – Unit 1 Mathematical Methods

Unit 1 Mathematical Methods follows the Unit 1 Mathematical Methods learning program. Students who study this subject would expect to be at 10.0 Progression Point level for Number and Algebra at 1 August of the previous year.

It would be intended for students who study this subject to continue and study Unit 2 Mathematical Methods for the full year that follows.

Rationale

The areas of study in Mathematical Methods Units 1 comprise Functions and Graphs (Linear and a variety of non-linear graphs such as Quadratic, Cubic, Quartic, Hyperbola, Truncus and Square Root Functions), and Probability.

Unit 1

The focus of Unit 1 is the study of simple algebraic functions and the four areas of study listed below. The content should be presented so there is a balanced and progressive development of skills and knowledge in each area of study.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Possible Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations at the end of each semester: Assessment of relevant Unit 1 concepts (technology-free and technology allowed).

Year 8 - Science

Rationale

Year 8 Science takes you further into the world of Science. You will use your experimental skills to safely work in practical classes to support your understanding of concepts behind the theory. Satisfactory completion of the course provides an excellent foundation for Year 9 Science.

Strands

- Biological Science
- Chemical Science
- Earth and Space Science
- Physical Science

Content

In this subject, students have the opportunity to develop and extend their scientific skills, knowledge and understanding through research theory, class work, research tasks and a range of experiments and practical activities. In particular, students explore topics related to Biology, Physics, Earth Science and Chemistry. There is emphasis on the topics on Energy, Cells, Living Systems, Rocks, Physical and Chemical change and Elements and Compounds. Students are expected to work safely in the laboratory and to write up experiments where required. Homework questions, which help develop understanding and consolidate learning, are set and are expected to be completed each week. Students also complete a condensed inquiry learning program to prepare them for later study of the subject 'Inquiry and Problem Based Learning' in Year 9.

Core Skills

- Experimental Techniques
- Scientific Method
- Research Skills
- Scientific Inquiry
- Science as a Human Endeavour – Problem Based Inquiry

Possible Assessment Tasks

- Energy Practical Investigation
- Cells Test
- Living Systems – Problem Based Inquiry
- Rocks and Minerals research task
- Elements, Compounds and Mixtures Test
- Physical and Chemical Change Investigation

Year 8 - Health and Physical Education

Rationale

In Year 8 Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities. Throughout the course, students are involved in practical and theory based classes where they learn to understand how our body works, movement skills and patterns, drug education and building lasting relationships.

Strands

- Personal, social and community health
- Movement and physical activity

Content

Year 8 students will experience playing a wide range of sports including: European Handball, Softball, Basketball, Lacrosse, Hockey, Badminton, Tennis, Baseball and Touch Rugby. Students will also participate in fitness testing both pre and post each semester of work. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. The Health topics explored in the theoretical component of the course are: Anatomy, Nutrition, Drug Education, Alcohol, Body Image, Healthy relationships and Physical change. During the course, Year 8 students will demonstrate skills to make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing.

Core Skills

- Teamwork
- Participation
- Leadership
- Fitness
- Responsibility
- Resilience
- Skill execution
- Decision making
- Strategic thinking

Possible Assessment Tasks

- Body Systems Test
- Drug and Alcohol Educational Video
- Changing and Growing Test
- Fitness Testing
- Body Image Report

Year 8 - Humanities

Rationale

The Humanities includes Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

Strands include

- Historical Concepts and Skills
- Historical Knowledge
- Consumer and Financial Literacy
- Government and Democracy
- Geographical Concepts and Skills

Content

Students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past. Students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications. Students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. Students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation.

Core Skills

- Sequencing chronology – putting events in order
- Using historical sources as evidence and applying empathy
- Geospatial / Mapping Skills
- Graphing
- Explain how citizens can participate in Australia's democracy
- Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism

Possible Assessment Tasks

- Research Tasks
- Application Tasks

Year 8 - Languages: Arabic

Rationale

Learners understand and use features of the Arabic sound and writing systems and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms. They apply elements of Arabic grammar to the production of texts, such as articles, nouns, adjectives, personal pronouns, verb tenses, conjunctions, adverbs, statements, negation and questions, to describe people, actions and events, discuss preferences, expand on expression, and link ideas and information. They understand ways in which the English language works as a system and how English is similar to and different from Arabic. They discuss the influence of other languages and cultures on Arabic language and recognise variations in language use across Arabic-speaking countries, regions and communities.

Strands

- Communicating
- Understanding

Content

Students use written and spoken Arabic to exchange information about their personal worlds and to express feelings, likes and dislikes. They use formulaic language for a range of classroom functions and processes, such as asking and responding to questions, following instructions, requesting repetition and asking for permission and assistance. Students use rehearsed and some spontaneous language to engage in planning, transacting, making arrangements and negotiating. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to home, school, leisure and interests using different modes of presentation. They share their responses to different imaginative texts by expressing feelings and ideas about the ways in which characters, settings and events are represented. Students use modelled language to create imaginative texts or alternative versions of texts they have listened to, read or viewed.

Core Skills

- Speaking
- Listening
- Writing
- Reading

Possible Assessment Tasks

- Speaking (The Cloths We Wear)
- Listening and writing (Driving in the Arab Country)
- Reading and Responding (Popular sport in the Arab world)

Year 8 - Languages: Japanese

Rationale

The study of languages in secondary schooling promotes cultural exchanges between people from different societies and gives students a broader perspective of the world. Japanese language study allows students the opportunity to participate in intercultural exchanges with one of Australia's largest trading partners and leaders of the business world. Students will develop a practical understanding of everyday situations and will be encouraged to immerse themselves in all things Japanese.

Strands

- Communicating
- Understanding

Content

In Year 8 Japanese, students consolidated their knowledge and reproduction of Hiragana and Kanji. Language study was developed through student experience, with links to families, home life, different daily routines and leisure time. Listening and speaking activities, such as role play, interviews, performances, music/songs and games assist students in their learning.

Core Skills

- Hiragana Reading and Writing Skills
- Kanji Reading and Writing Skills
- Aural Skills
- Oral Skills
- Cultural Awareness
- Organisation Skills
- Time Management Skills

Possible Assessment Tasks

- Reading and Writing Tests
- Listening Tests
- Speaking Tasks
- Script Tests
- Assignments
- Quizzes

Year 8 - Languages: Spanish

Rationale

The aim of the course is for students to continue building on their understanding of the Spanish language. Students use written and spoken Spanish to communicate, express their ideas, and make sense of the world they live in. They study social, cultural and communicative aspects of the language, and make connections with their own experiences.

The course provides an overview of Spanish language usage and conventions. Students identify and apply rules for pronunciation and grammar as well as writing conventions to explain basic features of language. The close correspondence between the written and spoken forms of Spanish assists with spelling and the development of literacy in general, as well as with speaking and listening skills.

Strands

- Communicating
- Understanding

Course Content

Students use written and spoken Spanish to communicate. They use modelled and rehearsed language in familiar contexts to express their own personal meaning. They share information and interact with the teacher and one another. When interacting, students approximate Spanish sounds and use intonation to distinguish between statements.

In addition, students work both collaboratively and independently in Spanish, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests. They read, view and listen to texts. They then apply modelled language to create and present their own texts. They use vocabulary and grammar accurately, drafting and editing texts to improve structure and clarify meaning.

They develop grammatical knowledge and language awareness through comparing languages and applying their knowledge in language assessments and tasks. They apply rules of grammar and use metalanguage in Spanish to explain basic features of language, texts and grammar, making connections with terms such as 'verb', 'adjective', 'noun' and 'agreement' that are used in English learning, and incorporating concepts such as grammatical gender. They apply Spanish writing conventions such as inverted question and exclamation marks.

Students use a range of processes such as observing, comparing and reflecting on language use to identify how cultural values and perspectives are embedded in language. Students reflect on intercultural perspectives and their experience of interactions and make cross-curricular connections. They develop a metalanguage for discussing and reflecting on language and culture.

Core Skills

- Speaking
- Listening
- Writing
- Reading

Possible Assessment Tasks

- Speaking, listening, reading and writing tasks.
- Cultural assignments.

Year 9

Core Subjects

Year 9 - Religious Education

Religious Education follows the mandated curriculum set by the Catholic Education Office for the Diocese of Sale. The purpose of the course is to develop the students' religious understanding of the world they live in.

Our students come from a variety of backgrounds. This course acknowledges that variety and attempts to speak to them by presenting the richness of the Catholic Tradition as relevant to their context.

Content

Triune God

Christian Life and Catholic Social Teaching

Sacramental Life of the Church

The Life and Mission of Jesus

The details of the units are under review and will be published prior to the end of Term 2 2019

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 9 - English

Rationale

Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Year 9 English builds on concepts, skills and processes developed in earlier year levels and introduces students to the analysis of how authors use language for different purposes.

Modes

- Reading and Viewing
- Writing
- Speaking and Listening

Strands

- Language
- Literature
- Literacy

Content

Throughout Year 9, students will be involved in reading, viewing, listening, writing, creating, comparing, researching, problem solving, reflecting and talking about a range of text types, including the study of:

- a thematic based unit on the theme of 'Conflict' using wide reading novels
- one play to develop analytical writing skills
- selected short stories as inspiration to create an original creative response
- a variety of online texts to provide background information relevant to class texts
- persuasive speeches as a model for effective public speaking
- editorials, opinion pieces and letters to the editor to develop analytical and persuasive writing skills
- a variety of texts that focus on language, grammar and punctuation.

Core Skills

- Reading and Viewing:
 - Analyse how language and images are used for different purposes
 - Show how texts can be interpreted in multiple ways
- Writing:
 - Create original texts by experimenting with a range of language choices
 - Edit work closely to ensure that final pieces have clear paragraphing and sentence structure, including correct spelling, punctuation and grammar
- Speaking and Listening:
 - Use a variety of spoken language techniques in an attempt to persuade an audience
 - Contribute to the development of ideas through class discussion
 - Listen to different perspectives and understand why people have contrasting views

Possible Assessment Tasks

- Creative Response on the theme of conflict
- Analytical Text Response
- Persuasive Writing (Speech and Letter to the Editor)
- Media Unit - Argument Analysis
- Examination

Years 8 and 9 - Mathematics

Rationale

Years 8 and 9 Mathematics is taught by using a new teaching and learning model called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic maths course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Years 8 and 9 Mathematics use the Maths Pathway teaching and learning model as a personalised learning program designed to meet the needs of each student and their current mathematical ability.

The students continue to work on their individualised work program developed from the previous year, systematically filling in the gaps in their knowledge and furthering their knowledge across all three strands of mathematics.

There are video tutorials for students to watch if they need to, and of course they are encouraged to work with their peers and teacher to gain further understanding.

The cycle tests continue to provide formative and summative assessment of their knowledge and growth in each strand of mathematics. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year and 9 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project each Term
- Semester retention exam

Years 8 and 9 - Advanced Mathematics

Rationale

Years 8 and 9 Advanced Mathematics is taught by using a new teaching and learning model called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic maths course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model. This subject aims to support students who have developed advanced mathematics skills to support them with the appropriate pathway for their mathematics education. Students who study Advanced Mathematics would expect to be at 8.25 Progression Point level for Number and Algebra at 1 August of the previous year.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Years 8 and 9 Mathematics use the Maths Pathway teaching and learning model as a personalised learning program designed to meet the needs of each student and their current mathematical ability.

The students continue to work on their individualised work program developed from the previous year, systematically filling in the gaps in their knowledge and furthering their knowledge across all three strands of mathematics.

There are video tutorials for students to watch if they need to, and of course they are encouraged to work with their peers and teacher to gain further understanding.

The cycle tests continue to provide formative and summative assessment of their knowledge and growth in each strand of mathematics. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year and 9 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project each Term
- Semester retention exam

Years 8 and 9 – Unit 1 Mathematical Methods

Unit 1 Mathematical Methods follows the Unit 1 Mathematical Methods learning program. Students who study this subject would expect to be at 10.0 Progression Point level for Number and Algebra at 1 August of the previous year.

It would be intended for students who study this subject to continue and study Unit 2 Mathematical Methods for the full year that follows.

Rationale

The areas of study in Mathematical Methods Units 1 comprise Functions and Graphs (Linear and a variety of non-linear graphs such as Quadratic, Cubic, Quartic, Hyperbola, Truncus and Square Root Functions), and Probability.

Unit 1

The focus of Unit 1 is the study of simple algebraic functions and the four areas of study listed below. The content should be presented so there is a balanced and progressive development of skills and knowledge in each area of study.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Possible Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations at the end of each semester: Assessment of relevant Unit 1 concepts (technology-free and technology allowed).

Year 9 - Science

Rationale

Year 9 Science develops fundamental science skills and knowledge through practical, hands on and content based learning.

Strands

- Biological Science
- Chemical Science
- Earth Science
- Physical Science

Content

In this subject, students develop and extend their scientific skills, knowledge and understanding through research tasks, theory work, class work and a range of experiments and practical activities. In particular, students explore topics related to Biology, Physics, Earth Science, Electricity and Chemistry. There is emphasis on the topics of Body Coordination, Ecosystems, Atoms, Reaction types, Plate Tectonics and Electricity. Students are expected to work safely in the laboratory and to write up experiments where required. Homework questions, which help develop understanding and consolidate learning, are set and are expected to be completed each week.

Core Skills

- Experimental Techniques
- Scientific Method
- Research Skills
- Scientific Inquiry
- Science as a Human Endeavour
- Understanding of Science

Possible Assessment Tasks

- Body Coordination – Practical Report
- Ecosystems – Test/Research Assignment
- Atoms - Test
- Reaction types – Practical Report
- Plate Tectonics – Test/Research Assignment/Classwork
- Electricity - Assignment
- Semester One and Semester Two Tests

Year 9 - Health and Physical Education

Rationale

At Year 9, Health and Physical Education will provide students with the knowledge, skills and behaviours to assist them in developing and maintaining their physical, mental, social and emotional health. In the practical setting, consistent activity is promoted to encourage positive and ongoing physical fitness behaviours and habits.

Strands

- Health, Knowledge & Promotion
- Movement & Physical Activity

Content

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Core Skills

- Analysis
- Evaluation
- Application
- Teamwork
- Strategic Thinking
- Skill Execution
- Participation
- Decision Making

Possible Assessment Tasks

- First Aid Written and Practical Assessment
- Respectful Relationships video analysis
- Nutrition Assignment
- Fitness Testing
- Mental Health Test

Year 9 - Humanities

Rationale

The Humanities includes Civics and Citizenship, Economics and Business, Geography and History. The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

Strands

- Historical Concepts and Skills
- Historical Knowledge
- Consumer and Financial Literacy
- Government and Democracy
- Geographical Concepts and Skills

Content

Students evaluate features of Australia's political system and identify and analyse the influences on people's electoral choices. Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. Students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales. Students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Core Skills

- Researching
- Analysing
- Applying

Possible Assessment Tasks

- Research Tasks
- Application Tasks

Year 9 - Inquiry Based Learning Project

Rationale

All Year 9 students will study this unit for one semester. Important General Capabilities will be developed through the inquiry based learning project as students work in teams to solve a problem.

General Capabilities

- Intercultural

Content

Students begin the subject by engaging in activities designed to develop their collaboration and problem solving skills. Students will then work in teams to respond to a question focussed on a local issue. Students will further develop key skills through instruction and application. They will work to resolve the question posed to them and present their solution to parents and other members of the College community. Students will importantly reflect upon and document their learning.

Core Skills

- Researching
- Planning and Organising
- Team Work
- Problem-solving

Possible Assessment Tasks

- Minor Project
- Major Project

Years 8 and 9

Elective

Subjects

Years 8 and 9 - Arts: Dance

Rationale

Dance is expressive movement with purpose and form. Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others' cultures and communities.

Strands

- Explore and Express Ideas
- Dance Practices
- Present and Perform
- Respond and Interpret

Content

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.

Students analyse choreographers' use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.

Students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience. Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.

Core Skills

- Analysing
- Evaluating
- Performing

Possible Assessment Tasks

- Group Choreography
- Learnt works
- Dance works analysis

Years 8 and 9 - Arts: Drama

Rationale

Drama is a Performing Arts subject, an outlet for self-expression and a way of learning. Drama is a vital subject because it involves the student intellectually, physically, socially and emotionally. Activities in improvisation, pantomime, play-making and creating and exploring and responding, serve to develop the creative potential in the participants and helps to develop critical thinking skills. Drama also encourages, team building, individualism, self-confidence and formulates the stepping stones to content and skills for senior studies.

Strands

- Explore and respond Ideas
- Drama practices
- Present and Perform
- Respond and interpret

Content

Students study a variety of performance styles that explore the key conventions of comedy and tragedy from numerous time periods. They research and examine the historical, cultural and social contexts behind these styles and their impact on performance. Students refine and extend their understanding of role, character, relationships and situation, while manipulating expressive skills. They maintain focus and control use of space and time; language; ideas; and dramatic action. They experiment with dramatic elements such as: mood, contrast, tension and conflict; and modify these elements to suit different audiences. As they make and respond to drama, students explore meaning and interpretation; forms and elements; and how drama can influence and challenge. They evaluate actor success in expressing the directors' intentions and the use of expressive skills in drama. This will be done by viewing and analysing fellow classmates' performances with the possibility of an external show analysis.

Core Skills

- Explore and respond to ideas when creating performances
- Drama practices (Performance skills, Dramatic Elements, Playmaking techniques, Production areas, Performance styles)
- Present and Perform performances
- Respond and interpret others' works
- Ensemble performance work
- Theatre studies elements
- Confidence and self esteem
- Creative thought, expression and process
- Working collaboratively with others

Possible Assessment Tasks

- Performance Analysis
- Ensemble Performance

Years 8 and 9 - Arts: Media Arts

Rationale

The Media Arts curriculum encompasses the fields of media, art and design. In Media Arts, students create visual representations that communicate, challenge and express their own and others' ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

Strands

- Explore and Express Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret

Content

Students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute. Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.

Core Skills

- Analysing
- Evaluating
- Planning

Possible Assessment Tasks

- Analysis of media artworks
- Production of media artworks

Years 8 and 9 - Arts: Music Performance

Rationale

The Music curriculum aims to build the confidence of our students to be creative, innovative, thoughtful, skilful and informed musicians. Through active participation, students develop skills to listen, improvise, compose, interpret, perform and respond with intent and purpose. Students extend their understanding of music as an aural art form by broadening their knowledge and respect for music and music practices across global communities, cultures and musical traditions.

NB. This subject can be studied both semesters.

Strands

- Explore and Express Ideas
- Music Practices
- Present and Perform
- Respond and Interpret

Content

Students develop the skills they already have on their instruments by planning and rehearsing for solo and group performances. Students will extend their performance experience by further analysing performance techniques, theory/aural skills and instrument technical exercises.

Core Skills

- Reading Music Notation
- Writing Music Notation
- Creativity
- Expressiveness
- Confidence
- Collaboration
- Critical Analysis

Possible Assessment Tasks

- Performances
- Analysis Task
- Theory Tests

Years 8 and 9 - Arts: Visual Arts

Rationale

Students learn about the importance and significance of Art throughout history and in the broader context of society. They learn how to independently and collaboratively develop their ideas through the use of research, experimentation, and refinement in a folio. Students learn how to experiment with and apply a variety of materials and techniques in order to create resolved Artworks that communicate, express and challenge ideas. They reflect on their own Art and that of others by using Arts language and discussing the Art Elements and Principles. Students develop an appreciation of the concepts that drive contemporary Art and strengthen their own sense of self-expression and creativity. They are encouraged to observe and appreciate their community's cultural riches and to engage with their community through the lens of an Artist.

Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Content

Art and Art-making techniques are evolving every day. This Unit explores how Artists communicate and express their ideas using the Art Elements as well as various Art-making methods. Students will explore a variety of mediums such as Graphite, Oil Pastel, Water Colour, Printing Ink, Acrylic Paint and more to develop their skills and compose resolved Artworks. They will learn new techniques and build on existing skills in their Art-making process. Students will investigate the impact of traditional and contemporary Artists in our society and they will use examples of Artworks to provoke dialogue and inspire their work. They will learn about the process of creating 2 dimensional and 3 dimensional Artworks, with a focus on idea development, refinement and reflection.

Core Skills

- Drawing skills
- Ability to develop ideas in a folio
- Ability to experiment with and apply a range of mediums
- Knowledge of Art Elements and Principles

Possible Assessment Tasks

- Elements and Principles
- Tonal Drawing
- Mixed Media
- Print-Making
- Painting

Years 8 and 9 - Arts: Visual Communication Design

Rationale

Students will undertake Visual Communication Design practices developing their skills through the three types of design: Environmental, Industrial and Communication. Students will show development through different drawing and digital designing techniques and processes. Concept building and design execution is important following a design process to generate and create their ideas.

Strands

- Explore and Represent Ideas
- Visual Communication Practices
- Present and Perform
- Respond and Interpret

Content

Students will explore their understanding of Design Elements and Principles through drawing and written components. They develop different drawing techniques and focus on technical drawing with technical standards. They will progress to learning different applications of methods, materials and media. Students will communicate to varied audiences through their designs and are able to recognise audience needs through written contexts. There is a strong focus on the design process, from brainstorming through to the final product. A variety of artistic styles and artists will be analysed looking at different practices and communications. Artistic language and definitions will be learnt and integrated into their writing and presentations.

Core Skills

- Drawing skills
- Technical Drawing skills
- Ability to develop ideas using a design brief and folio
- ICT design skills
- Knowledge of Design Elements and Principles

Possible Assessment Tasks

- Two-Point Perspective
- Movie Poster Design
- Design Analysis
- Elements and Principles

Years 8 and 9 - Design Technology: Electronics

Rationale

Students will be required to use the design process and create a range of electronic circuits and products using correct terminology and techniques. They use appropriate tools and equipment and gain a working knowledge of the components required in the manufacture of the circuits. Students are also expected to analyse and evaluate their finished products for performance, function and appearance.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Students will learn a range of skills applicable to Electronics, but also to other areas of design and production. This includes the safe and effective use of the soldering iron, diagnostic techniques for troubleshooting problems and conventions for designing and working with electronic components and circuits. Students will learn and apply basic electronics theory, they will learn how circuits work and are built. This includes practical applications of theory/concepts, such as Ohm's law ($R=V/I$) and energy conversion. They will also have the opportunity to explore emerging technologies, such as 3D design and printing and its possible uses in Electronics. Students utilise the design process for planning projects. They will also develop their skills in evaluating both finished products and their work practices.

Core Skills

- Safe and Effective Use of Soldering Iron
- Diagnostics / Troubleshooting Techniques
- Investigation, Analysis and Evaluation
- Understand and Apply Basic Electronics Concepts when Designing and Creating Products

Possible Assessment Tasks

- Workshop Safety
- Soldering Iron Task
- Flashing LED Ornament
- Solar Charged Nightlight
- FM Radio

Years 8 and 9 - Design Technology: Food

Rationale

Design Technology: Food studies supports students to develop the life skills specific to preparation and production of food products based upon the healthy eating food models recommended by the Australian Government. Food production include meals suitable for consumption at breakfast, lunch, dinner and special occasion dishes.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

In the Year 8 and 9 Design Technology: Food studies course, the students will further develop their preparation and production skills whilst demonstrating a knowledge and understanding of the safety and hygiene rules that apply whilst working in the kitchen. Students will use the design process of investigating, generating design ideas, producing and evaluating to prepare dishes which address a design brief. They will also consider planning and managing the preparation and production requirements when creating their own products in practical lessons

Core Skills

- How to work safely and hygienically in the kitchen when creating food products
- Design process

Possible Assessment Tasks

- Safety and Hygiene Quiz
- Design Tasks
- Research Task
- Practical Skills

Years 8 and 9 - Design Technology: Horticulture

Rationale

Horticulture introduces the student to aspects of market gardening, including seasonal crop variations. The students care for the Campus flock of chickens and undertake a hatching program.

Strands

- Technologies and Society
- Food and Fibre Production
- Creating Designed Solutions

Content

In this Unit, students investigate many aspects associated with basic horticultural processes. This includes the design, planning and construction of a vegetable garden and all aspects of growing and maintaining vegetable seedlings. Students will also develop an understanding of environmental factors, eg soil, water and climatic conditions that affect plant growth. They will investigate different breeds of chickens and their uses and work with the Campus flock.

Core Skills

- Propagate Seedlings
- Maintain a Vegetable Garden
- Care for Poultry
- Correct Use and Maintenance of an Incubator

Possible Assessment Tasks

- Seasonal Vegetables Assessment Task
- Care and Maintenance of a Vegetable Garden
- Chicken Breeds and Uses Assessment Task
- Care of Flock and Hatching Program

Years 8 and 9 - Design Technology: Textiles

Rationale

Textiles supports students to develop skills specific to planning and production of items constructed of fabric and fibres.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Students will investigate and make judgements on how the characteristics and properties of materials, tools and equipment can be combined to create designed solutions. They will be required to create designed solutions based on a need or opportunity. This process involves investigating, generating, producing, evaluating, planning and managing a textiles project.

Students will:

- Identify the steps involved in planning the production of designed solutions.
- Identify and establish safety procedures and manage projects with safety and efficiency in mind.
- Learn to transfer theoretical knowledge to practical activities.
- Select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

Core Skills

- Safe use of tools and equipment
- Selection and use of appropriate materials to develop design ideas
- Design Process

Possible Assessment Tasks

- Creating Designed Solutions: Bag
- Creating Designed Solutions: Cushion

Years 8 and 9 - Design Technology: Wood

Rationale

Students work through the design process and develop two-dimensional and three-dimensional hand drawing techniques to create a design folio. They plan production processes and use a range of hand and power tools to manufacture products. Students are also expected to analyse and evaluate their finished products for performance, function and appearance.

Strands

- Technologies and Society
- Materials and Technologies
- Creating Designed Solutions

Content

Students will learn a range of skills applicable to working with wood, but also to other areas of design and production. This includes the safe and effective use of hand and power tools, joint making and surface finishing techniques. Students undertake two principal design and make projects of increasing complexity and detail. Both projects are undertaken in relation to a design brief. Students apply the design process steps to create creative design solutions. These are developed through drawings, written critiquing, user feedback and computer modelling. Students independently and safely manufacture their design solutions which is reflected upon to determine its effectiveness.

Core Skills

- Literacy
- Numeracy
- Analysis / Evaluating
- Problem Solving
- Visual Communication
- Production / Making
- ICT

Possible Assessment Tasks

- Workshop Safety
- Occasional Table Research Assignment
- Occasional Table Final Design Development
- Occasional Table Production Planning and Making

Years 8 and 9 - Digital Technologies:

Creative Digital Solutions

Rationale

Creative Digital Solutions focusses on a growing range of applications where media is integrated, across business, education, entertainment, information and commerce.

This unit offers students the opportunity to develop understanding around critical and creative thinking, the creative design process, as well as the capability to create multimedia products including text, sound, graphics, video and animation.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

- Creative Design Process and Critical Thinking Skills
- Adobe Photoshop CC – Image Manipulation
- Video Editing
- Website Theory and Development with Wordpress

Core Skills

- Critical and creative thinking.
- Image adjustments and enhancements.
- Image composition.
- Image manipulation and retouching.
- Image watermarking, framing, and batch automation.
- Choosing appropriate content suited to the target audience for the website.
- Adding functionality to the website for the particular purpose.

Possible Assessment Tasks

- Adobe Photoshop – folio of image manipulations tasks.
- Wordpress Website development – creation of a website following a creative design process.

Years 8 and 9 - Digital Technologies: Digital Systems and Networks

Rationale

Students will develop an understanding and skills used in computer science, including infrastructure, networking, security and application development, using industry standards. More specifically, students will learn how a computer processes and communicates binary data, plan and develop a local computer network, understand security concerns and obligations and develop a series of programs through line-based coding, using the Problem-Solving Methodology.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Computational Thinking: Continuing on from learning a binary number system in Year 7, students will understand how information-carrying circuits add numbers and convert from binary to ASCII.

Networking: Students understand how digital devices communicate information locally and worldwide. They will develop a virtual Local Area Network, be able to identify and configure hardware required to assemble a local network. They will learn about security accounts, sharing permissions and IP addressing.

Development: Students will progress through a series of self-paced learning activities. Skills learnt here will prepare them for development of their own applications in Year 9.

Core Skills

- Understand how binary is used in computer storage, processing and communication.
- Apply logical operations in basic computer processes, such as storing and adding.
- Identify the components of network infrastructure, including host names and IP addressing.
- Create a virtual network of hosts and servers.
- Introduce Pseudocode and review abstraction through problem solving.
- Review basic programming structures such as sequences, branches and iterations.
- Learn basics of Object-Oriented Programming (OOP) including classes, objects, properties and methods.

Possible Assessment Tasks

- Design and cost a network.
- Research project – data collection, security and presentation of findings
- Programming Folio – a sequence of activities designed to extend students logic and programming skills.

Years 8 and 9 - Digital Technologies: Robotics

Rationale

The VEX Robotics Course provides students with exciting, open-ended robotics and research project challenges that enhance their Science, Technology, Engineering, and Mathematics (STEM) skills through hands-on, student-centred learning. There is a large emphasis in this elective on collaboration and problem solving, rather than oppositional competition. Students will design, build and program robots in collaborative teams in order to complete a series of engineering or systems-based challenges. Students will learn to program a range of functions using a progression from block-based programming through to C++.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

- An investigation of the Robotics Challenge and possible Solutions
- Engineering principles and systems
- Mathematical trigonometry and ratios
- Electromagnetic principles and loads
- Computer programming for axis of motion
- The programming solutions to tasks arising from the Gameplay element of the challenge

Core Skills

- Critical and creative thinking
- Maintaining a detailed Engineering Journal
- CAD design basics
- Trigonometry and Calculation of Ratio
- The Design Cycle of Prototyping
- Iterations in programming and design process
- Collaborative practices and Teamwork
- Strategic planning for challenge-based scenarios

Possible Assessment Tasks

- Solutions to the Design challenge
- Folio of engineering principles
- Programming solutions to challenge

Years 8 and 9

Extension

Academies

Years 8 and 9 Extension Academies

(By Application Only – Refer Key Selection Criteria)

Rationale

To provide enrichment and extension opportunities for students with advanced interest, gifts and talents.

An Extension Academy is a semester length subject focussed on a particular Learning Area.

Students need to apply to be selected to study an Extension Academy subject.

Key Selection Criteria

- High level of interest in the Learning Area.
- Above Standard results in a previous semester.

Extension Academies

- Health Sciences
- Literature
- Performing Arts
- Sport
- STEM (Science, Technology, Engineering and Mathematics)
- Visual Arts

Years 8 and 9 - Health Sciences Extension Academy

Rationale

Students are selected for the Health Science Academy from their applications, as well as being above standard in physical education, science with excellent behaviour and effort in the classroom.

The aim of the course is to further develop knowledge and skills within the health science domain. This includes practical elements from science and physical education.

The course provides opportunities to explore life style behaviours that can lead to poor health as well as diseases and prevention. There are opportunities to be involved in excursions and incursion with outside professionals delivering different programs so that students can expand their knowledge further.

The course also shares links with science, physical education and health.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Content

Cell Biology Basics
Body Systems
Homeostasis
Diseases and disease prevention
Socio-cultural Factors Affecting Health Status
Healthcare in Australia
Improving your Health

Core Skills

- Science Knowledge and Understanding
- Health Knowledge and Understanding

Possible Assessment Tasks

- Practical Report
- Journal
- Scientific Poster
- Group Presentation
- Reflection

Years 8 and 9 – Literature Extension Academy

Rationale

The aim of the Literature Academy is to allow students the opportunity to complete an in depth study of a range of texts including myths, legends, fairy tales and poetry. The course provides students with necessary text analysis skills to ensure they are able to look for deeper meanings being conveyed by authors. The course also shares links with historical concepts and sources and a study of society, both past and present.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Content

Throughout the course, students will be exposed to a range of text types which will involve reading, viewing and listening to develop their skills in annotation and to continue to explore how literary devices can be used by authors to affect a specific audience. They will explore how particular social and cultural contexts can change a person's perception of a text and how these elements play a role in creating meaning for a reader. Throughout the course, students will compare and contrast texts and discuss why different authors present material in different ways. They will also build their writing skills by developing a folio of written tasks looking at different text types.

Core Skills

- Writing
- Reading
- Speaking and listening

Possible Assessment Tasks

- Reflective reading journal
- Folio of written tasks

Years 8 and 9 – Performing Arts Extension Academy

Rationale

The aim of the course is to allow students to explore multidisciplinary aspects of Performing Arts and extend students' performance skills.

The course provides students the opportunity to develop skills in various areas of Performing Arts, and to experience work collaboratively to create and present a performance that encompasses dance, dramatic skill, musicality and theatre craft. Students will view professional works of theatre to develop their understanding of creating performances.

The course also shares links with General Capability- Creative and Critical Thinking.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Content

Terms 1 and 3

Students learn about the history of performance in human culture and will be introduced to a range of transferable skills from various workshops including improvisation, musicality, movement and technical considerations.

They will explore multi-disciplinary elements of performance and create a folio journal reflecting and evaluating these skills.

Terms 2 and 4

Students will be introduced to vocational aspects of Performing Arts and local industry professionals and will also actively participate in producing the College Production of Junior Campus Play.

Building upon their developing skills from the previous term, students will work collaboratively to create and perform an original devised performance from a stimulus.

Core Skills

- Improvisation for creativity
- Musicality
- Movement in performance
- Technical Skills
- Performing Arts as Industry
- Production of Performance

Possible Assessment Tasks

- Folio
- Devised Ensemble Performance
- Internship for College Production or Junior Campus Play

Year 8 and 9 - Sport Extension Academy

Rationale

Students are selected for Sport academy from applications for being above standard in sport with excellent behaviour and effort in the classroom.

The aim of the course is to further develop knowledge, skills and fitness in a chosen sport as well as developing their knowledge and awareness via involvement in a range of sporting experiences.

The course provides opportunities to explore training methods in a range of areas as well as knowledge to enhance a students already solid foundation. Access to advanced programs using tours and specialist instructors. Dedicated time to develop personal fitness.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Content

- Anatomy, nutrition and training units.
- Advanced fitness testing.
- Specific sport enquiry-based learning tasks assessment.
- Student led fitness sessions/Leadership skills/Public speaking.
- Specialist instructor fitness sessions.
- Training principles and recovery.
- Injury prevention.

Core Skills

- Understanding of anatomy
- Understanding of a nutrition
- Fitness
- Training principles
- Injury prevention
- Student leadership/public speaking

Possible Assessment Tasks

- Training Journal
- Fitness session

Year 8 and 9 - STEM Extension Academy

Rationale

The aim of the STEM Academy is to further develop students' inquiry, analytical, collaborative and planning skills, while also providing opportunities to engage with various technologies.

The course provides students with experience working within small teams to develop solutions to real-world problems, along with skill development in construction, programming and 3D printing.

The course also shares links with the inquiry subject that is studied in years 9 and 10, as well drawing upon concepts within science, mathematics, technology and art based subjects.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Content

Students complete activities centered around explicitly teaching students how to work effectively within a team, the importance of planning and reviewing one's own work, and basic visualisation and construction skills.

Students focus on a major project which challenges students to develop a solution relating to a given theme. This includes introducing students to various technologies available within the College that could be incorporated into student projects.

Core Skills

- Collaboration
- Planning
- Construction skills

Possible Assessment Tasks

- Reflections based on each of the introductory skills challenges
- Major Project

Year 8 and 9 - Visual Art Extension Academy

Rationale

The aim of the Art Academy course is to extend students who have excelled in Visual Art subjects and wish to strengthen and enhance their abilities in this area. Students will engage in a variety of collaborative and independent Art-making activities that will promote exploration and reflection. Students will take part in studio workshops to learn new and specialist skills, develop ideas and their own unique Art style. They will extend on their existing abilities to create resolved Artworks that express, communicate and challenge ideas. The course provides students with the opportunity to use specialist materials and to attend excursions that will further their understanding of contemporary and traditional Art-making techniques. The course is built around students developing their own workshop resolutions by engaging with thorough research, experimentation and development of concepts.

Strands

- Questions and Possibilities
- Reasoning
- Meta-Cognition

Course Content

Art is a means to express, communicate and challenge ideas in our society and this course encourages students to stretch themselves by grappling with concepts and learning how to apply a variety of materials and techniques to express themes in their work. Students will explore a variety of specialist mediums and techniques such as Sculpture, Screen-Printing, Lino-Printing, 3D printing, Acrylic Painting and more to develop their skills and compose resolved Artworks. They will learn new techniques and build on existing knowledge in their Art-making process. Students will investigate the impact of traditional and contemporary Artists in our society and they will use examples of Artworks to provoke dialogue and inspire their work.

Core Skills

- Research
- Art-making practices

Possible Assessment Tasks

- Artist Statement
- Folio – Visual Diary
- Workshop Resolution

Year 9 Elective Subjects

Year 9 - Health and Physical Education: Fitness and Training

Rationale

This Health and Physical Education Fitness and Training elective will apply the principles in the core Health and Physical Education learning program with the context of fitness and training. The course has both theoretical and practical elements of Health and Physical Education with a specific focus on fitness and training. The application of the principles studied will be related to physiology of the body, fitness and training. The students will devise and undertake an individual fitness program.

Strands

- Health and Knowledge
- Movement and Physical Activity

Content

This Health and Physical Education Fitness and Training elective will have a focus around developing key knowledge and skills through an anatomy and physiology lens. Students will cover the theoretical aspects of the musculoskeletal system, energy systems, fitness components, training methods and training principles and then implement this practically by developing and undertaking their own training program.

Core Skills

- Physiology
- Training Methods
- Training Principles

Possible Assessment Tasks

- Anatomy and Physiology Tests
- Training Program Diary

Year 9 - Humanities: Economics and Business

Rationale

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future.

Strands

- Resource allocation and making choices
- The business environment
- Consumer and financial literacy
- Work and work futures
- Enterprising behaviours and capabilities
- Reasoning and interpretation

Content

The Year 9 course introduces students to the notion of a global economy by examining Australia's place within the broader Asia and global economy. Students will identify and explain the indicators of economic performance and examine how Australia's economy is performing. Students will look at why and how people manage financial risks and rewards and how businesses seek to create and maintain a competitive advantage in the global market. A key aspect of the Consumer and Financial Literacy Unit, is developing an understanding of personal finance, while protecting themselves from risks such as debt, scams and identity theft. In addition, a focus on work and future careers looks at ways the work environment is changing and the implications of current and future work opportunities.

Core Skills

- Research
- Analysis

Possible Assessment Tasks

- Research Assignments
- Field Work Report
- Case Study
- Topic Tests

Year 9 - Geography

Rationale

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or decision making. They are the key ideas involved in teaching students to think geographically.

Strands

- Biomes and food security
- Environmental change and management
- Geographies and interconnection
- Geographies of human wellbeing

Content

Students predict changes in the characteristics of places over time and identify implications of change for the future. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion. They ethically collect relevant geographical data and information from reliable and useful sources.

Core Skills

- Measure and map human wellbeing and development
- Predict changes in characteristics of places over time
- Apply understanding to realistic challenges
- Collect and record geographical data and information
- Select, organise and represent data and information in different forms
- Analyse and evaluate data and maps and other geographical information using digital and special technologies

Possible Assessment Tasks

- Evaluation of alternative views on geographical challenges
- Analysis of geographical data

Year 9 - Humanities:

History - Australians at War

Rationale

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. Nothing has a greater impact on a nation's development than its experiences of war. For Australia, during the 20th Century, it has been no different. Indeed, many argue that the Australian identity was forged on the battlefields of World War I, particularly Gallipoli. This Unit has the experiences of World War I as its primary focus and the impact this has on life today.

Strands

- Historical knowledge and understanding
- Historical skills

Content

Through this Unit, students will develop an understanding of the Australian experience of World War 1 and how it impacted on the nation and its people. They will examine the world prior to 1914 to understand the reasons behind the outbreak of war. Australia's commitment to the war as part of the British Empire and the eagerness for men to enlist is explored alongside the conscription referendums. Through an examination of historical documents and sources students will discover the events that shaped the Australian war experience from Gallipoli to key battles on the Western Front and the war in Palestine. They will then look at the lasting impacts that World War 1 had on Australia and the rest of the world.

Core Skills

- Chronology
- Using Historical Sources as Evidence
- Continuity and Change
- Cause and Effect
- Historical Significance
- Analysing

Possible Assessment Tasks

- Document Study
- Essay
- Fieldwork
- Tests
- Extended Research Task

Year 9 - Languages: Japanese

Rationale

The study of Languages in secondary schooling promotes cultural exchanges between people from different societies and gives students a broader perspectives of the world. Japanese language study allows students the opportunity to participate in intercultural exchanges with one of Australia's largest trading partners and leaders of the business world. Students will develop a practical understanding of everyday situations and will be encouraged to immerse themselves in all things Japanese.

Strands

- Communicating
- Understanding

Content

Throughout this course, there is a focus on continuing to consolidate aural, oral and written work previously covered with a focus on extending the use of a variety of grammatical structures and vocabulary. These will be utilised within practical, everyday situations such as describing the weather. Language study will focus on topics such as daily activities, giving and receiving items, and giving and responding to invitations. Students also study intercultural aspects of nationality, transport, New Year's Day in Japan and Japanese Cuisine.

Students are encouraged to operate in a language rich environment utilising information technology, role-play, interviews, performances, music and games to enhance their learning outcomes. They are provided with opportunities to develop their abilities to describe events and locations and effectively link language to social situations. It is an expectation that students will be able to effectively read and write all Japanese Hiragana and Katakana script and further expand their knowledge of the Kanji script during the Course.

Core Skills

- Socialising
- Informing
- Creating
- Translating
- Reflecting

Possible Assessment Tasks

- Reading Task
- Writing Task
- Listening Task
- Speaking Task
- Reflection Task

Subject Selection Timeline 2020

Subject Selection Timeline 2020

Year 7

Parents will be contacted by email in July in relation to selecting languages for study in 2020.

Year 8

- 19 June: Parent Information Evening - Berwick Campus.
- 24 June: Parent Information Evening - Officer Campus.
- 19 June: Student Assembly - Officer Campus.
- 18 June: Student Assembly - Berwick Campus.
- 28 June: 'Select My Subjects' website opens for elective preference entering.
- 25 June: Application forms for Extension Academies published on SIMON for students.
- 16 July: Application forms for Extension Academies due.
- 23 July: Extension Academy Application outcomes communicated to students.
- 26 July: Electives are due to be entered on 'Select My Subjects' website.

Year 9

- 19 June: Parent Information Evening - Berwick Campus.
- 24 June: Parent Information Evening - Officer Campus.
- 19 June: Student Assembly - Officer Campus.
- 18 June: Student Assembly - Berwick Campus.
- 28 June: 'Select My Subjects' website opens for elective preference entering.
- 25 June: Application forms for Extension Academies published on SIMON for students.
- 16 July: Application forms for Extension Academies due.
- 23 July: Extension Academy Application outcomes communicated to students.
- 26 July: Electives are due to be entered on 'Select My Subjects' website.