



St Francis Xavier College

Berwick, Officer and Beaconsfield

Curriculum Information

Berwick and Officer Campuses

**Years 7, 8 and 9
2022**

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Years 7, 8 and 9 Students – 2022

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 2022

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 Learning Adjustment Team leadership of the College)

ISP – Literacy (Year 7)

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

ISP – Numeracy (through the Mathematics program)

Year 8 Curriculum Structure 2022

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 Religious Education, 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, social skill 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
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
English
Mathematics or Advanced Mathematics (by invitation)
Science
Health and Physical Education
Humanities
Language
Elective 3
Elective 4
Care Group

Religious Education Subjects

God, Are You There?
We Could Be Heroes
Creating God's Image
Faith in Action
Junior Cantabile

Arts Subjects

Dance
Drama
Media Arts
Media Arts - 3D Modelling and Animation
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)

Basketball

Health Sciences

Literature

Performing Arts

Philosophy

STEM (Science, Technologies, Engineering and Mathematics)

Sport

Visual Arts

Digital Technologies Subjects

Arabic

Japanese

Spanish

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the Learning Adjustment Team leadership of the College)

ISP – Literacy Skills (Years 8 and 9)

ISP – Literacy Program (Years 8 and 9)

ISP – Life Skills (Years 8 and 9)

ISP – Adjusted Humanities (Years 8 and 9)

ISP – Brick Social Skills Therapy (Years 8 and 9)

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

ISP – Numeracy (through the mathematics program)

Year 9 Curriculum Structure 2022

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
- Languages are electives for Year 9. If selected, the language 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 Religious Education, 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 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
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
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

Religious Education Subjects

Just Faith
Crossroads and Signposts
Creating God's Image
Faith in Action
Junior Cantabile

Arts Subjects

Dance
Drama
Media Arts
Media Arts – 3D Animation and Modelling
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)

Basketball

Health Sciences

Literature

Performing Arts

Philosophy

STEM (Science, Technologies, Engineering and Mathematics)

Sport

Visual Arts

Additional Year 9 Electives

Health and Physical Education: Fitness and Training

Humanities: Civics and Citizenship – Crime and Punishment

Humanities: Economics and Business

Humanities: Geography

Humanities: History - Australians at War

Languages: Arabic

Languages: Japanese

Languages: Spanish

Science: Into the Galaxy

(Languages are studied for the full year and take the place of two Elective Subjects)

(Students studying a language may negotiate to not study another compulsory subject)

Individual Support Program (ISP)

(Studied as an alternative to another subject in consultation with the Learning Adjustment Team leadership of the College)

ISP – Literacy Skills (Years 8 and 9)

ISP – Literacy Program (Years 8 and 9)

ISP – Life Skills (Years 8 and 9)

ISP – Adjusted Humanities (Years 8 and 9)

ISP – Brick Social Skills Therapy (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 Diocese of Sale Catholic Education Limited 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 English, students study multimodal texts throughout the two semesters to help engage them in the English language, as well as developing necessary communication skills – written and verbal. Students listen to, read, view, interpret, evaluate and perform with a range of different texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, presentations, reports and discussions and are beginning to create literary analyses and transformations of texts. These are created with their audience in mind.

Students are encouraged to engage with 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.

As the year progresses, text structures become 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. In turn, the texts they produce will develop in complexity.

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
- Develop an informed appreciation of literature.

Possible Assessment Tasks

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

Year 7 - Mathematics

Rationale

Year 7 students transition into high school Mathematics where they develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics.

Strands

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

Content

The Year 7 Mathematics course focuses on enhancing students' skills in all areas of Mathematics, particularly concepts involving number and algebra. These concepts include but are not limited to; number, place value, fractions, decimals, financial mathematics and patterns. In order to meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathway.

This course incorporates a range of learning opportunities to facilitate growth in all areas of Mathematics. These activities include; explicit teaching through mini lessons, individual Maths Pathway module work, collaborative rich tasks, personalised tests, reflections and feedback interviews.

Core Skills

- Mathematical Understanding
- Mathematical Fluency
- Mathematical Modelling and Problem Solving
- Mathematical Reasoning

Possible Assessment Tasks

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Year 7 - Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for 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, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

Strands

- Scientific Understanding
- Scientific Inquiry
- Ethical Capabilities

Content

During the Introduction to Science Unit, students develop competency with laboratory safety, units of measurement, practical report writing, equipment identification and use. Branches of Science are studied including real life applications and recent developments and discoveries.

The Properties of Substances Unit considers the particle model of matter and how this concept relates to states of matter and the changes that occur as particles are heated or cooled down.

The Mixtures Unit enables students to investigate the separation techniques of soluble and insoluble substances.

The Classification and Habitats and Interactions Unit explores the classification system of living organisms. Students investigate the features and characteristics of organisms that enable groupings that are based on similarities. Students also develop an understanding of the relationships between organisms within a variety of habitats.

While studying the Space Unit, students relate the phases of the moon, the four seasons and eclipses to the relative positions and movements of the Sun, Earth and the Moon.

Core Skills

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

Possible Assessment Tasks

- Tests
- Research Tasks
- Practical Investigations

Year 7 - Health and Physical Education

Rationale

The Year 7 Curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

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, 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 and wellbeing, Resilience, Water Awareness and Sun Safety.

Core Skills

- Strategic Thinking
- Inquiry
- Skill Execution
- Teamwork
- Participation

Possible Assessment Tasks

- Topic Tests
- Research tasks
- Video analysis
- Creative tasks
- Movement task

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

- Inquiry task
- Research tasks
- Case studies
- 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. 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 engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. They use language conventions, vocabulary and sentence structures to greet and introduce themselves in Arabic. They can say and reply to different greetings such as 'good morning' and 'good evening.' Students apply their knowledge of writing and recognising the different positions for alphabet letters, conventions, such as punctuation, to convey specific meaning in a range of texts. Students reinforce and further their knowledge of other disciplines through the world language. They demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Core Skills

- Listening: students will watch and listen to an Arabic video/ interview/ film related to schools in the Arab world
- Reading: teacher/Students will read a story and underline all familiar words
- Culture: students will compare culture in Australia and the Arab world
- Presentational Mode: students create a book about one of the topics: sports, family members, sentences using **هذه وهذا** or schools/ and present it to the class
- Interpersonal Mode: students will exchange information about their family member

Possible Assessment Tasks

- Culture: social behaviours in Arab countries with Australian cultures
- Reading and Responding: my family, describing themselves and others
- Speaking: cloths and fashion in Arabic countries
- Reading and Responding: Arabic food and eating routines and traditions
- Reading, Listening and Responding: alphabet, family members and classroom objects
- Speaking: cultural assignments - Arabic culture

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, 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. 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

- Socialising
- Informing
- Creating
- Translating
- Reflecting

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 in groups to devise and perform original or scripted works, focusing on expressive skills, performance skills and character development. Students will view professional works and develop their literacy skills in the process of analysing, evaluating and describing the performances.

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. Throughout the course, students will maintain and develop a Drama Folio comprised of theoretical work such as: performance analysis, drama terminology, and notes on performance development.

Core Skills

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

Possible Assessment Tasks

- Performance
- Drama Folio

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 Aboriginal and Torres Strait Islander Peoples and Asia with a focus on both historical and contemporary pieces. 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, through their individual cultural and historical influences and 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 emotive gestures artists use and applying them to their own works.

Core Skills

- Painting
- Drawing
- Printmaking
- 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 analysis of the designs of others, reflecting on their own design choices. Students are also expected to maintain a comprehensive visual diary and folio outlining their ideas and developments through the design process as they work towards final design resolutions.

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 and technical drawing. This will be accompanied by experimentation with 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

- How to work safely and hygienically in the kitchen when creating food products
- Demonstrating workflow in the kitchen to ensure efficient food production
- Selecting and using appropriate kitchen equipment
- Measuring ingredients accurately
- Read, understand and follow a recipe
- Understanding food processing terms
- Sensory evaluation of food
- Introduction to the design process

Possible Assessment Tasks

- Production Skills: opportunities to build and consolidate core skills over a variety of recipes

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 sewing skills in a creative manner to produce a felt toy by following the design process. Students will complete theory components to familiarise them with textiles terminology and an understanding of how textiles are used in everyday living situations.

Core Skills

- Hand sewing skills
- Investigation and research skills
- Design skills
- Time management and planning
- Analysis of textiles products
- Self-evaluation and reflection

Possible Assessment Tasks

- Design Solution: felt toy or puppet
- OnGuard Safety Modules
- Textiles Theory

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

- Data collection and analysis
- Visual representation of data
- Networks
- Coding
- Computer hardware and digital information

Year 8/9

Religious

Education

Year 8/9 - Religious Education: God, Are You There?

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

In this Unit, students will develop the knowledge, skills and understandings to enable them to learn how people experience God's life-giving grace through the Incarnation, the Holy Spirit, the Church and creation. Students learn about the Christian call to stewardship. They learn that the Catholic doctrine of the Triune God expresses an understanding of God as love. They learn about the ways Christians give witness to the Triune God by creating loving communities where the dignity of the human person is respected.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 - Religious Education: We Could Be Heroes

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Christian Life & Social Teaching

In this Unit, students will develop the knowledge, skills and understandings to enable them to learn that Christian life challenges Catholics to share in the mission of Christ as disciples. They learn that the Christian understanding of the dignity of the human person requires the pursuit of the common good in a spirit of solidarity. Students learn how Christian life calls people to an understanding of the Church's moral and ethical teachings and can identify the role of conscience in moral decision making. They learn how inspirational figures in Catholic Tradition encourage a Christian thirst for justice.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 – Religious Education: Creating God’s Image – Triune God

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Semester 1 – Triune God

Semester 1 of Creating God’s Image will explore and look at Triune God. Students will engage in curriculum which explores this Strand of the ‘To Live in Christ Jesus’ mandated curriculum set by the Diocese of Sale Catholic Education Limited for the Diocese of Sale.

Having gifts that differ according to the grace given to us, let us use them" (Romans 12:6). We are created in God's image, and we all create an image of God in our own minds. In this unit students will explore the fundamental teachings and understandings of Catholic faith through the arts. They will focus on an aspect of the Catholic Faith and explore ways of reflecting upon the Holy Trinity & Christian Life and Catholic Social Teaching through artistic representations. They will endeavour to demonstrate the Christian message through their own artistic and interpretive skills. This will be done through the medium of the Performance Arts or the Visual Arts.

Please Note:

Students will need to be part of performance and/or visual arts expo.

Students will need to be committed beyond normal class time to create and perform/exhibit their work.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 – Religious Education: Creating God’s Image – Christian Life & Catholic Social Teaching

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Semester 2 – Christian Life & Catholic Social Teaching

Semester 2 of Creating God’s Image will explore and look at Christian Life & Catholic Social Teaching. Students will engage in curriculum which explores this Strand of the ‘To Live in Christ Jesus’ mandated curriculum set by the Diocese of Sale Catholic Education Limited for the Diocese of Sale.

Having gifts that differ according to the grace given to us, let us use them" (Romans 12:6). We are created in God's image, and we all create an image of God in our own minds. In this unit students will explore the fundamental teachings and understandings of Catholic faith through the arts.

They will focus on an aspect of the Catholic Faith and explore ways of reflecting upon the Holy Trinity & Christian Life and Catholic Social Teaching through artistic representations. They will endeavour to demonstrate the Christian message through their own artistic and interpretive skills. This will be done through the medium of the Performance Arts or the Visual Arts.

Please Note:

Students will need to be part of a performance and/or visual arts expo.

Students will need to be committed beyond normal class time to create and perform/exhibit their work.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 - Religious Education: Faith in Action – Triune God

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Semester 1 – Triune God

Semester 1 of Faith in Action will explore and look at Triune God. Students will engage in curriculum which explores this Strand of the 'To Live in Christ Jesus' mandated curriculum set by the Diocese of Sale Catholic Education Limited for the Diocese of Sale.

"By my works, I will show you my faith." (James 2:18) In this unit students are challenged to move from the theoretical to the practical in service of others. They take part in the planning, implementation and review of projects which promote social advocacy and action (including fundraising). They use the principles of Catholic Social Teaching, and the Cardijn model of "See, Judge, Act" to identify and understand need in the community and respond with compassion and love. They explore how we can move from charity to social justice within the context of local and international community development.

Please Note: Students will need to be part of fundraising and advocacy activities. Students will need to be committed beyond normal class time to be part of these.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 - Religious Education: Faith in Action – Christian Life & Catholic Social Teaching

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Semester 2 - Christian Life & Catholic Social Teaching

Semester 2 of Faith in Action will explore and look at Christian Life & Catholic Social Teaching. Students will engage in curriculum which explores this Strand of the 'To Live in Christ Jesus' mandated curriculum set by the Diocese of Sale Catholic Education Limited for the Diocese of Sale.

"By my works, I will show you my faith." (James 2:18) In this unit students are challenged to move from the theoretical to the practical in service of others. They take part in the planning, implementation and review of projects which promote social advocacy and action (including fundraising). They use the principles of Catholic Social Teaching, and the Cardijn model of "See, Judge, Act" to identify and understand need in the community and respond with compassion and love. They explore how we can move from charity to social justice within the context of local and international community development.

Please Note: Students will need to be part of fundraising and advocacy activities. Students will need to be committed beyond normal class time to be part of these.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8/9 - Religious Education: Junior Cantabile B

Religious Education follows the mandated curriculum set by the Diocese of Sale Catholic Education Limited 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

Semester 1 - Triune God

Semester 2 - Christian Life and Catholic Social Teaching

Junior Cantabile is a course offered as a Year 8/9 elective. Content will come from the lenses and strands of the Diocese of Sale Catholic Education Limited course, 'To Live in Christ Jesus' on a rotational basis. The concepts studied will be reflected in the hymns prepared for and sung at Campus liturgical celebrations.

Being part of Cantabile will mean that students will lead music ministry at campus-based information evenings and other celebrations, so will require out of hours commitment.

The concept of servant leadership will inform how Cantabile serves the community through music ministry. Liturgical music will be taught in two of the five lessons per cycle. Emphasis on breathing technique, musicianship and other performance skills will be explored.

Students can complete Junior Cantabile for one year of the Year 8 and 9 RE program. This will give more students the opportunity to explore their singing and music abilities in this unit.

Possible Assessment Tasks

- Written responses
- Oral responses
- Creative responses

Year 8 Core Subjects

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 Presentation
- Creative Response
- Language/Media Analysis

Year 8 - Mathematics

Rationale

Year 8 students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics.

Strands

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

Content

The Year 8 Mathematics course focuses on enhancing students' skills in all areas of mathematics, particularly concepts involving number and algebra. These concepts include but are not limited to; real numbers, place value, financial mathematics, algebra and linear relationships. In order to meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathways.

This course incorporates a range of learning opportunities to facilitate growth in all areas of Mathematics. These activities include; explicit teaching through mini lessons, individual Maths Pathways module work, collaborative rich tasks, personalised tests, reflections and feedback interviews.

A Numeracy Support Program which focuses on targeted intervention is implemented throughout the College. This program focuses on enhancing growth of students who are finding it difficult to grasp mathematical concepts at their level and/or engage in the required classroom activities.

Core Skills

- Mathematical Understanding
- Mathematical Fluency
- Mathematical Modelling & Problem Solving
- Mathematical Reasoning

Possible Assessment Tasks

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Years 8/9 - Advanced Mathematics

Rationale

Year 8/9 students who are working above standard are invited by the College to participate in the 8/9 Advanced Mathematics course. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics. Students who study this subject 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

The Year 8/9 Advanced Mathematics course focuses on consolidating and enhancing students' skills in all areas of Mathematics. These concepts include but are not limited to; quadratic equations, trigonometry, non-linear relationships, bivariate data, logarithms and polynomials. In order to meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathway. This course incorporates a range of learning opportunities to facilitate growth in all areas of Mathematics. These activities include; explicit teaching through mini lessons, individual Maths Pathway module work, collaborative rich tasks, personalised tests, reflections and feedback interviews. This course is designed to prepare students for higher levels of senior Mathematics.

Core Skills

- Mathematical Understanding
- Mathematical Fluency
- Mathematical Modelling and Problem Solving
- Mathematical Reasoning

Possible Assessment Tasks

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Year 8 - Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for 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, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

Strands

- Scientific Understanding
- Scientific Inquiry
- Ethical Capabilities

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 prepare experimental reports. Weekly homework is set to help develop understanding and consolidate learning.

Core Skills

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

Possible Assessment Tasks

- Practical Investigation
- Tests
- Research tasks

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. 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 present information, concepts, and ideas to an audience of listeners or readers on a variety of topics e.g. describing themselves or others and express their feelings by saying 'I like,' or 'I don't like.' Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. 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. Students reinforce and further their knowledge of other disciplines through the world language.

Core Skills

- Listening: students will watch and listen to an Arabic video/ interview/ film related to schools in the Arab world
- Reading: teacher/Students will read a story and underline all familiar words
- Culture: students will compare culture in Australia and the Arab world
- Presentational Mode: students create a book about one of the topics: sports, family members, sentences using *هذه و هذا* or schools/ and present it to the class
- Interpersonal Mode: students will exchange information about their family member

Possible Assessment Tasks

- Culture: social behaviours in Arab countries with Australian cultures
- Reading and Responding: my family, describing themselves and others
- Speaking: clothes and fashion in Arabic countries
- Reading and Responding: Arabic food and eating routines and traditions

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 Japanese.

Strands

- Communicating
- Understanding

Content

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

Core Skills

- Socialising
- Informing
- Creating
- Translating
- Reflecting

Possible Assessment Tasks

- Listening and Speaking Tasks
- 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

- Socialising
- Informing
- Creating
- Translating
- Reflecting

Possible Assessment Tasks

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

Year 9

Core Subjects

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 a range of text types to develop an original creative response.
- play to develop analytical writing skills
- 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 film to develop analytical 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
- Oral presentation
- Media Analysis

Year 9 - Mathematics

Rationale

Year 9 students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics.

Strands

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

Content

The Year 9 Mathematics course focuses on consolidating and enhancing students' skills in all areas of mathematics. These concepts include but are not limited to; real numbers, place value, financial Mathematics, algebra, area, volume, geometric reasoning, linear & non-linear relationships, probability and data representation & interpretation. In order to meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathway.

This course incorporates a range of learning opportunities to facilitate growth in all areas of Mathematics. These activities include; explicit teaching through mini lessons, individual Maths Pathways module work, collaborative rich tasks, personalised tests, reflections and feedback interviews.

Core Skills

- Mathematical Understanding
- Mathematical Fluency
- Mathematical Modelling & Problem Solving
- Mathematical Reasoning

Possible Assessment Tasks

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Years 8/9 - Advanced Mathematics

Rationale

Year 8/9 students who are working above standard are invited by the College to participate in the 8/9 Advanced Mathematics course. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks and discovery projects. Students are provided with many and varied opportunities to become confident, creative and effective communicators of Mathematics. Students who study this subject 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

The Year 8/9 Advanced Mathematics course focuses on consolidating and enhancing students' skills in all areas of mathematics. These concepts include but are not limited to; quadratic equations, trigonometry, non-linear relationships, bivariate data, logarithms and polynomials. In order to meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathway. This course incorporates a range of learning opportunities to facilitate growth in all areas of Mathematics. These activities include; explicit teaching through mini lessons, individual Maths Pathway module work, collaborative rich tasks, personalised tests, reflections and feedback interviews. This course is designed to prepare students for higher levels of senior Mathematics.

Core Skills

- Mathematical Understanding
- Mathematical Fluency
- Mathematical Modelling and Problem Solving
- Mathematical Reasoning

Possible Assessment Tasks

- Average Growth Rate
- Semester Projects
- Rich Task Investigations
- Fortnightly Tests

Year 9 - Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for 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, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

Strands

- Scientific Understanding
- Scientific Inquiry
- Ethical Capabilities

Content

The focus is on explaining phenomena involving science and its applications. At a microscopic scale, students consider the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a macroscopic scale, students explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. Applying their understanding of energy and forces to global systems including continental movement. Students explore the biological, chemical, geological and physical evidence for different theories, including Atomic theory which is used to understand relationships within the periodic table of elements. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

Core Skills

- Experimental techniques
- Scientific method
- Research skills
- Scientific inquiry

Possible Assessment Tasks

- Practical Investigations
- Research Tasks
- Tests
- Scientific Inquiry Tasks

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 Task

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

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.

In Civics and Citizenship & Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, as well as the natural world around us, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

Strands

- Geographical Concepts and Skills
- Geographical Knowledge
- Resource Allocation and Making Choices
- Consumer and Financial Literacy
- The Business Environment
- Work and Work Futures
- Enterprising Behaviours and Capabilities
- Economic and Business Reasoning and Interpretation
- Government and Democracy
- Laws and Citizens
- Citizenship, Diversity and Identity
- Historical Concepts and Skills
- Historical Knowledge

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, specifically during Colonisation and the Industrial Revolution, 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

- Observing
- Questioning
- Researching
- Planning
- Collecting
- Recording
- Sequencing
- Gathering evidence
- Evaluating
- Interpreting
- Analysing
- Applying
- Concluding
- Communicating
- Responding
- Reflecting

Possible Assessment Tasks

- Research Tasks
- Comparative Analysis
- Document Analysis

Year 9 - Inquiry Based Learning Project

Rationale

Inquiry based learning is an opportunity for students to develop 21st century skills in collaborative and supportive environments. All Year 9 students will study this subject for one semester. It focuses on the explicit teaching of transferable skills such as teamwork, communication, creativity and critical thinking. These skills will enable success in future employment and community engagement opportunities.

Content

Students will develop fundamental skills through instruction and application. They will engage in a variety of activities requiring collaboration, problem solving and critical reflection. Students will work in teams to respond to an inquiry question which is developed through the cycle of inquiry. This inquiry question will have a distinct focus on a contemporary local community issue. They will work to resolve the question posed to them and present their solution to parents and other members of the College community.

Core Skills

- Define: determining key inquiry question
- Discover: researching to increase knowledge of topic
- Dream: creatively thinking of possible solutions/outcomes
- Design: creating possible solution/outcomes
- Deliver: presenting findings to key stakeholders
- Debrief: reflecting on their cycle of inquiry

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 dance in a variety of styles. They manipulate the motif, body actions, elements of movement, choreographic devices and structure to control and communicate meaning. Students identify and analyse how body actions and the elements of movement are used, combined and manipulated in different styles and apply this knowledge in dances they make and perform. They evaluate how they and other dance practitioners from different cultures, times and locations communicate meaning and intent through dance.

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, character development, 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
- Confidence and self esteem
- Creative thought, expression and process
- Working collaboratively with others

Possible Assessment Tasks

- Performance Analysis
- 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 regularly use camera equipment for photography and filming and utilise editing software to apply design, production and distribution processes to the media artworks.

Core Skills

- Analysing
- Evaluating
- Planning

Possible Assessment Tasks

- Analysis of media artworks
- Production of media artworks

Years 8 and 9 Arts: 3D Modelling and Animation

Rationale

The aim of the 3D Modelling and Animation course is to further develop students' artistic and technical skills.

3D modelling and animation enables an authentic exploration of objects that may not be readily available in the real world. The course provides a means for students to design and handle objects, create artefacts that can be quickly prototyped, printed out, and put into motion. The course also shares links with the subjects of Digital Technology (Engineering), and Visual Arts (Multimedia).

Strands

- Explore and Express Ideas
- Digital Arts Practices
- Presentation
- Respond and Interpret

Content

Students complete activities around utilising 3D visualisation software to build primitive objects. Across the course they will work towards manipulating these into more complex objects of higher detail, culminating in simple animations.

Students will study on areas such as surface materials, lighting, the principles of and mechanics of animation, and composition.

The course will also examine the history of computer graphics and look at different careers and those who have been highly influential in the creation of popular films utilising computer graphics.

There will be the opportunity for students to print their creations using a variety of physical printing techniques.

Core Skills

- Research
- Planning
- Construction skills
 - 3D modelling and manipulation
 - Material/Texture construction
- Animation
 - Rigging
 - Timing
- Rendering

Possible Assessment Tasks

- Minor Project – Simple 3D Model
- Minor Project – Research and analysis of an influential 3D Artist
- Major Project – Complex 3D Model + Animation

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 will engage in a variety of performance-based opportunities as well as a broad range of compositions using music technologies. Students will extend their performance and composition 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 and refine ideas in a folio
- Ability to experiment with and apply a range of mediums
- Knowledge and application of Art Elements and Principles
- Critical thinking through exploration and decision making within the art process
- Analysis of other artists' work and in self reflection

Possible Assessment Tasks

- Elements and Principles
- Tonal Drawing
- Mixed Media
- Printmaking
- 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 in line with industry standards and conventions. 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 design thinking throughout the design process, from client brief through to final resolution. A variety of design styles and designers will be analysed looking at different practices and communications. Design language and definitions will be learnt and integrated into their writing and presentations.

Core Skills

- Technical drawing skills
- Design brief development
- ICT design skills
- Knowledge and application of design elements and principles in a folio of work
- Application design thinking to generate alternative ideas
- Analysis and evaluation of communication designs
- Selection and application of media, materials and methods to draw and render forms

Possible Assessment Tasks

- Design Analysis
- Instrumental drawing
- Design Resolution

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 and 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
- 3D Modelling and Design
- Project involving a Printed Circuit Board

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
- Demonstrating workflow in the kitchen to ensure efficient food production
- Selecting and using appropriate kitchen equipment
- Measuring ingredients accurately
- Read, understand and follow up a recipe
- Understanding food processing terms
- Sensory evaluation of food
- Creating design solutions

Possible Assessment Tasks

- Safety and Hygiene Quiz – OnGuard Safety Course
- Creating design solutions
- Research Task
- Practical Skills: opportunities to build and consolidate core skills over a variety of recipes

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 (subject to availability).

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 livestock, their care, and council regulations regarding keeping animals in suburbia. They will also 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
- Farm Animals Assessment Task
- Care of Flock

Years 8 and 9 - Design Technology: Textiles

Rationale

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

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Students will:

- identify the steps involved in planning the production of a designed solution
- identify and establish safety procedures and manage projects with safety and efficiency in mind
- learn to transfer theoretical knowledge into 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

- Safety: OnGuard Safety Training
- Creating Designed Solutions: duffle bag or shoulder bag
- Design Process: Product Portfolio

Years 8 and 9 - Design Technology: Wood

Rationale

The study of wood technology enables students to develop creative, technical and practical expertise. This enables them to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Students acquire a broad range of subject knowledge and can draw on disciplines such as literacy, mathematics, science, engineering, computing and art.

Students are encouraged to develop by taking risks, being more resourceful, innovative and enterprising, whilst keeping in mind the impact we may have on sustainability and the environment.

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 a project that enables them to develop a range of wood working skills. It also has scope to allow personalised creativity and to extend learning further with more challenging variations of the base task.

Projects are undertaken in relation to a design brief. Students apply the design process steps to produce creative design solutions. These can be developed through drawings, written critiquing, user feedback and computer modelling. Students independently and safely manufacture their design solutions using a range of hand and power tools. Students reflect on their outcomes to determine its effectiveness.

Core Skills

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

Possible Assessment Tasks

- Workshop Safety
- Themed Lamp Research Assignment
- Themed Lamp Final Design development
- Themed Lamp Production planning and making

Years 8 and 9 - Digital Technologies: Creative Digital Solutions

Rationale

The aim of this curriculum is for students to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. Creative Digital Solutions focusses on a growing range of applications where media is integrated, across business, education, entertainment, information and commerce. Creating Digital Solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Students explore the interrelated processes and associated skills by which they can create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. It involves devising a strategy in order to: understand design problems generate and visualise ideas analyse and evaluate ideas for further development. It requires the creation of a solution and its innovation or implementation. This course will offer students the opportunity to develop understanding around critical and creative thinking, the creative design process, as well as the capability to create multimedia products like web apps.

The second part of the course allows students to explore the features of web apps and how data may be either exposed, changed or corrupted by hackers. Students will explore to have a real-life experience of exploring vulnerabilities in web apps.

Core Skills

- Critical and creative thinking
- Exploring Web-apps
- Designing Web-apps
- Cyber security
- Web Applications
- Sustainability

Possible Assessment Tasks

- Adobe Photoshop – folio of image manipulations tasks
- Data Representation and Compression- Written report on network case study identifying transmission media

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

Rationale

Computational thinking, a problem-solving methodology lies at the heart of this course and the Digital Technologies curriculum. Students develop real world computer science-based skills. Activities may include a module-based course coding, in HTML/CSS, and a project which involves collecting and analysing data to produce information and developing a website based on a relevant topic. Students apply computational thinking as a problem-solving methodology during these activities in their classes.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Computational Thinking: as part of the course, students will consider and examine the components of computational thinking: Decomposition, Pattern Recognition, Abstraction and Algorithm Design, as a problem-solving methodology.

Data and Information: students will engage in a project to collect and analyse data and produce useful and relevant information on an assigned topic.

Creating Digital Solutions: students will learn the skills in website design using Adobe Dreamweaver by completing a module-based course in HTML/CSS and designing their own website.

Digital Systems: students will consider and examine how data is transmitted and stored in digital systems and networks.

Core Skills

- Understand data and information is stored, secured and transmitted in digital systems
- Introduce Pseudocode, flowcharts and coding using HTML/CSS
- Using a website design program such as Adobe Dreamweaver to create a website
- Review basic programming structures such as sequences, branches and iterations
- Understand computational thinking as a problem-solving methodology
- Collecting and analysing data to produce useful and relevant information

Possible Assessment Tasks

- Research Project – data collection, security and presentation of findings
- Programming Folio – a sequence of activities designed to extend students logic and programming skills in HTML/CSS

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 Python.

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
- Programming in a virtual environment
- Use and programming of sensors
- Computer programming for axis of motion
- The programming solutions to tasks arising from the Gameplay element based on the Vex IQ 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

- Programming and constructing for movement
- Programming and constructing for sensing
- Programming and constructing for materials handling
- Solutions to the Vex IQ 2022 Design 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

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

Years 8 and 9 - Extension Academy - Basketball

Rationale

Basketball is a widely enjoyed sport within our school community. Using basketball as a learning platform, students will develop their ability on court whilst also developing other relevant skills required in the game; including coaching, refereeing, scoring and statistics.

Strands

- Moving the body
 - Use feedback to improve body control and coordination when performing specialised movement skills ([VCHPEM133](#))
 - Practise, apply and transfer movement concepts and strategies ([VCHPEM135](#))
- Understanding movement
 - Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance ([VCHPEM137](#))
- Learning through movement
 - Practise and apply personal and social skills when undertaking a range of roles in physical activities ([VCHPEM139](#))
 - Evaluate and justify reasons for decisions and choices of action when solving movement challenges ([VCHPEM140](#))

Content

Using basketball as a key focus, students will have the opportunity to develop knowledge and skills across all facets of the game. This will include general game play, individual skill development, team concepts as well as a recognised accreditation in coaching and refereeing.

The course will be a mixture of practical and theoretical tasks.

Core Skills

- Basketball skill development
- Coaching knowledge
- Basketball rule knowledge

Possible Assessment Tasks

- Introductory Coaching Course
- Introductory Refereeing Course
- Basketball shooting test
- Basketball concepts research task.

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 and 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, and also key analytical skills such as finding and interpreting health data.

The course begins by ensuring a foundational understanding of biological processes and systems in the body. This is done with an emphasis on various disorders, diseases and pathologies, linking with how the human body prevents and defends against pathogens. The subject also examines sociological factors that affect health and an insight into the various health research and governing bodies.

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
- Open Letter to the Government

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 novels, shorts stories 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.

Course 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.

Topics Covered:

Over the course of the year, a student studying the literature academy will cover the following topics:

- Text Study- Lord of the Flies
- Dystopian Literature
- Poetry
- Short Stories
- Short Films

Possible Assessment Tasks

- Reflective reading journal
- Folio of written tasks

Prerequisites:

- Students were required to apply for the literature academy with a recommendation from their subject teacher
- Students were selected based off both their attitude towards the subject and their ability to complete work at an above standard level.

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

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.

Students will be introduced to vocational aspects of performing arts and local industry professionals.

Building upon their developing skills 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

Years 8 and 9 – Philosophy Extension Academy

Rationale

In our modern world, 'critical thinking' is said to be one of the most valuable skills for achieving success in the workforce. Critical thinking is all about analysing, reflecting, and problem solving before taking action, rather than just using emotion when decision-making. The aim of the Philosophy Academy is to help develop students' skills in critical thinking, by encouraging them to question the world around them and approach different perspectives. There is an emphasis on developing arguing and debating skills, by examining and critiquing some of the big questions in Philosophy such as "What is truth?" and "What does it mean to be 'good'?"

Strands

- Questions and Possibilities
- Reasoning
- Meta-cognition

Content

This subject will be a unique opportunity for students to develop critical thinking skills through dialogic teaching, where the focus is on classroom discussion and debate. Students will offer their own perspectives on familiar questions/arguments, and will develop the ability to examine arguments objectively, using reason rather than emotion to justify their point of view of a topic. Students will use a critical eye to identify 'biases' and 'fallacies', which are ways in which people can believe in false arguments. This subject will also cover one of the introductory topics in Philosophy: Ethics. Students will examine different perspectives of how philosophers define what is a 'moral action' and transferring these understandings while making judgements about famous moral dilemmas.

Core Skills

- Critical thinking
- Debating
- Evaluative and analytical skills
- Self-reflection

Possible Assessment Tasks

- A debate between students
- An analytical essay

Year 8 and 9 - Sport Extension Academy

Rationale

Students are selected for the Sport Academy from applications for being above standard in sport with excellent behaviour and effort in the classroom. This is a single semester, select entry unit, that can be studied in Year 8 or 9.

The aim of the course is to further develop knowledge, skills and fitness in a chosen sport as well as developing their 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, skills and coaching strategies.

Strands

- Questions and Possibilities
- Reasoning
- Meta-cognition

Content

- Technology in sport and skill analysis
- Advanced fitness testing
- Specific sport inquiry-based learning tasks
- Coaching analysis
- Specialist instructor fitness sessions
- Training principles and recovery
- Injury prevention

Core Skills

- Understanding of anatomy
- Understanding of a nutrition
- Fitness
- Skill development
- Skill analysis
- Training principles
- Strategy and coaching
- Understanding use of technology in sport
- Injury prevention
- Student leadership

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 centred 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 Visual 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

Civics and Citizenship – Crime and Punishment

Rationale

This Civics and Citizenship course aims to ensure students develop a sense of engagement with civic life as an active and informed citizen in democratic Australia. Students gain knowledge, understanding and appreciation of the values and practices of Australia's system of law and the role of the citizen in society. They foster an appreciation of what responsible participation in Australia's democracy looks like while developing the capacity to participate in the civic life of their nation at a local, regional and global level and as individuals in a globalised world.

Strands

- civics and citizenship knowledge and understanding
- civics and citizenship skills

Content

The Year 9 Civics and Citizenship Crime and Punishment course examines the key features of Australia's court system including jurisdictions and how courts apply and interpret the law and resolve disputes. The role of the high court and the various roles of professionals within the legal system including police, prosecutors, judges and court officials are examined. Australia's international legal obligations as well as those relating to Aboriginal and Torres Strait Islanders are explained. The key principles of Australia's justice system, including equality before the law, independent judiciary and the right of appeal form part of this study.

Core Skills

- Literacy
- Information and Communication Technology (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Possible Assessment Tasks

- Case Study
- Report
- Research Task
- Reflective Presentation

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

- Consumer and financial literacy
- The business environment
- Enterprising behaviours and capabilities
- Work and work futures

Content

The units are designed to introduce students to fundamental financial literacy and business concepts, including managing money and what it means to be an entrepreneur. 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, the course will enable students to organise, manage, market and be productive in business. A Market Day assessment task provides students with insight to the actual operation of a business and provides a hands-on approach to learning. Students are required to work in groups and set up and operate a stall to sell a particular product or service. The profits collected then go to a selected charity.

Students will be assessed on their ability to:

- demonstrate knowledge and understanding of running a business and promoting and selling of products and/or services
- work collaboratively in a simulated business environment
- communicate using relevant business terminology and concepts
- present a sustained, logical and cohesive response in the form of a business report

Core Skills

- Research
- Analysis
- Reasoning and interpretation

Possible Assessment Tasks

- Budgeting case study
- Small business assessment
- 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

- Case study
- Fieldwork
- Research tasks

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 had 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
- Fieldwork
- Research task
- Topic tests

Year 9 - 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 on a variety of topics. They present information, concepts, and ideas to an audience of listeners or readers on a variety of topics e.g. Arabic Food, Healthy body and express their feelings by saying 'I like,' or 'I don't like.' Students demonstrate an understanding of the concept of culture through comparing food between cultures. They apply features of pronunciation and rhythm in spoken Arabic to a range of sentence types. Language study will focus also on topics such as animals in the zoo and students compare and contrast some basic cultural viewpoints about animals and some behaviours and practices of other cultures and my own with regard to their attitudes towards pets.

They locate, classify and sequence key points of information from a range of sources and communicate information and ideas related to whether animals have rights? How do pet owners in other countries treat animals? Students reinforce and further their knowledge of other disciplines through the world language.

Core Skills

- Listening: students will watch and listen to an Arabic video/ interview/ film related to schools in the Arab world
- Reading: teacher/Students will read a story and underline all familiar words
- Culture: students will compare culture in Australia and the Arab world
- Presentational Mode: students create a book about one of the topics: sports, family members, sentences using هذه و هذا or schools/ and present it to the class
- Interpersonal Mode: students will exchange information about their family member

Possible Assessment Tasks

- Culture: Job interview and future career
- Speaking: Food and Food Pyramid
- Writing: Favourite animal and describing it
- Reading and Responding: Arabic Speaking Countries and Travel

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

Year 9 - Languages: Spanish

Rationale

The aim of the course is for students to become more fluent and accurate in both spoken and written language production. In this course students gain more control of grammatical and textual elements. At this level, students continue to develop their understanding of the relationship between language, culture and identity.

This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication such as digital and hypermedia, collaborative performance and group discussions. Increasing control of language structures and systems builds confidence and interest in communicating in a wider range of contexts. Students use Spanish to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a wide range of texts and experiences. They use Spanish more fluently, with a greater degree of self-correction and repair.

Strands

- Communicating
- Understanding

Course Content

Students socialise, exchange and compare ideas and opinions in relation to issues relevant to their own lives and interests, such as relationships, events and aspirations. Students also negotiate with peers to plan and take action on local and global issues and to engage in different forms of spoken, written and digital transactions. Students and teachers interact more and express and compare opinions.

In addition, students start to translate texts from Spanish into English and vice versa, noticing and explaining words or expressions that are culturally specific and difficult to translate. Students start to create bilingual texts such as displays, explanatory or promotional material or performances for immediate and virtual environments.

Students recognise and apply rules of Spanish pronunciation, stress and intonation, demonstrating awareness of differences in accent and pronunciation across the Spanish-speaking world, and use appropriate writing conventions. They extend their knowledge of and use more complex features and patterns of the Spanish grammatical system. They also analyse textual features of spoken, written and digital texts and consider how they shape meaning and influence responses.

Students work on their understanding of the role of language and culture in shaping cultural identity and consider how learning a second language encourages a broadening of perspective.

Core Skills

- Socialising
- Informing
- Creating
- Translating
- Reflecting

Possible Assessment Tasks

- Speaking, listening, reading and writing tasks
- Cultural assignments
- Reflection Tasks

Year 9 – Science: Into the Galaxy

Rationale

This course will allow students to further develop their knowledge within the earth and space science domain, as well as having links to physical and chemical science. There will be an emphasis on the use of scientific inquiry and research skills as students explore various aspects of space. Students will also learn about the human endeavours that lead to our current understanding of the universe and how this has changed over time. There will be the opportunity for students to be involved in practical activities and excursions to foster a deeper understanding of the content.

Strands

- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

Content

Into the Galaxy is a course which introduces students to the field of Space Science. Students learn about features of the universe including galaxies, stars and solar systems; as well as astronomical phenomena such as black holes and supernovae. They investigate the history of space exploration and the search for extraterrestrial life, concentrating on the moon and Mars. Students discover the ways technology is used in modern-day space missions, with a focus on rocketry.

Core Skills

- Scientific Method
- Research Skills
- Scientific Inquiry

Possible Assessment Tasks

- Practical Investigations
- Research Tasks
- Topic Tests

Subject Selection Timeline 2022

Subject Selection Timeline 2022

Year 7 2022

Parents will be contacted by email in July in relation to selecting languages for study in 2022.

Year 8 and 9 2022

- 22 June: Student Assembly - Berwick Campus
- 23 June: Student Assembly - Officer Campus
- 22 June: Parent Information Evening – Berwick and Officer Campuses
- 28 June: ‘Select My Subjects’ website opens for elective preference entering
- 28 June: Application forms for Extension Academies published on MS Teams for students
- 23 July: Application forms for Extension Academies due
- 5 August: Extension Academy Application outcomes communicated to students
- 13 August: Electives are due to be entered on ‘Select My Subjects’ website