



Year 7-9

Curriculum Handbook

2021-2022

Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane, trading as Clairvaux MacKillop College.
CRICOS Number: 01494J

Clairvaux MacKillop College

Klumpp Road, Upper Mt Gravatt | PO Box 349, Mt Gravatt Qld 4122 | Ph: 07 3347 9200 | Fax: 07 3347 9211
Email: admin@cvxmck.edu.au | www.cvxmck.edu.au | CRICOS No. 01494J

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CLAIRVAUX MACKILLOP COLLEGE

SCHOOL MISSION

Our Mission is to work actively as a Catholic, Christian, inclusive learning community.

HISTORY AND CONTEXT

Clairvaux MacKillop College is a co-educational Catholic Secondary College that seeks to develop a unique identity of faith, hope and love, based on the vision and person of Jesus Christ.

For over 30 years, we have built a community of students and staff working together towards common goals, striving to be welcoming, open and supportive of each other.

Over the years we have built a reputation for academic excellence, of students with a balanced outlook on life who have developed self-discipline, self-motivation, responsibility and accountability.

Our vision is to continue that work. We encourage our students to be welcoming, open and supportive. We encourage them to interact with their world with justice, respect and compassion, forgiveness and patience. These characteristics attitudes and life skills will assist them to contribute positively and openly to their community.

SCHOOL VISION

Inspired by our Catholic tradition, we strive for excellence imbued by the charisms of our Founders. As witnesses to the Good News of Jesus Christ, we act with integrity and hope. Empowered by the Spirit, we embrace the future with confidence.

SCHOOL VALUES

Excellence - Accepting responsibility for quality Learning and Teaching is a shared expectation.

Integrity - As witnesses to the Good News of Jesus Christ, we act ethically.

Justice – As people of faith, foster respectful relationships, as well as respect for the environment.

Commitment - As a community we nurture the gifts and talents of all for the common good.

Compassion - Advocating for and empathising in solidarity with those at the margins.

Celebration - As a community, honour the successes and achievements within the framework of a holistic education.

JUNIOR CURRICULUM GOALS 2021

- To provide a curriculum that is suited to the abilities and interests of students.
- To enable students to experience a common core of knowledge through the Learning Areas.
- To ensure students have pathways that lead to positive outcomes for future study and work.
- To encourage students to take responsibility for their own learning.

COURSE STRUCTURE

The Year 7 to 10 Curriculum allows students to choose an individualised pathway through to their senior school years.

Students in Years 7 and 8 study seven core subjects of Religious Education, English, Mathematics, Science, Health and Physical Education, and History and Geography. Term units in elective subjects are generally available each term in Years 7 and 8. Students in Year 7 must select a combination of Language, Arts and Technology subjects to fulfil Australian National Curriculum nominal hours. The choice of a Language is not mandatory in Year 8, however, students may choose to continue their language studies.

Students in Year 9 study six core subjects of Religious Education, English, Mathematics, Science, History, and Health and Physical Education. Semester units in non-core elective subjects are generally available in each semester in Year 9.

Students need to be aware that it is recommended that if they wish to study a language in years 10 to 12, they should choose it in years 7-9 also.

Core subjects

Religion	• Full year course	RE
English	• Full year course	ENG
Mathematics	• Full year course	MAT
Science	• Full year course	SCI
Geography (Year 7 and 8 only)	• One semester per year, Years 7 and 8	GEO
Health and Physical Education	• Full year courses Years 7 and 8 • One semester per year, Year 9	HPE
History	• One semester per year, Year 7, 8 and 9	HIS

Year 7 and 8 elective subjects – four studied, one per term

Category of learning	Subject name	Code
Languages	Chinese	CHI
	Japanese	JAP
Arts subjects	Dance	DAN
	Drama	DRA
	Media	MEDA
	Music	MUS
	Visual Arts	VARTS
Technology subjects	Design Technologies (Graphics)	DT
	Design and Technologies (Food & Fibre Production)	DTFFP
	Design and Technologies (Materials and Technologies)	DTMAT
	Digital Technologies	DIGTEC
	Economics and Business	ECBUS

Year 9 elective subjects – four studied, two per semester

Subject name	Codes	
Chinese **	CHI	CHIC2 *
Dance	DAN	DANC2*
Digital Technologies	DIGTEC	
Design Technologies (Graphics)	DT	
Design and Technologies (Food & Fibre Production)	DTFFP	DTFFPC2*
Design and Technologies (Materials and Technologies)	DTMAT	
Drama	DRA	DRAC2*
Economics and Business	ECBUS	
Geography	GEO	
Japanese **	JAP	JAPC2*
Media	MEDA	
Music	MUS	MUSC2*
Science Technology Engineering and Mathematics ***	STEM	STEMC2*
Visual Arts	VARTS	VARTS C2*

Towards the middle Year 9, students start looking at their pathway into their senior years of schooling. They will study Core subjects and select Preparatory core subjects and elective subjects that they are hoping to continue into Years 11 and 12 while keeping in line with the Australian Curriculum nominal hours. Students need to be aware of prerequisite subjects to Year 11 and 12 courses of study.

In years 11 and 12, students have choices between General, Applied and Certificate subjects; the subjects they choose in Year 10 are in preparation for these. Students must choose whether they would like to apply for university directly at the end of Year 12 or whether they would like to take another pathway. If a student is undecided, we can guide them on keeping their options open. For a student to apply to university they would ensure they are ATAR (Australian Tertiary Entrance Rank) eligible. To ensure this, they would choose General Preparatory Core subjects.

Year 10 subjects**Core**

- Religion – full year
- History – 1 semester
- Health and Physical Education – 1 semester

Preparatory Core

- | | | | |
|-------------|-------------------------|---------------------|------------------|
| English | • Essential (applied) | • General (General) | |
| Mathematics | • Essential (applied) | • General (General) | • Methods (ATAR) |
| Science | • In practice (applied) | • General (General) | |

Electives

- | | | |
|--|---------------|---------------|
| • Design Technologies (Graphics) | • Dance | • Chinese |
| • Design and Technologies (Food & Fibre Production) | • Drama | • Hospitality |
| • Design and Technologies (Materials and Technologies) | • Engineering | • Media |
| • Digital Technologies | • Geography | • Japanese |
| • Economics and Business | • Music | • Visual Arts |
| • Science Technology Engineering and Mathematics | | |

**Some subjects have two different strands meaning the course can be studied year long. The C2 code denotes this.*

*** Students wishing to study Chinese or Japanese in Years 10 to 12 need to complete both semesters in Year 9.*

**** Students must achieve and maintain a B in both Mathematics and Science to be eligible to choose their course.*

SENIOR SUBJECT INFORMATION YEAR 11, 2021

The following senior subject information is provided that junior students may see the progression of learning into their senior years at the College. This information should be used as general guide for Years 7 to 9 subject selection as some details may change. For a fuller explanation of this information, please see the Years 10 to 12 Curriculum Handbook on the Clairvaux Mackillop website.

Year 11 Subject Prerequisites

Clairvaux MacKillop College applies prerequisites to senior subjects to ensure students select courses in which they have the best chance of success. **Students need to demonstrate at least a C standard (C, C+) in Preparation for English to undertake any General subject in Year 11. Other C standard prerequisites refer to C or C+, B standard prerequisites refer to B or B+.**

Prerequisites list

Year 11 Subject	Department	Prerequisite required	Subject Type
Accounting	Humanities	✓ C in Year 10 Prep General English	General
Ancient History	Humanities	✓ C in Year 10 Prep General English	General
Biology	Science	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep Maths Methods or B in Year 10 Prep General Maths ✓ B in Year 10 Prep Senior Science	General
Building and Construction Skills	ITD	✓ No prerequisite	Applied
Certificate III Business	Humanities	✓ C in Year 10 Prep General English Recommended	VET
Certificate III in Early Childhood Education and Care	Home Economics	✓ C in Year 10 English (Essential or General)	VET
Certificate II in Electrotechnology *	ITD	✓ C in Year 10 Prep General Maths/Maths Methods/Essential Maths	VET
Certificate III in Fitness *	HPE	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Health Services Assistance *	HPE	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Hospitality	Home Economics	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Sport and Recreation *	HPE	✓ C in Year 10 English (Essential or General)	VET
Certificate III in Information, Digital Media and Technology	ICT	✓ No prerequisite	VET
Certificate IV in Crime and Justice	Humanities	✓ C in Year 10 Prep General English	VET
Chemistry	Science	✓ C in Year 10 Prep General English ✓ B in Year 10 Prep Senior Science ✓ C in Year 10 Prep Maths Methods or B in Year 10 Prep General Maths	General
Chinese	Languages	✓ C in Year 10 Chinese ✓ C in Year 10 English	General
Dance	The Arts	✓ C in Year 10 Prep General English	General
Design	ITD	✓ C in Year 10 Prep General English ✓ C in Year 10 Graphics	General
Digital Solutions	Technology	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep General Maths or Maths Methods	General
Diploma of Business	Humanities	✓ C in Year 10 Prep General English	VET
Drama	The Arts	✓ C in Year 10 Prep General English ✓ C in Year 10 Drama (recommended)	General
Drama in Practice	The Arts	✓ No prerequisite	Applied
Economics	Humanities	✓ C in Year 10 Prep General English	General
Engineering	ITD	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep General Maths or Maths Methods ✓ C in Year 10 Engineering	General

Essential English	Languages	✓ No prerequisite	Applied
Essential Mathematics	Mathematics	✓ No prerequisite	Applied
Fashion	Home Economics	✓ No prerequisite	Applied
Film, Television and New Media	The Arts	✓ C in Year 10 Prep General English	General
Food and Nutrition	Home Economics	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep Senior Science	General
Furnishing Skills	ITD	✓ No prerequisite	Applied
General English	Languages	✓ C in Year 10 Prep General English	General
General Mathematics	Languages	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep General Maths or C in Year 10 Prep Maths Methods	General
Geography	Humanities	✓ C in Year 10 Prep General English	General
Information & Communication Technology	Technology	✓ No prerequisite	Applied
Japanese	Languages	✓ C in Year 10 Japanese ✓ C in Year 10 English	General
Legal Studies	Humanities	✓ C in Year 10 Prep General English	General
Literature	Languages	✓ C in Year 10 Prep General English	General
Mathematical Methods	Mathematics	✓ C in Year 10 Prep Maths Methods	General
Media Arts in Practice	The Arts	✓ No prerequisite	Applied
Modern History	Humanities	✓ C in Year 10 Prep General English	General
Music	The Arts	✓ C in Year 10 Prep General English ✓ Ability to sing or play a musical instrument to a competent level ✓ C in Year 10 Music	General
Music Extension	The Arts	✓ Year 11 and 12 Music	General
Music in Practice	The Arts	✓ No prerequisite	Applied
Philosophy & Reason	Humanities	✓ C in Year 10 Prep General English ✓ C in Year 10 Prep General Maths/Maths Methods	General
Physical Education	HPE	✓ C in Year 10 Prep General English ✓ C in Year 10 HPE	General
Physics	Science	✓ C in Year 10 Prep General English ✓ B in Year 10 Prep Senior Science ✓ C in Year 10 Prep Maths Methods or B in Year 10 Prep General Maths	General
Psychology	Science	✓ C in Year 10 Prep General English ✓ B in Year 10 Prep Senior Science ✓ C in Year 10 Prep Maths Methods or B in Year 10 Prep General Maths	General
Religion and Ethics	Religion	✓ No prerequisite	Applied
Science in Practice	Science	✓ No prerequisite	Applied
Specialist Mathematics **	Mathematics	✓ B in Year 10 Prep Maths Methods ✓ C in Year 10 Prep General English	General
Study of Religion	Religion	✓ C in Year 10 Prep General English ✓ C in Year 10 Religion	General
Tourism	Humanities	✓ No prerequisite	Applied
Visual Art	The Arts	✓ C in Year 10 Prep General English ✓ C in Year 10 Visual Art	General
Visual Art in Practice	The Arts	✓ No prerequisite	Applied

N.B.:

* These courses are VETiS-funded. Students are eligible for VETiS funding for one Certificate course only. If undertaking additional VETiS-funded courses, the listed course costs will be incurred. ** Students who study Specialist Mathematics must also study Mathematical Methods

This information was correct at the time of printing however requirements and class availability are subject to change over the period this document is intended to cover due to responses to Australian Curriculum, QCE and ATAR updates, teacher availability and student interest.

QUEENSLAND ATAR

The following is taken from <https://www.qtac.edu.au/atar-my-path/atar>

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s. The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021. QTAC will calculate ATARs for Queensland school leavers.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

ATAR eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject scaled scores. Scaled scores will be derived from a student's subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR. Inter-subject scaling will not enhance or diminish a student's performance in their subjects. The student's ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student's ATAR. Students should choose subjects that:

- they enjoy
- think they will achieve well in
- that are subject prerequisites for tertiary courses that they will be seeking entry to.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student's ATAR. For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET Diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

How Will Specific Subjects Scale?

As scaling is based on actual subject achievement data, it will not be possible to provide the scaled subject data until 2020 when the first students qualify for ATARs in the new system. The first year of the ATAR system will provide base line information about the scaling of subjects for inclusion in the ATAR calculation. Trend information on the scaling of subjects will be available in the years immediately following the first year.

THE STRUCTURE OF LEARNING IN YEARS 11-12

Due to QCAA scheduling of external exams for General subjects in weeks 4-7 of Term 4, Year 12, the structure of learning for Year 11, 2021 students will change from the current structure.

Year 11 and 12, 2018 students study their subjects in semester chunks. As indicated below, generally only assessment completed in Year 12, Semester Three and Four is summative and contributes to exit levels of achievement.

Year 11			
Formative Assessment			
Semester One		Semester Two	
Term 1	Term 2	Term 3	Term 4
Year 12			
Summative Assessment			
Semester Three		Semester Four	
Term 1	Term 2	Term 3	Term 4

In the new QCE system, Units 3-4 are summative and contribute to subject exit levels of achievement and the calculation of ATAR scores for eligible students. For teachers to deliver to students the QCAA recommended learning hours before the date of external exams in Year 12 Week 4, Term 4, it is necessary for students to commence Unit 3 in Term 4, Year 11.

In most subjects, Year 11 students will undertake summative assessment for Unit 3 learning in Term 4, Year 11. These results will count towards their final exit subject achievement and ATAR calculation. For some subjects, assessment of Unit 3 learning may occur in Term 1, Year 12 rather than Term 4, Year 11.

Below is a general representation of Unit 1-4 learning for Year 11, 2020 students. Exact start and finish times for learning within Units 1-2 and within Units 3-4 may differ according to recommended hours of learning for unit topics. However, all Year 11, 2021 students will commence Unit 3 at the beginning of Term 4, Year 11.

Year 11				
Formative Assessment			Summative Assessment	
Unit One		Unit Two		Unit Three
Term 1	Term 2	Term 3	Term 4	
Year 12				
Summative Assessment				
Unit Three	Unit Four		Revision	External Exams
Term 1	Term 2	Term 3	Term 4	

SUBJECT OUTLINES

RELIGION

Year 7 Religious Education

Code 07RE **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

Students investigate the beginnings of the Christian faith (c.6 BCE – c. 650 CE) and explain the role of key people and events in its development. They explain some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They describe some ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They suggest reasons for change and continuity in the life of Church and religious communities over time and place. They explain the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences, including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices including silence and stillness, and praying with icons and images.

Unit topics include:

- Power of Word** – Introduction to the Christian Faith and our Founders, St Mary MacKillop and Blessed Edmund Rice
- Where it all began** – Explore the early origins of the Christian church, including key people and events that shaped its formation
- Sacramentality** – How adherents express and experience a sense of God or ‘other’ including sacraments and ritual.
- Doing good** – what if? – Students reflect on the notion of Social Justice and how they bring good into the world, including devising ways in which to make this a reality.

Learning Experiences

Varied in class experiences which include but not limited to teacher led instruction, video, music, discussions and critical thinking activities

Assessment

- Journal
- Timeline and PEEL paragraph
- Welcome ritual
- Community project

Resources Required - Exercise book, pens, colours, laptop

Additional Costs Nil

Year 8 Religious Education

Code 08RE **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

Finding God in our lives, in unity, in difference and into the future of challenges and change

In Year 8, students engage with a variety of images and words that express the mystery of the [Trinity](#), the fundamental Christian belief that God is relational in nature. They are introduced to the theme of [covenant](#), as unique relationship between God and God's people, through an exploration of the actions and messages of some [Old Testament](#) prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with [scripture](#); and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

This subject leads to Year 9 Religion Units.

This subject caters for all students.

Learning Experiences

Students will examine:

- Texts from the New Testament and the Hebrew scriptures
- Writings of, and about spiritually inspiring people
- God's plan for salvation
- Events and developments in the Church from c.650CE – c.1750CE

Students will investigate:

- Writings of and about various religious and lay leaders.
- Ways in which believers nurture their spiritual lives, especially through personal and communal prayer experiences and the use of sacred text
- The forms of initiation in the Abrahamic religions
- Emerging moral questions

Students will analyse:

- The times and teachings of Jesus
- The application of Jesus' teachings in the contemporary world by believers past and present
- The causes and effects of events and developments in the Church.
- a variety of prayer experiences, especially Christian Meditation and prayers with a focus on forgiveness and healing (as they participate respectfully)

Students will draw conclusions:

- About God's plan for salvation evidenced through the biblical narratives
- Why baptism is considered the heart of Christian unity
- Divergent understandings of God reflected in the core beliefs and practices of the monotheistic religions, especially Christianity and Judaism.
- What a 'good life' and judgements lead to in social issues
- About the growth of the church and during the middle ages

Assessment

Letter of recommendation, Display Project, Multimodal, Exam.

Resources Required Exercise book, pens, colours, laptop

Additional Costs Nil

Year 9 Religious Education

Code 09RE_ **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

Making Sense of Jesus and Living Justly; Learning from the Past and Responding to the Future.

Students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, forms of penance, Scripture, celebration of the Sacraments of Healing and personal and communal prayer experiences. They are introduced to Biblical criticism, and develop the ability to apply it to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices. Students learn about the divergent understandings of God in the monotheistic religions. They develop their understanding of three foundational beliefs of Christianity, the Incarnation, Resurrection and Ascension of Jesus, and consider their significance for believers.

This subject leads to Year 10 Religious Education Units.

This subject caters to all students.

Learning Experiences

Students will examine:

- Texts from the New Testament and the Hebrew scriptures
- Writings of, and about spiritually inspiring people
- The content of the Catholic social justice documents
- Events and developments in the Church from c.1750CE – c.1918CE.

Students will investigate:

- Writings of and about various religious and lay leaders.
- Ways in which believers nurture their spiritual lives, especially through personal and communal prayer experiences and the use of sacred text
- The forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacrament of Penance.

Students will analyse:

- The times and teachings of Jesus
- The application of Jesus' teachings in the contemporary world by believers past and present
- The causes and effects of events and developments in the Church.
- a variety of prayer experiences, especially Christian Meditation and prayers with a focus on forgiveness and healing (as they participate respectfully)

Students will draw conclusions:

- The significance of foundational beliefs of Christianity in the lives of believers
- The distinction made between the priestly, prophetic and kingly work of Jesus Christ in the mission of the Church.

Divergent understandings of God reflected in the core beliefs and practices of the monotheistic religions, especially Christianity and Judaism.

Assessment

Short Response Exam, Extended written response (booklet), Extended written response (journal entries), Short Response Exam.

Resources Required Exercise book, pens, colours, laptop

Additional Costs Nil

ENGLISH

Year 7 English

Code 07ENG **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

Year 7 English is a continuation of the ACARA national curriculum. English is built around the three interrelated strands of language, literature and literacy. In Year 7, students experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, as well as regional and global contexts.

Unit topics include:

This subject leads to Year 8 English.

This subject caters to all students.

Learning Experiences

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 in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, early adolescent novels, non-fiction, poetry and film. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. In addition, students build on their grammar and vocabulary skills throughout the course.

Assessment

Assessment in English includes written and spoken tasks. The focus is on analytical and creative writing as well as persuasive speaking. Students will write a short story, present a persuasive speech, analyse elements of a novel and write a review.

Resources Required Class Notebook, document folders

Additional Costs Nil

Year 8 English

Code 08ENG **Availability** Full Year **Length** Full Year **Prerequisites** Year 7 English

Description

In Year 8, students extend upon abilities developed during English in Year 7. Students will take a closer look at text structures and analyse how they can be manipulated for effect. This will include explaining and evaluating how images, vocabulary choices and language features distinguish the work of individual authors. Students will form their own interpretations by integrating ideas and information from texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and they learn to use accurate spelling and punctuation.

This subject leads to Year 9 English.

This subject caters to all students.

Learning Experiences

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 in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, early adolescent novels, non-fiction, poetry and film. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. In addition, students build on their grammar and vocabulary skills throughout the course.

Assessment

Assessment in English includes written and spoken tasks. The focus is on analytical and creative writing as well as persuasive speaking. Students will write a short story, present a persuasive speech, analyse elements of a novel and discuss poetic techniques.

Resources Required Class Notebook, Document Folder

Additional Costs Nil

Year 9 English

Code 09ENG **Availability** Full Year **Length** Full Year **Prerequisites** Year 8 English

Description

In Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and they learn to use accurate spelling and punctuation.

Unit topics include: Novel study; Poetry; Introduction to Shakespeare; Film Study.

This subject leads to Year 10 English.

This subject caters to all students.

Learning Experiences

- Reading, comprehending and interpreting a variety of texts, both individually and in groups.
- Creating literary texts, including hybrid texts that innovate on aspects of other texts.
- Analysing and explaining the use of symbols and icons in still and moving images and how these augment meaning.
- Presenting an argument about a literary text based on initial impressions and subsequent analysis of the whole text.
- Investigating representations of Australian culture used in texts and evaluate their purpose and accuracy.
- Investigating and experimenting with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism.
- Using a range of software, including word processing programs, flexibly and imaginatively to publish texts.

Assessment

In English, assessment pieces are either Written or Spoken:

- Written assessment tasks include the following genres: Persuasive Essay; Creative Writing; Analytical Essay
- Spoken assessment tasks include: Persuasive speaking

Resources Required Class Notebook, Document Folder

Additional Costs Nil

LANGUAGES

Year 7 Chinese

Code 07CHI **Availability** Terms 1, 2, 3 and 4 **Length** Term **Prerequisites** Nil

Description

In Year 7 Chinese, students will consolidate their Chinese knowledge from their primary school years as well as learning of new topics and how to write Chinese characters. Course content is based on the textbook Chinese Made Easy for Kids, and topics covered including greeting, numbers, Chinese zodiacs and self-introduction.

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures
- Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement
- Present information about aspects of Chinese and Australian lifestyles in spoken, written and digital forms
- Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Chinese and English versions
- Collate and present information in print, digital or online formats about self and peers to share with others

Assessment

Students will be assessed at least once during the term in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams, and Speaking is assessed through a dialogue with the teacher or a spoken presentation.

Resources Required Nil

Additional Costs

Possible excursions to cultural events.

Year 8 Chinese

Code 08CHI **Availability** Terms 1, 2, 3 and 4 **Length** Term **Prerequisites** Year 7 Chinese

Description

In Year 8 Chinese, students will consolidate their knowledge of basic greeting, simple self-introduction, numbers and learn more of Chinese character writing. Course content is based on the textbook Chinese Made Easy for Kids, and topics covered include family, pets, descriptions, likes, dislikes and food.

This subject leads to Year 9 Chinese Semester 1 and Year 9 Chinese Semester 2.

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures
- Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement
- Present information about aspects of Chinese and Australian lifestyles in spoken, written and digital forms
- Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Chinese and English versions
- Collate and present information in print, digital or online formats about self and peers to share with others

Assessment

Students will be assessed at least once during the term in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams, and Speaking is assessed through a dialogue with the teacher or a spoken presentation.

Resources Required Nil

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 9 Chinese Semester 1

Code 09CHI **Availability** Semester 1 **Length** Semester **Prerequisites** Year 8 Chinese

Description

In Year 9 Chinese Semester 1, students will consolidate their knowledge of basic greeting, self-description, family information, and build on their knowledge of *Chinese characters*. Course content is based on the textbook *Chinese Made Easy*, and topics covered include how to socialise, giving our family information, days, dates and months, and traditional cultural activities.

This subject leads to Year 9 Chinese Semester 2 and Year 10 Japanese.

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
- Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Chinese into English and vice versa, considering the role of culture when transferring meaning from one language to another
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning making

Assessment

Students will be assessed in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

Resources Required Nil

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 9 Chinese Semester 2

Code 09CHIC2 **Availability** Semester 2 **Length** Semester **Prerequisites**

Year 8 Chinese

Year 9 Chinese Semester 1

Description

In Year 9 Chinese Semester 2, students will consolidate their knowledge of greeting, personal information, family details and build on their knowledge of *Chinese characters*. Course content is based on the textbook Chinese Made Easy, and topics covered include how to socialise, expressing their future job preference, countries that they like to go, and traditional cultural and festivals activities.

This subject leads to Year 10 Chinese.

This subject caters to students with an interest in the Chinese language and culture, who enjoy communicating in Chinese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
- Translate familiar social and community texts from Chinese into English and vice versa, considering the role of culture when transferring meaning from one language to another
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making

Assessment

Students will be assessed in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

Resources Required Nil

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 7 Japanese

Code 07JAP **Availability** Full Year **Length** Term **Prerequisites** Nil

Description

In Year 7 Japanese, students will learn the first writing script, *hiragana*, and some basic structures and vocabulary.

This subject leads to Year 8 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

Students will cover the following topics:

- Hiragana script (all 48).
- Kanji numbers 1-10 but taught how to read, write and say larger numbers derived from the basic 1-10.
- Selected katakana script
- Countries
- Greetings
- Self Introductions: including name, age, Telephone numbers, nationality, where they live and come from.

Assessment

Students will be assessed at least once during the term in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams, and Speaking is assessed through a dialogue with the teacher or a spoken presentation.

Resources Required Nil

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 8 Japanese

Code 08JAP **Availability** Full Year **Length** Term **Prerequisites** Year 7 Japanese

Description

In Year 8 Japanese, students will consolidate their knowledge of the first writing script, *hiragana*, and learn the second writing script, *katakana*, as well as some *kanji*. Course content is based on the textbook *Obento Deluxe*, and topics covered include family, pets, descriptions, traditional foods and drinks, likes and dislikes.

This subject leads to Year 9 Japanese Semester 1 and Year 9 Japanese Semester 2.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures
- Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement
- Locate key points of information in a range of texts and resources and use the information in new ways
- Present information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms
- Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions
- Collate and present information in print, digital or online formats about self and peers to share with others
- Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants

Assessment

Students will be assessed at least once during the term in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams, and Speaking is assessed through a dialogue with the teacher or a spoken presentation.

Resources Required Obento Deluxe Workbook. Approximate cost \$35 - \$40.

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 9 Japanese Semester 1

Code 09JAP **Availability** Semester 1 **Length** Semester **Prerequisites** Year 8 Japanese

Description

In Year 9 Japanese Semester 1, students will consolidate their knowledge of the writing scripts, *hiragana* and *katakana*, and build on their knowledge of *kanji*. Course content is based on the textbook *Obento Deluxe*, and topics covered include days, dates and months, hobbies and sports, traditional cultural and club activities, places and transport, and describing daily routine.

This subject leads to Year 9 Japanese Semester 2 and Year 10 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
- Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making
- Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words

Assessment

Students will be assessed in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

Resources Required Obento Deluxe Workbook. Approximate cost \$35 - \$40. (This should have been purchased previously and retained from the Year 8 Japanese course)

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

Year 9 Japanese Semester 2

Code 09JAPC2	Availability Semester 2	Length Semester	Prerequisites Year Japanese Year 9 Japanese Semester 1
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Description

In Year 9 Japanese Semester 2, students will consolidate their knowledge of the writing scripts, *hiragana* and *katakana*, and build on their knowledge of *kanji*. Course content is based on the textbooks *Obento Deluxe* and *Obento Supreme*, and topics covered include discussing leisure time, making suggestions, expressing opinions, past tense of verbs and adjectives, telling the time, invitations, locations and housing.

This subject leads to Year 10 Japanese.

This subject caters to students with an interest in the Japanese language and culture, who enjoy communicating in Japanese and have a strong desire to develop their language skills, and who may be interested in overseas travel, or a career in which they can utilise these skills, such as international business and law, diplomacy, tourism and hospitality, or teaching.

Learning Experiences

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
- Convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
- Translate familiar social and community texts from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making

Convey meaning by appropriately selecting and combining *hiragana*, *katakana* and *kanji* characters, and use understanding of *kanji* to predict meaning of unfamiliar words

Assessment

Students will be assessed in each of the four macro skills:

- Listening
- Speaking
- Reading
- Writing

Listening, Reading and Writing are assessed in written exams each term, and Speaking is assessed once per semester through a dialogue with the teacher or a spoken presentation.

Resources Required Obento Deluxe Workbook. Approximate cost \$35 - \$40. (This should have been purchased previously and retained from the Year 8 and/or Year 9 Semester 1 Japanese courses.)
Obento Supreme Workbook. Approximate cost \$35 - \$40.

Additional Costs

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost.

MATHEMATICS

Year 7 Mathematics

Code 07MAT **Availability** Full Year **Length** Full Year **Prerequisites** Year 6 Mathematics

Description

Year 7 Mathematics consolidates and extends mathematical content from previous years and introduces students to crucial new concepts such as the use of variables in algebra. Students will investigate how to apply probability to evaluate fairness and apply fractions and ratios to adjust recipes for different serving sizes. They will also explore the use of surveys, graphical representations of statistics and further their geometric reasoning skills.

Unit topics include:

- Number and Algebra – real numbers, number and place value, money and financial mathematics, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry – using units of measurement, shape, Location and transformation, geometric reasoning
- Statistics and Probability – chance, data representation and interpretation

This subject leads to Year 8 Mathematics

This subject caters to all students in the Year 7 cohort

Learning Experiences

- Calculate and interpret mean, median and mode
- Connect fractions, decimals and percentages and use them to carry out conversions
- Construct linear equations to solve problems involving linear growth and decay
- Decide on 'best buys' by applying financial maths
- Establish and apply formulae for areas of rectangles, triangles and parallelograms and volumes of rectangular prisms
- Identify equal and complementary angles involving transversals of parallel lines
- Investigate and analyse real-life data
- Perform the four basic operations with fractions and use them to solve problems
- Plot points on a Cartesian plane and describe transformation of shapes using mathematical terminology
- Represent data using a range of graphs
- Solve real-life problems involving the use of geometric reasoning, rates, ratios and percentages, linear equations and probability

Assessment

Students will complete 2 small contextualised units each term

Students will sit an 80 minute exam at the end of one unit each term

- the exams will cover content from that unit and some number skills learnt up to that point
- the exams will test students' ability to apply the content taught in both familiar and unfamiliar contexts

Resources Required CASIO fx-82AU PLUS II - scientific calculator

Additional Costs Nil

Year 8 Mathematics

Code 08MAT **Availability** Full Year **Length** Full Year **Prerequisites** Year 7 Mathematics

Description

Year 8 Mathematics continues with contextualised units and assessment methods from Year 7. The students are introduced to algebra in a theoretical context - solving problems in both practical and abstract situations. They explore and investigate data collection and analysis and look at number systems and representing equations graphically. The students use their knowledge of numbers to investigate and extend their understanding in measurement.

In Year 8 Mathematics students will study the following topics:

- Number and Algebra - Real numbers, number and place value, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry - Using units of measurement, geometric reasoning,
- Statistics and probability - Data representation and interpretation, chance

This subject leads to Year 9 Mathematics.

This subject caters to students in the Year 8 cohort.

Learning Experiences

- calculate perimeters and areas of parallelograms, rhombuses and kites and the areas and circumferences of circles.
- choose appropriate language to describe events and experiments
- connect between expanding and factorising algebraic expressions
- convert between units of measurement for area and volume
- describe rational and irrational numbers
- determine **complementary events** and calculate the **sum** of probabilities
- explain issues related to the collection of **data** and the effect of outliers on means and medians in that data
- graph linear relationships on the Cartesian plane
- identify conditions for the congruence of triangles and deduce the properties of quadrilaterals, and the features of circles
- model authentic situations with two-way tables and Venn diagrams
- perform mental and written strategies to carry out the four operations with integers
- recognise **index** laws and apply them to whole numbers
- simplify a variety of algebraic expressions
- solve everyday problems involving rates, ratios and percentages, profit and loss, problems relating to the **volume** of prisms and linear equations
- understand time duration in real applications

Assessment

Students will complete 2 small contextualised units each term

Students will sit an 80 minute exam at the end of one unit each term

- the exams will cover content from that unit and some number skills learnt up to that point
- the exams will test students' ability to apply the content taught in both familiar and unfamiliar contexts

In Term 4, students will sit an 80 minute exam that covers content from both units in the term in preparation for Year 9.

Resources Required CASIO fx-82AU PLUS II - scientific calculator

Additional Costs Nil

Year 9 Mathematics

Code 09MAT **Availability** Full Year **Length** Full Year **Prerequisites** Year 8 Mathematics

Description

Year 9 Mathematics builds on the concepts studied in Year 8. It furthers algebraic skills and uses more theoretical contexts for solving problems. Students relate their knowledge of 2-dimensional shapes to the 3-dimensional world and start analysing quantitative data, from both experimental and practical contexts. Students start extending their learning periods with exams covering whole terms and incorporating algebra from previous examination periods.

In Year 9 Mathematics students will study the following topics:

- Number and Algebra - real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry - using units of measurement, geometric reasoning, Pythagoras and trigonometry
- Statistics and Probability - chance, data representation and interpretation

This subject leads to Year 10 Preparation for
Essential Mathematics
General Mathematics
Mathematical Methods

This subject caters to all students in the Year 9 cohort.

Learning Experiences

- apply the distributive law to expand binomial expressions
- apply Pythagoras' Theorem and trigonometry to find unknown sides and angles of right-angled triangles
- apply the index laws to numbers and express numbers in scientific notation
- calculate the distance between two points on the Cartesian plane, gradient and midpoint of a line segment
- calculate areas of shapes and the volume and surface area of right prisms and cylinders
- calculate relative frequencies to estimate probabilities-
- compare techniques for collecting data in primary and secondary sources
- construct histograms and back-to-back stem-and-leaf plots
- solve problems involving simple interest
- describe the position of the mean and median in skewed, symmetric and bimodal displays when interpreting data
- explain similarity of triangles
- identify outcomes for two-step experiments and assign probabilities for those outcomes
- interpret ratio and scale factors in similar figures
- recognise the connections between similarity and the trigonometric ratios
- sketch linear and non-linear relations

Assessment

Students will sit a 90 minute exam at the end of each term

- the exams will cover content from that term and skills learnt up to that point
- the exams will test students' ability to apply the content taught in both familiar and unfamiliar contexts.

Resources Required CASIO fx-82AU PLUS II - scientific calculator

Additional Costs Nil

SCIENCE

Year 7 Science

Code 07SCI **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

Over the course of the year, Year 7 Science students will study how to conduct themselves safely in a laboratory and explore separation techniques. Students will explore the sun, earth and moon systems and interactions between organisms in an ecosystem. Students will also investigate forces and motion.

This subject leads to Biology, Physics, Chemistry, Psychology, Science in Practice, 9 STEM, 10 STEM.

This subject caters to students inquisitive about how the natural world works and those students considering a career in a Science, Engineering or Health fields.

Learning Experiences

In Year 7, students will learn how to conduct themselves in a safe manner in a laboratory setting, earning their Bunsen burner licence and how best choose appropriate separation techniques. Students will conduct field work in Biology to investigate interactions between organisms and how to accurately classify them. In Physics students will investigate friction forces and simple machines by building and analyzing a Rube Goldberg machine.

Assessment

Students will be assessed in their learning in a variety of ways, including written assignments, projects, written exams and online exams. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

Additional Resources Required Nil

Additional Costs Nil

Year 8 Science

Code 08SCI **Availability** Full Year **Length** Full Year **Prerequisites** Year 7 Science

Description

This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

Year 8 Science students will study geological processes and rocks, explore states of matter using particle theory, understand the structure of atoms and chemical change. Students will also study cells types and function, human body systems and energy, including energy transfers and transformations will be studied.

This subject leads to Biology, Physics, Psychology, Chemistry, Science in Practice, 9 STEM, 10 STEM.

This subject caters to students inquisitive about how the world works and those students considering a career in a Science, Engineering or Health fields.

Learning Experiences

In Year 8, students explore the rock cycle and the evidence provided from the study of rocks to hypothesise which geological processes that have occurred. They are introduced to the particle model of matter and use this to explain the properties of different states of matter and are introduced to basic atomic structure and the periodic table. They learn that chemical change involves the formation of new products. They investigate the function of specialised plant and animal cells and how human body systems work. They are introduced to the law of conservation of energy, energy transfers and transformations.

Assessment

Students will be assessed in their learning in a variety of ways, including written assignments, along with written and online exams. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

Additional Resources Required Nil

Additional Costs Nil

Year 9 Science

Code 09SCI **Availability** Full Year **Length** Full Year **Prerequisites** Year 8 Science

Description

This subject will cover biological sciences, chemical sciences, earth and space science and physical sciences in accordance with the Australian Curriculum.

Year 9 students will study energy, transfer and electricity. They begin to apply their understanding of energy and forces to global systems such as continental movement. Students will also study interactions within ecosystems. Students will study homeostasis in the human body as well as chemical reactions, atomic structure and how this can change through nuclear decay.

This subject leads to Biology, Physics, Chemistry, Psychology, Science in Practice, 10STEM.

This subject caters to students inquisitive about how the world works and those students considering a career in a Science, Engineering or Health field.

Learning Experiences

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

Assessment

Students will be assessed in their learning in a variety of ways, including research investigations, student experimental reports and written semester exams. Both individual and group activities will be assessed. Grades will be awarded according to Australian Curriculum guidelines on standards.

Additional Resources Required Nil

Additional Costs Nil

Year 9 STEM

Code 9STEM/9STEMC2 **Availability** Full Year **Length** Semester **Prerequisites** B in both Science and Maths
Students may enrol in both Semesters if desired

Description

This subject is designed to develop both critical thinking skills and to lateral thinking and design by working collaboratively on projects to solve real world problems.

In Year 9 STEM students will study the following topics:

- Spaghetti Bridges
- Sound
- Biomimicry using Littlebits
- Molecular Gastronomy

Students have the opportunity to choose 9 STEM in both Semester 1 and Semester 2 (as a full year program) as different topics will be investigated. Students may also choose 1 Semester of 9 STEM on its own.

This subject leads to Biology, Chemistry, Physics, Psychology

This subject provides students with opportunities to consolidate and integrate knowledge and skills learnt in science, IT and mathematics subjects to find solutions to real world, multidisciplinary problems. Students will also learn about the engineering methodology.

Learning Experiences

Develop skills such as: team work, critical thinking skills and problem solving. It is expected that students are able to work independently.

Assessment

Majority of assessment is project based which is developed and worked on through the term.

Additional Resources Required Nil

Additional Costs Possible costs for transportation to university workshops/ engineering activities.

HUMANITIES

Year 7 Business

Code 07ECBUS

Availability Term

Length Term

Prerequisites Nil

Description

“Seeking Individual and Business Success in the Market”

In this unit, students will develop and apply enterprising behaviours and capabilities, along with knowledge, understanding and skills of inquiry, to investigate familiar (personal, community, national or regional) economics or business issues.

The economics or business issue investigated will enable students to: identify the reasons individuals choose to work, types of work and how people derive an income; explain the importance of short and long-term planning to achieve personal, organisational and financial objectives; describe the interdependence of consumers and producers in the market; describe characteristics of entrepreneurs and successful businesses.

Key questions

A framework for developing students’ economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why do individuals work? What types of work exist and in what ways can people derive an income?
- Why is personal financial planning and money management important?
- Why is there a relationship between consumers and producers in the market?
- Why is organisational planning important for both consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?

This subject leads to Year 8 Business.

This subject caters to all students.

Assessment

Task 1: Examination

Resources Required Nil

Year 8 Business

Code 08ECBUS

Availability Term

Length Term

Prerequisites Nil

Description

The Grade 8 Business curriculum gives students the opportunity to develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the markets operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered, along with the influences on the ways individuals work now and in to the future. Emphasis is on national and regional issues.

Key questions:

- Why are the markets needed and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Students will work in pairs to develop and create a brochure on a chosen industry within Australia, highlighting the rights and responsibilities of consumers, businesses and the government.

Content from this unit is a foundation for further study in both Grades 9 and 10 Business

Assessment

Brochure presentation

Resources Required Nil

Year 9 Business

Code 09ECBUS **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

Students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical national, regional or global economics or business issue.

The economics or business issue investigated will enable students to: explain the role of the Australian economy in allocating and distributing resources within the broader Asian and global economy; **analyse** why and how participants in the global community are dependent on each other; and **explain** why and how businesses seek to create and maintain a competitive advantage in the global market.

Key questions:

- How do participants in the global economy interact?
- How does creating a competitive advantage benefit business?

Learning Experiences

Students will also develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical business issue.

Students will follow a six-phase plan to create and build a business, using the starting funds of \$20.

This subject leads to Year 10 Business.

This subject caters to all students.

Assessment

Task 1: Exam

Task 2: Assignment

Resources Required Nil

Additional Costs/ Excursion \$20 Boss product development activity. Cost \$20

Year 7 History

Code 07HIS **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 7 History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies.

Learning Experiences

In this introductory depth study, students build on and develop their understandings of historical inquiry in the context of the ancient world. They explore some of the important features and events of the ancient period, and how these features and events have shaped the modern world.

The key inquiry questions at this year level are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Unit topics include:

What is History? AND Ancient Egypt OR Ancient China

Ancient Rome OR Ancient Greece.

This subject leads to Year 8 History.

This subject caters to all students.

Assessment

Task 1: Research Assignment

Task 2: Source Based Skills Exam

Resources Required Nil

Year 8 History

Code 08HIS **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Learning Experiences

The key inquiry questions at this year level are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Unit topics include:

Medieval Europe and the Black Death

The Vikings OR The Samurai

This subject leads to Year 9 History.

This subject caters to all students.

Assessment

Task 1: Source Based Skills Exam

Task 2: Research Assignment

Resources Required Nil

Year 9 History

Code 09HIS **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914–1918, the “war to end all wars”.

Learning Experiences

In this depth study, students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of this war in world and Australian history.

The key inquiry questions for this unit are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Unit topics include:

The Industrial Revolution and Movement of Peoples

Australia in WWI

This subject leads to Year 10 History.

This subject caters to all students.

Assessment

Task 1: Source Based Skills Exam

Task 2: Research Assignment

Resources Required Nil

Additional Costs/ Excursion

Field trip to the ANZAC Gallery and State Library of Queensland. Cost approx. \$15

Year 7 Geography

Code 07GEO **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 7 Australian Curriculum for Geography has two units of study: Water in the world and Place and liveability

Water in the world focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Water in the world develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards.

Place and liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

Unit topics include:

Water in the World
Place and Liveability

This subject leads to Year 8 Geography.

This subject caters to all students.

Assessment

Task 1: Fieldwork Report

Task 2: Skills based Exam

Resources Required: Clip Board

Additional Costs/ Excursion:

Field trip to Roly Chapman Reserve. Cost approx. \$0

Year 8 Geography

Code 08GEO **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 8 Australian Curriculum for Geography has two units of study: Landforms and landscapes and Changing nations

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries.

Unit topics include:

Landforms and Landscapes
Changing Nations

This subject leads to Year 9 Geography.

This subject caters to all students.

Assessment

Task 1 Research Report

Task 2: Skills based Exam

Resources Required Nil

Year 9 Geography

Code 09GEO **Availability** Semester **Length** Semester **Prerequisites** Nil

Description

The Year 9 Australian Curriculum for Geography has two units of study: Biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

Unit topics include:

Biomes and food security

Geographies of interconnections.

This subject leads to Year 10 Geography.

This subject caters to all students.

Learning Experiences

Assessment

Task 1: Skills Based Exam

Task 2: Research Report

Resources Required Nil

Additional Costs Excursion/ Field trip. Cost approx. \$20

HEALTH AND PHYSICAL EDUCATION

Year 7 Health and Physical Education

Code 07HPE **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

In Year 7 Health and Physical Education students use a critical inquiry approach when investigating how to create a healthier CMC community and how to make decisions to improve the safety of themselves and others. They demonstrate movement skills, apply and refine movement concepts and strategies and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity whilst participating in games and physical activities.

This subject leads to Year 8 Health and Physical Education

This subject caters to all students who require knowledge and skills to make decisions to improve their health, safety and wellbeing.

Learning Experiences

Students will use a critical inquiry approach to investigate:

- How to create a healthier CMC community looking at all dimensions of health
- Strategies to improve individual safety
- How to increase safety in a water environment
- How to perform rescues in a water environment

- Students participate in the following physical activities:
 - Caste
 - Dance
 - Athletics (sprinting and long jump)
 - Korfbal
 - Indigenous games
 - Handball / tennis
 - Soccer

Assessment

- Teacher observation of physical performance
- Short response items
- Discussion response
- Supervised exam (multiple choice and short answer questions)

Resources Required Sports Uniform, 1 x A4 Notebook

Additional Costs Nil

Year 8 Health and Physical Education

Code 08HPE **Availability** Full Year **Length** Full Year **Prerequisites** Nil

Description

In Year 8 Health and Physical Education students use a critical inquiry approach when investigating strategies to manage changes during adolescence, how to apply concepts to improve fitness outcomes and how to make decisions to improve health and safety of themselves and others. They demonstrate movement skills, apply and refine movement concepts and strategies and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity whilst participating in ultimate disc, speedminton, cricket, athletics and basketball and touch.

This subject leads to Year 9 Health and Physical Education.

This subject caters to all students who require the knowledge and skills to make decisions to improve their health, safety and wellbeing.

Learning Experiences

Students will use a critical inquiry approach to investigate:

- Changes during adolescence
- Concepts to improve a fitness training session
- Strategies to improve health and safety associated with drug use
- How to design a health promotion campaign

Students participate in the following physical activities:

- Basketball
- Speedminton
- Athletics (throwing events)
- Ultimate disc
- Cricket
- Touch

Assessment

- Teacher observation of physical performance
- Short response items
- Class journal
- Supervised exam (true/false, multiple choice and short answer questions)
- Multimodal Presentation

Resources Required Sports Uniform 1 x A4 Notebook

Additional Costs Nil

Year 9 Health and Physical Education

Code 09HPE **Availability** Semester 1 and 2 **Length** Semester **Prerequisites** Nil
Description

In Year 9 Health and Physical Education students use a critical inquiry approach when investigating relationships and what is sustainable health. They apply movement concepts and strategies to new performance environments and apply criteria to judge and refine their performance in invasion games, and investigate the role physical activity has played historically in defining cultures and cultural identities whilst performing various multicultural dances.

This subject leads to Year 10 Health and Physical Education.

This subject caters to all students who require the knowledge and skills to make decisions to improve their health, safety and wellbeing.

Learning Experiences

Students will use a critical inquiry approach to investigate:

- Respectful relationships
- Sexual health
- Sustainable health for their future

Students to participate in the following physical activities:

- Invasion games
- Multicultural Dances
- Recreational activities

Assessment

- Teacher observation of physical performance
- Supervised Exam (discussion response)
- Assignment

Resources Required Sports Uniform 1 x A4 Notebook

Additional Costs Nil

THE ARTS

Year 7 Dance

Code 07DAN **-Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

This unit is designed to introduce students to the unique learning style and class structure of Dance highlighting the importance of Safe Dance Practice. Students will participate in practical classes and learn movement from different genres of dance. Genres include: Ballet, Contemporary, Hip Hop, Musical Theatre Jazz. Each student has the opportunity to build on the knowledge of a particular genre by devising their own choreography to suit the genre. Students will watch numerous excerpts of dance and develop their analysis and evaluation skills by examining the story.

Unit topics include:

- Communicating narrative through movement
- Exploration of different genre's
- Choreography
- Evaluating to dance

This subject leads to: Year 8 Dance

This subject caters to all students

Learning Experiences

- Explore the history of different dance genre's including Ballet, Contemporary, Hip Hop and Jazz Dance.
- Explore how Dance can communicate a narrative.
- Choreograph and manipulate short sequences which include various dance styles and the implement of choreographic devices.
- Develop skills in groups devising and dance.
- Discuss the importance and place of non-movement components in choreography and performance.
- Develop skills in groups work, including use of space including formations and floor patterning.

Assessment

Task 1 Making - Performance

Students learn a routine from several different genres (Jazz, Hip Hop, Contemporary, Ballet, Tap). Students choose one routine to perform and are responsible for adding 32 counts of choreography and include formations and transitions.

Task 2 - Responding

Students watch a short narrative routine and analyse the elements of dance.

Resources Required Black, full length leggings or trousers that area appropriate for movement.

Additional Costs Nil

Year 8 Dance

Code 08DAN **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

This unit is designed to introduce students to the unique learning style and class structure of Dance highlighting the importance of Safe Dance Practice. Students will participate in practical classes and work through a work booklet based on the different genres of dance. Students will learn movement from different cultures. Each student will learn movement and cultural history from different countries including Japan, India, Philippines, Polynesian islands, USA, Indigenous Australia.

This subject leads to Year 9 Dance: Contemporary, Year 9 Dance: World Dance.

This subject caters to students who study Dance develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

Learning Experiences

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style. By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Assessment

Making (Choreography & Performance)

Students choreograph an American influenced Stepping routine and perform it for the class.

Responding

Students watch a short Bollywood routine and analyse the elements of dance.

Resources Required

All students are required to have black leggings or trousers and a black fitted top for performance. Black socks are also required.

Additional Costs Nil

Year 9 Dance

Code 09DAN **Availability** Semester 1 **Length** One Semester **Prerequisites** Nil

****09DANC2 only runs in Semester 1. If students wish to study a full year of Dance, they will also need to select 09DANC2 for Semester 2.**

Description

This unit explores a variety of Popular Dance and Contemporary styles, with a focus on developing skills in communicating meaning.

This subject leads to Year 10 Dance.

This subject caters to students who study Dance to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

Learning Experiences

- Students engage in dance lessons to experience the unique nature of the Dance classroom.
- Participate in partner dances e.g. The Lindy Hop.
- Participate in social dancing, Funk and Hip-Hop classes.
- Participate in a Hip-Hop workshop with instructors from Raw Metal Dance Company.
- Performance skills.
- Expressive dance skills.
- Research skills.
- Functions of dance – Ritual, Social and Artistic.
- Learn about the historical, socio-cultural and geographical contexts of each dance style studied.
- Research a chosen dance style looking at the historical, socio-cultural and geographical functions of that dance.
- Choreograph short partner dances in a chosen dance era.
- Present informal demonstrations of social dances.
- Performance of a teacher devised popular dance.
- Students will rehearse and perform choreography as taught in class.
- View videos to support the learning of each style, e.g. Grease, Saturday Night Fever, etc.
- Present an oral seminar presentation on a chosen dance from “So You Think You Can Dance”.

Assessment

- Small group performance
- Individual and Group choreography
- Short Response Exam

Resources Required

All students are required to have black leggings or trousers and a black fitted top for performance. Black socks are also required.

Additional Costs Nil

Year 9 Dance

Code 09DANC2 **Availability** Semester 2 **Length** One Semester **Prerequisites** Nil

**** This subject only runs in semester 2. If students wish to study dance all year, they will need to also select 09DAN for Semester 1.**

Description

This unit is project-based and the students develop skills in dance-making to educate an audience. The focus will be on students choreographing movement and exploring how production elements can enhance a performance.

This subject leads to Year 10 Dance.

This subject caters to students who study Dance to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Dance.

Learning Experiences

- Students participate in Contemporary technique classes learning about correct alignment and parallel feet.
- Apply choreographic form, devices and technique to create dance movement phrases and choreograph short danceworks using dance actions.
- Students will shape Contemporary dance actions to create meaning and mood.
- Students will create abstract movement sequences in response to various stimuli such as: photographs, music, poetry, words and emotions.
- Perform Contemporary dance exercises and sequences.
- Students will research and view works by key Contemporary dance practitioners and evaluate the impact, mood and meaning conveyed through various danceworks.
- Students will identify and discuss the use of choreographic devices in their own and others' Contemporary danceworks.
- Students will workshop dance actions specific to a number of dance styles including, Indigenous Dance, Irish Dance, Bollywood, Flamenco, African, Chinese Ribbon Dance and various Latin styles.
- Students will analyse, interpret and evaluate ritual dances through research, film excerpts and movement demonstrations.
- Students will sequence dance actions into short dance sequences and rehearse and perform world dance sequences as partners, groups and individually.
- Students will perform both rehearsed and improvised dance sequences.
- Students will research various cultures and examine the role of dance.
- Critique their own and others' dance performances focusing on the dynamics of each individual world dance style.

Assessment

- Group performance and choreography
- Written exam

Resources Required

All students are required to have black leggings or trousers and a black fitted top for performance.

Additional Costs Nil

Year 7 Drama

Code 07DRA **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

Students will engage in four weeks of stagecraft workshops focusing upon: Voice, Movement, Communication and Character.

Student will be introduced to the history of theatre and the genre of scriptwriting. Combining their skills of stagecraft and comprehension of script work, students will perform small scenes to a peer audience.

Learning Experiences

- Stagecraft skills: Voice, Movement, Communication, Characterisation
- Performance Skills
- Group work skills
- Critiquing and reflecting theatre
- Explore and present published scripts
- Using space to create engaging drama
- Exploration of the history and development of Theatre

Assessment

- Small group performances (scripted)
- Written reflections relating to stagecraft and the dramatic languages.

Resources Required

All students are required to have black activewear clothing for workshops and performance.

Additional Costs Nil

Year 8 Drama

Code 08DRA **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

Students will focus on preparing for a scripted performance. They will use the Elements of Drama, particularly mood, tension, space and human context to shape their group performance. Students will critique their own work and the work of others.

Learning Experiences

- Looking at historical styles such as Realism.
- Critiquing and reflecting theatre
- Exploring stage craft.
- Explore and present published scripts
- Group work skills
- Characterisation
- Using movement and voice to create meaning.
- Using space to create engaging drama
- Exploring how to use sound effects and lighting to create tension.
- Performance Skills.

Assessment

- Small group performances (scripted)
- Written response to critique their own performance.

Resources Required

All students are required to have black clothing for performance.

Additional Costs Nil

Year 9 Drama

Code 09DRA **Availability** Semester 1 **Length** One Semester **Prerequisites** Nil

****09DRA only runs in Semester 1. If students wish to study Drama for the full year, they will need to select 09DRA2 for Semester 2.**

Description

Students will focus on learning the style of Commedia dell'arte, including stock characters, masked performance, lazzi and burla.

This subject caters to students who study Drama to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Drama and Drama in Practice.

Learning Experiences

- Investigating the style of Commedia dell'arte
- Mask work
- Improvisation
- Play Building
- Character development
- Stage design
- Costume design
- Investigating the elements of Drama including: place, space, role, language, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Script writing
- Analysing and evaluating own and others performance.

Assessment

- Play Building: creating a contemporary Commedia concept
- Group Performance of Commedia concept
- Theatre review/Performance Review

Resources Required

All students are required to have black clothing for performance.

Additional Costs Nil

Year 9 Drama

Code 09DRA2 **Availability** Semester 2 **Length** One Semester **Prerequisites** Nil

**** 09DRA2 only runs in Semester 2. If students wish to study Drama for the full year, they will need to select 09DRA for Semester 1.**

Description

Greek Theatre incorporates the styles of Ancient Greek theatre and cinematic theatre to create engaging drama through storytelling.

This subject caters to students who study Drama to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Drama and Drama in Practice.

Learning Experiences

- Explore the conventions of Greek theatre
- Analysing and presenting published scripts
- Exploring verbal and non-verbal communication
- Exploring modern and historical examples of Greek Theatre.
- Exploring the beginnings of early theatre and staging.
- Scriptwriting and Storyboards.
- Stagecraft
- Investigating the elements of Drama including: place, space, role, language, contrast, movement, relationships, focus, mood, symbol.
- Building team/group work skills
- Analysing and evaluating own and others performance

Assessment

- Storyboard/annotated concept
- Small group performances (scripted)
- Theatre review

Resources Required

All students are required to have black clothing for performance.

Additional Costs Nil

Year 7 Media

Code 07MEDA **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

This unit introduces students to some of the myth-building techniques in popular culture by comparing super heroes and super villains from popular media sources, to archetypal heroes and villains in historical fiction, to actual portrayals in the real world. Students will explore the use of stereotypes in cultural understandings; they analyze and compare the world of cinema heroes and villains and consider how people are represented in certain, prescribed ways. The course begins with a discussion about character types and progresses to encourage students to provide alternatives to the types presented to them.

This subject leads to Year 8 Media.

In particular, the Year 7 course is an introduction to the world of media learning and popular character types. As the course continues there is more investigation about how stories are shaped, and how media is used to construct engaging stories.

This subject caters to students with an interest in multimedia tools and an aptitude towards storytelling and creativity.

Learning Experiences

Students build upon an understand of how the fictional world of heroes can be shaped by interpretations. In order to do this students create stories, view short story clips and consider character images.

Gain an awareness of how movie making devices and storytelling traditions are used to give power and status to characters. To this end, students use different devices for recording images and sounds to create their own short film.

Appreciate how our perceptions of mythical elements can even influence our real-world impressions at times. Students will study traditional story forms and use these to inform their own work.

Assessment

There are 2 formal tasks:

Responding in the form of an exam

Making a short film that follows a three-act structure

Resources Required

All students are required to have headphones and access to a laptop for editing purposes. They should also have a USB.

Additional Costs Nil

Year 8 Media

Code 08MEDA **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

Year 8 Media Studies involves an introductory level appreciation of digital tool, and a chance for students to document their world. The term course work focuses on mini-documentary; watching short documentaries, learning how to make them, learning how to record voice and images, sound scape and music, and scripting stories and ideas.

This subject leads to Year 9 Media Studies.

In particular, this year level celebrates the idea of participation and amateur production in media, in students' own creations. In pro-social and positive ways, students look at teen identity, global and local issues, and gaining a voice to communicate ideas effectively. This subject caters for students who have a particular interest in studying Media, and who wish to develop skills in critical and creative thinking, problem solving, collaboration, reflection, and persistence.

Learning Experiences

Students will learn to understand and appreciate the techniques used in documentaries, to reveal ways in which audiences are influenced. They will produce media and manipulate images, so as to communicate intended meanings, and to engage and persuade viewers.

More specifically, students will focus on the aspects of documentary such as the interview, voiceover/narration, cutaways, archive footage, and re-enactment. They will also be developing their producing, creative collaboration and reflective skills.

Assessment

There are 2 formal tasks:

Responding in the form of an extended writing task.

Making a mini documentary in groups on a relevant issue/topic.

Resources Required

All students are required to have headphones and access to a laptop for editing purposes. They should also have a USB.

Additional Costs Nil

Year 9 Media

Code 09MEDA **Availability** Semester 1 or 2 **Length** One Semester **Prerequisites** Nil

Description

Year 9 Media Studies involves constructing meaning using some intermediate level digital tools, with a more hands-on approach to equipment. Students consider audiences and the purposes that the media has. The learning focus is in making still and moving images, and digitising sounds – via stop motion animations – which is joined by work in written and spoken forms.

This subject leads to Year 10 Media Studies.

This subject caters to students who study Media in order to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards the Senior subject Film, Television and New Media.

Learning Experiences

Students will aim to understand the impact of media on society and be able to research and analyse media-related issues. They will apply critique, language conventions and online research skills to their writing.

More specifically, students will understand animation styles, techniques, meanings communicated through animation, as well as refine their producing, creative collaboration and reflective skills.

Two units are covered as coursework for the semester – an anchoring unit on animation, a bridging unit on intermediate-level digital story-telling and the ‘hero’s journey’.

Assessment

There are 3 formal tasks:

- **Making** a story pitch into a filmed scene/trailer;
- **Responding** in a film review;
- **Making** a short 20 second stop-animation.

Resources Required

All students are required to have headphones and access to a laptop for editing purposes. Students will require a USB.

Additional Costs Nil

Year 7 Music

Code 07MUS **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

In this unit, students are developing an understanding of the musical elements and are introduced to the foundations of performance and composition. Students will develop an understanding of music theory, learn performance skills on guitar and keyboard, and be introduced to composing using available music technologies.

Learning Experiences

- Introduction to the music elements
- Learning how to read and write rhythms and melodic lines
- Technical skills for guitar
- Technical skills for keyboard

Assessment

Composition: Students use music technology to create a short piece of music.

Performance: Students perform on both guitar and keyboard.

Resources Required Nil

Additional Costs Nil

Year 8 Music

Code 08MUS **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

In this course, students will build on practical skills introduced in the Year 7 taster subject.

Students will work on more advanced repertoire and theoretical concepts to support practical and composition skills.

This subject leads to Year 9 Music.

This subject caters to students who study Music to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Certificate 3 in Music.

Learning Experiences

- Explore music styles through active listening
- Investigate the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.
- Manipulate sound and silence to achieve aesthetic outcomes when they perform and create music.
- Develop musicianship
- Practise, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose music.
- Use aural skills and synthesis of knowledge of the elements of music, stylistic features, and structures.
- Use notation and available technologies to record and share music ideas.
- Evaluate their own and others' music practices to inform and shape their own music making.
- Use music terminology to describe features of the music.
- Justify their opinions and preferences about music.

Assessment

Skills Focus

- Practical Performance - Students choose to work on either keyboard or guitar.
- Composition Task - Students will compose an 8-bar melody over a chord progression.

Resources Required

Instruments, score booklet and manuscript paper will be provided. Students will need their laptop, personal headphones and a notebook/folder for handouts, class notes and revision activities.

Additional Costs Nil

Year 9 Music

Code 09MUS **Availability** Semester 1 **Length** One Semester **Prerequisites** Nil

**09MUS only runs in Semester 1. If students wish to study Music for the full year, they will need to select 09MUSC2 for Semester 2.

Description

This is a themed unit in which students explore the power of music to convey narratives and comment on social and political statements. This unit gives students the opportunity to develop their skills as musicians through performing, composing and responding to a range of music from different styles and eras.

This subject leads to Year 9 Music in Semester 2 and Year 10 Music.

This subject caters to students who study Music to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

Learning Experiences

- Explore contemporary and classical music styles and genres
- Develop musicianship – including music theory and aural skills
- Practice, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity.
- Improvise, arrange and compose original works
- Use notation and available technologies to record and share music
- Justify their opinions and preferences about music
- Develop music terminology to explain and describe the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

Assessment

- Performing (solo and/or ensemble)
- Musicology exam
- Composing

Resources Required

All students are required to have headphones and access to an instrument on which to practice.

Additional Costs Nil

Year 9 Music

Code 09MUSCC2 **Availability** Semester 2 **Length** One Semester **Prerequisites** Nil

**09MUSC2 only runs in Semester 2. If students wish to study Music for the full year, they will need to select 09MUS for Semester 1.

Description

Semester 2 Music is a themed unit in which students explore the ways that simple musical ideas can be borrowed, repeated, developed and manipulated to create masterpieces. This unit gives students the opportunity to develop their skills as musicians through performing, composing and responding to a range of music from different styles and eras.

This subject leads to Year 10 Music.

This subject caters to students who study Music to develop lifelong skills of critical and creative thinking, problem solving, collaboration, reflection, and persistence. This subject caters to all learning styles and progresses developmentally towards Senior Music and Music in Practice.

Learning Experiences

- Explore contemporary and classical music styles and genres
- Develop musicianship-including music theory and aural skills
- Practice, refine and perform a range of solo and ensemble repertoire with confidence, expression and stylistic integrity
- Improvise, arrange and compose original works
- Use notation and available technologies to record and share music
- Justify their opinions and preferences about music
- Develop music terminology to explain and describe the elements of music including: duration, expressive devices, pitch, structure, texture, timbre.

Assessment

- Performing (solo and/or ensemble)
- Composing
- Analytical essay

Resources Required

All students are required to have headphones and access to an instrument/voice for practice purposes.

Additional Costs Nil.

Year 7 Visual Art

Code 07VARTS **Availability** Full year **Length** One Term **Prerequisites** Nil

Description

Through this unit students will develop ways to enhance their intentions as artists through exploration of materials, techniques, technologies and processes. Students will explore the five elements of art, line, colour, texture, tone and shape through experimental conventions and techniques including drawing, print making, sculpture and painting. Students will identify and analyse several artists including, Australian Indigenous, Torres Straits Islander People and those of the Asian region. They respond to visual artworks and consider where and why people make visual artworks.

Unit topics include:

- Elements and principles of art
- Colour theory
- Drawing and painting techniques
- Print making
- Appraising artworks.

This subject leads to Year 8 Visual Art.

This subject caters to students interested in future Art studies.

Learning Experiences

Drawing, painting, printing and Art appraising (including art vocabulary).

Assessment

- Making Task: drawing folio
- Responding Task: appraising task

Resources Required

Art Pack available from the College.

Additional Costs

Nil

Year 8 Visual Art

Code 08VARTS **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

Food Diary

Students build upon the drawing skills learnt in Year 7 using their creativity, imagination and senses to express ideas and interpret perspectives in their world. Students explore the genre of still life with a focus on food art.

Topics could include:

- Hand Built Pinch Pots
- Ceramic Plate using hand building techniques
- Observational drawing
- Appraising task

This subject leads to Year 9 Visual Art.

This subject caters to students interested in future Art studies.

Learning Experiences

Design, drawing, painting, 3-D mediums, Ceramics & Art appraising (including art vocabulary).

Assessment

- Making: completion of a pint pot, ceramic plate, observational Art folio.
- Responding: appraising task under exam conditions

Resources Required

Art Pack available for purchase from the College.

Additional Costs Nil

Year 9 Visual Art

Code 09VARTS **Availability** Semester 1 **Length** One Semester **Prerequisites** Nil

***09VARTS1 only runs in Semester 1. If students wish to study Visual Art for the full year, they will need to select 09VARTSC2 for Semester 2.*

Description

Building creativity from Introduction to Art in Years 7 and 8 through self-portrait drawing, painting & photography.

Topics could include:

- Elements and design of art and colour theory
- Self-portrait
- Drawing and painting techniques to express emotion
- Photography
- Appraising photographic art.

This subject leads to Year 10 Visual Art.

This subject caters to students interested in future Art studies.

Learning Experiences

Design, drawing, painting, photography and Art appraising (including Art vocabulary).

Assessment

- Making: completion of a photographic folio, photography appraising folio, Self-portrait painting and mixed media suitable for displaying
- Responding Task

Resources Required

- 32G SD Card
- 32G USB
- Art Pack available for purchase from the College

Additional Costs

Nil

Year 9 Visual Art 2

Code 09VARTSC2 **Availability** Semester 2 **Length** One Semester **Prerequisites** Nil
***09VARTSC2 only runs in Semester 2. If students wish to study Visual Art for the full year, they will need to select 09VARTS1 for Semester 1.*

Description

Building creativity from Introduction to Art in Years 7 and 8 or Year 9 Semester 1 through painting and 3 dimensional mediums such as ceramics & stop motion animation.

Topics could include:

- Ceramic gargoyle
- Photography
- Collage
- Fantasy art painting
- Appraising fantasy art.

This subject leads to Year 10 Visual Art.

This subject caters to Students interested in future Art studies.

Learning Experiences

Design, drawing, painting, 3-D mediums, Art appraising (including art vocabulary) and under exam conditions.

Assessment

Making: Visual Art journal, drawing, appraising, painting, sculpture

Responding: Appraising exam

Resources Required

- 32G SD Card
- 32G USB
- Art Pack available for purchase from the College

Additional Costs

Nil

TECHNOLOGY

Year 7 Design

Code 07DT **Availability** Full Year **Length** 1 Term **Prerequisites** Nil

Description

Students undertaking this course are exposed to a range of learning experiences that require them to analyse, evaluate and design solutions to real-world problems. This course teaches students to be creative by sketching ideas and developing solutions on industry standard CAD software.

This subject leads to Year 8 Design

Learning Experiences

- Investigate elements of Design
- Analyse and refine logo design/s
- Use industry software
- 3D print concepts and ideas

Assessment

- Design Folio

Resources Required

Pencils for sketching, USB memory stick, eraser and 48 page A4 writing book.

Additional Costs Nil

Year 8 Design

Code 08DT **Availability** Full Year **Length** One Semester **Prerequisites** Nil

Description

Students undertaking this course of study will gain experience in producing basic architectural drawings to Australian Standards using CAD software.

This subject leads to Year 9 Design.

This subject caters to students interested in further studies in Design or Engineering.

Learning Experiences

Students will gain knowledge of the following:

- Elements and principles of design
- Ideation - freehand sketching and rendering
- Introduction to drawing analysis
- Use of Australian Standards used in graphics

Assessment

Design folio

Resources Required

Pencil for sketching, eraser and 48 page A4 writing book.

Additional Costs Nil

Year 9 Design

Code 09DT **Availability** Full Year **Length** One Semester **Prerequisites** Nil

Description

This study area is about drawing, designing and communicating information. Each of the units in the study is about relating the use of graphic information products in a 'real world' context. In learning about Graphics students will:

- Form and develop the ability to analyse and interpret information;
- Meet the needs and solve problems in creative ways, using imagination and visualisation;
- Transfer information and ideas; and disseminate knowledge to a variety of audiences.

This subject leads to Year 10 Design.

This subject caters to students interested in further studies in Design or Engineering.

Learning Experiences

This study area is about drawing, designing and communicating information. Each of the units in the study is about relating to the use of graphic information products to a "real world" context. In learning about graphics and information, students will gain knowledge of:

- Selection of 2D or 3D viewing system
- Elements of Design
- Standards and Conventions
- Sketching and dimensioning components
- Presenting drawings using CAD
- Playing the image game
- Rendering techniques
- Corporate identity
- Visual language, symbolism and imagery
- Presenting information – quality, layout and techniques • Information gathering and concepts in market research

Assessment

- Exam
- Design Folio

Resources Required

Pencil for sketching, eraser and 48 page A4 writing book.

Additional Costs Nil

Year 7 Digital Technologies

Code 07DIGTEC **Availability** Full Year **Length** 1 Term **Prerequisites** Nil

Description

Join us in Digital Technologies and explore how our digital world works. Discover how our world is connected and begin developing the skills to understand and contribute to our connected world. Learn programming concepts while creating fun computer games.

This subject leads to Year 8 Digital Technology
This subject caters to all students.

Learning Experiences

- Create a learning Blog
- Explore digital systems as well as how data is processed.
- Introduction to programming to create simple and fun games
- Understanding Digital Systems and Data
- Keeping Safe On-Line
- Copyright and Creative Commons

Assessment:

Folio of tasks.

Resources Required: 32gb USB

Additional Costs Nil

Year 8 Digital Technologies

Code 08DIGTEC **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

In this unit students will plan and manage digital projects to create interactive information.

Students will design user interfaces and learn how to test, modify and implement a variety of digital solutions. Programming concepts using computational thinking and algorithms will also be explored.

This subject leads to Year 9 and 10 Digital Technologies.

Learning Experiences

- Create online interactive images on topics explored throughout the term
- Investigate how data are transmitted and secured in a wired, wireless and mobile network, and how the specifications of hardware components impact on network activities.
- Investigate how digital systems represent text, image and audio data.
- Learn to use computational thinking techniques
- Algorithms and programming concepts
- Code a website using HTML.
- Create mobile apps using App Inventor.

Assessment

Folio of tasks

Resources Required

All students will require a 32G USB.

Additional Costs Nil

Year 9 Digital Technologies

Programming for Digital Technology

Code 09DIGTEC **Availability** Full Year **Length** One Semester **Prerequisites** Nil

Description

Programming for Digital Technology is a course which covers topics relevant to students interested in games programming and Arduino Micro Systems. The material covered will include:

- Introduction to coding and creating games using Game Maker Studio 2
- Arduino Micro Systems – Controlling lights, motors and actuators through programming.

This subject leads to Year 10 Digital Technology; Year 11 Information and Communication Technology (ICT); Year 11 Digital Solutions.

This subject caters to students interested in future studies in Digital and Communication Technology.

Learning Experiences

- Programming using Game Maker Studio 2
- Design & Develop small computer games
- Programming with Python to control Arduino Micro Systems
- Control inputs and outputs such as sensors, lights and motors through programming techniques

Assessment

2 x Practical Assignments

Resources Required

All students will require a 32G USB.

Additional Costs Nil

Year 7 Design and Technologies

Food and Fibre Production

Code 08DTFFP **Availability** Semester 1 and 2 **Length** One Term **Prerequisites** Nil

Description

This unit looks at technology in use in day to day life, specifically

- How textile use is incorporated into everyday life
- How fresh and convenient everyday foods can be prepared in a safe and hygienic manner.

This subject leads to Year 8 Design Technologies – Food and Fibre Production. This subject caters to Year 7 students interested in learning the life skills of basic food preparation and developing a toolkit of techniques which can be applied to food selection and preparation.

Learning Experiences

- Designing a simple felt animal to develop hand sewing skills
- Designing simple food solutions
- Developing safe and hygienic procedures for optimum health outcomes
- Preparing a selection of everyday foods for inclusion in a healthy diet
- Gaining experience with varying cookery techniques which can be reapplied to everyday food preparation.
- Applying the Inquiry process to a specific design challenge with fun and appealing outcomes.

Assessment

- Continuous weekly practical lessons
- Design Challenge Assignment- foods based practical task with journaling
- Class work book

Resources Required

Apron

Additional Costs

Most requirements for this unit are supplied for students each week, though the practical cookery Design Challenge will require students to provide ingredients to meet individual requirements.

Year 8 Design and Technologies

Food and Fibre Production - Food Specialisations

Code 08DTFFP **Availability** Semester 1 and 2 **Length** One Term **Prerequisites** Nil

Description

This unit looks at technology in use in day to day life, specifically fresh and convenient everyday foods- can they work together for good health.

This subject leads to Year 9 Food and Fibre Production and Year 9 Designing Material Solutions.

This subject caters to Year 8 students interested in learning the life skills of basic food preparation and developing a toolkit of techniques which can be applied to food selection and preparation.

Learning Experiences

- Designing and producing a simple machine sewn article
- Developing skills and knowledge related to the safe use of a sewing machine
- Designing simple food solutions
- Revisiting safety and hygiene procedures for optimum health outcomes
- Preparing a selection of everyday foods for inclusion in a healthy diet
- Gaining experience with varying cookery techniques which can be reapplied to everyday food preparation
- Applying the Inquiry process to a specific design challenge with fun and appealing outcomes.

Assessment

- Continuous weekly practical lessons
- Design Challenge Assignment- foods based practical task with journaling
- Class work book

Resources Required

Apron

Additional Costs

Most requirements for this unit are supplied for students each week, though the practical cookery Design Challenge will require students to provide ingredients to meet individual requirements

Year 9 Design and Technologies

Food and Fibre Production

Code 09DTFFP **Availability** Semester 1 and 2 **Length** One Semester **Prerequisites** Nil

Description

This unit looks at technology in use in day to day life. It involves 2 units of work –

- Unit 1 - Designing Good Health- Technology Essentials
- Unit 2 - Technology and Textiles

This subject leads to Year 10 Food and Fibre Production, Year 10 Hospitality, Year 10 Fashion Design.

This subject caters to Year 9 students interested in learning the life skills of basic sewing and design, as well as how to prepare healthy food for themselves.

Learning Experiences

- Designed solutions for good health
- Investigating Australia's eating patterns- our multicultural menu
- Food preparation techniques
- Impact of technology on the modern Australian diet
- Adolescent food choices
- The development of basic sewing skills to create a textiles article
- Applying the elements and principles of design to a textiles design project.
- Applied textile embellishment

Assessment

- 1 completed textile design project
- Continuous weekly practical lessons
- Theory test
- Design Challenge Assignment- foods based
- Class work

Resources Required

Apron

Additional Costs

Most requirements for this unit (both Textiles and Food), are supplied for students each week, though the practical cookery Design Challenge will require students to provide ingredients to meet individual requirements.

Year 9 Design and Technologies

Food and Fibre Production – Designing Material Solutions

Code 09DTFFPC2 **Availability** Semester 1 & 2 **Length** One Semester **Prerequisites** Nil

Description

This unit looks at technology in use in day to day life. It involves 2 units of work

- Unit 1 – Getting Crafty with Technology and Materials
- Unit 2 – Technology’s Impact on Modern convenience products and commodities – a gateway to the world.

This subject leads to Year 10 Food and Fibre Production, Year 10 Food Specialisation in Hospitality, Year 10 Fashion Design.

This subject caters to Year 9 students interested in learning the life skills of basic sewing and design in 21st Century textiles techniques as well as how to prepare healthy food for themselves using latest food technology products.

Learning Experiences

- The development of craft and refurbishment skills to create a textiles article
- Creative design of a textiles item
- Use of 21st century textile innovations
- Investigating Australia’s use of convenience food products
- Food preparation techniques
- Impact of technology on the modern Australian diet
- Designing food solutions for modern life

Assessment

- 1 completed sewing article
- Continuous weekly practical lessons
- Design Challenge- foods practical and journal
- Theory test
- Class notebook

Resources Required

Apron

Additional Costs

Most requirements for this unit (both Textiles and Food), are supplied for students each week, though Practical cookery assessment will require students to provide ingredients to meet individual requirements.

Year 7 Design and Technologies

Materials and Technologies

Code 07DTMAT **Availability** Full Year **Length** 1 Term **Prerequisites** Nil

Description

Students undertaking this course are exposed to a range of learning experiences to design and manufacture solutions to problems in a workshop setting.

This subject leads to Year 8 Design and Technologies

Learning Experiences

- Safety and hazards in the workshop
- Hand tool identification
- Basic woodworking machine identification
- Introduction to materials
- Manufacturing principles and processes
- Designs are communicated through annotations, documentation, graphical communication and project planning.

Assessment

- Workshop Safety
- Design Folio
- Project Evaluation

Resources Required

Pencil, Apron (optional) and 48 page A4 writing book.

Additional Costs Nil

Year 8 Design and Technologies

Materials and Technologies

Code 08DTMAT **Availability** Full Year **Length** One Term **Prerequisites** Nil

Description

Students undertaking this course are exposed to a range of learning experiences to design and manufacture solutions to problems in a workshop setting.

This subject leads to Year 9 ITD.

Learning Experiences

- Safety and hazards in the workshop
- Hand tool identification
- Basic woodworking machine identification
- Introduction to materials
- Manufacturing principles and processes
- Designs are communicated through annotations, documentation, graphical communication and project planning.

Assessment

- Workshop Safety
- Design Folio
- Project Evaluation

Resources Required

Pencil, Apron (optional) and 48 page A4 writing book.

Additional Costs Nil

Year 9 Design and Technologies

Materials and Technologies

Code 09DTMAT **Availability** Full Year **Length** One Semester **Prerequisites** Nil

Description

Technology and Design is an area of study that provides both theoretical and practical applications of design, materials and actual production of project items. These can range from timber boxes to items of furniture or design of projects by students that allow students to develop critical thinking skills through research and analysis.

This subject leads to Year 10 VET Studies.

This subject caters to students who have an interest in producing useful projects and development of hand skills and/or students interested in future studies in Industrial Technology subjects.

Learning Experiences

Project: Drawings, timber projects

- Safety and hazards in the workshop
- Hand tool identification
- Basic woodworking and machine identification
- Introduction to materials
- Basic design sketching
- Shaping and forming timber materials
- Production and evaluation procedures
- Calculating quantities of materials
-

Assessment

- Folio – basic drawings, tools and equipment theory
- Project Production
- Project evaluation

Resources Required

Pencil, Safety Glasses and 48 page A4 writing book.

Additional Costs Nil

