

At Investigator College, our school-wide pedagogy focuses the learning that happens in and outside the classroom every day. Led and supported by outstanding teachers, our students navigate their way through their life-long learning journey, empowered by their own choices and connections, striving to continually improve, while always maintaining a wonder about the world around them.

In our classes you will expect to see...

- Teachers who are experts in their chosen fields

Discussions between students, groups of students and teachers about learning

Subject specific resources to facilitate learning

Relevant and up-to-date support materials

Class debates

Teacher-led and self-directed learning tasks with teacher-student discussions and planning

Varied assessment including peer assessment

Open discussions and displays of work standards and styles

Visiting speakers and local and city excursions

NAVIGATE
- Encouragement for all students to participate, to take risks and to reflect

Recognition of effort - a "Growth Mindset"

Recognition of high standards

A focus on continual improvement

External feedback opportunities R-12, (e.g. ICAS, NAPLAN, standardised testing)

Regular feedback from teachers and peers

Showcasing of work via portfolios and collections

Multi-level tasks, promoting success and extension

Regular feedback to parents and families

STRIVE
- Inquiry-based learning tasks

Multi-modal learning, including virtual settings

Exploration and play-based learning in Junior classes

Invigorating curriculum tasks that allow for individual development

Creative and imaginative tasks

Clear connections with work and further study

Open-ended investigations

WONDER
- A wide range of subjects

Creative thinking

Cooperative learning groups

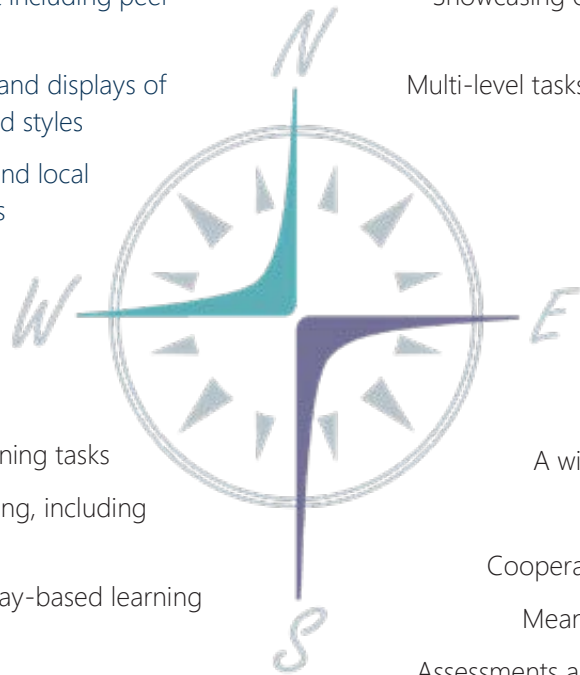
Meaningful conversations

Assessments and tasks that include formal student planning and reflection

Community-based learning tasks

Celebration of Australia's wide diversity of ethnic, religious and social make-up

EMPOWER



Navigate

Collaborating and using evidence to plan, explore and focus learning

Strive

Celebrating effort, commitment and perseverance as the keys to continual improvement

Empower

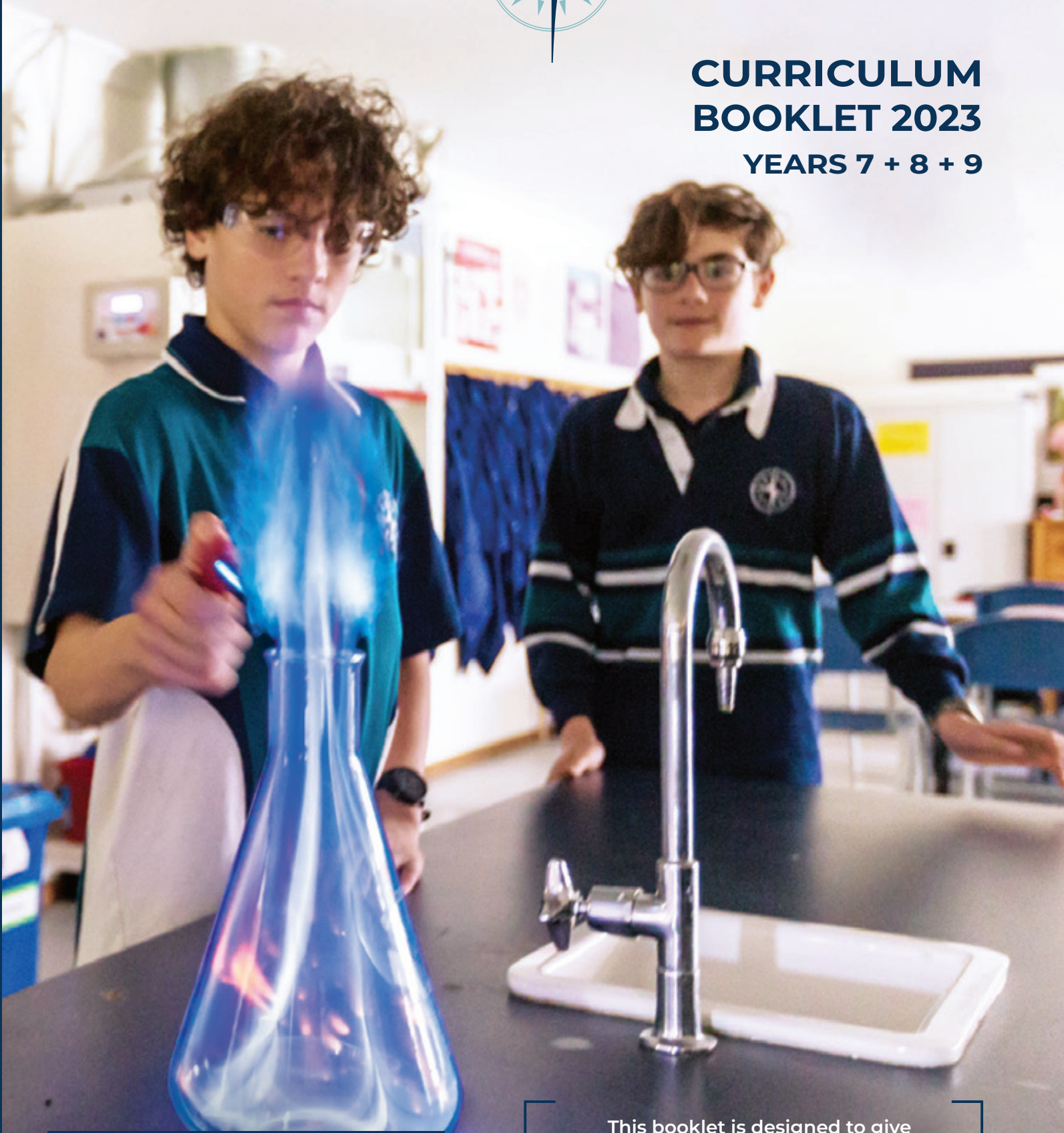
Connecting, making choices, and communicating with students at the centre of learning

Wonder

Tapping into natural curiosity about our amazing world



CURRICULUM BOOKLET 2023 YEARS 7 + 8 + 9



YOUR BEST SELF  
[www.investigator.sa.edu.au](http://www.investigator.sa.edu.au)

This booklet is designed to give Students, Parents and Caregivers a clear understanding of subject offerings and subject selection pathways for Senior School in 2023.



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# MIDDLE SCHOOL OVERVIEW

## WELCOME TO OUR MIDDLE SCHOOL!

The Middle Years are a distinctive period in a child's education. The Middle School at Investigator College provides a learning environment in which students explore the wide variety of subjects on offer and investigate where their passions and interests may take them in the future.

Students have access to expert specialist staff, state-of-the-art facilities and a wide breadth of curricular and co-curricular offerings. We aim to educate students to be creative and critical thinkers, who seek to take risks and value their own wellbeing and the relationships they form with those around them. And it is this focus that ensures our Middle School students are well prepared for not only the Senior Years of their schooling, but beyond.

## ABOUT THIS CURRICULUM BOOKLET

This booklet is designed to provide students and their families with important information about Middle School education at Investigator College. It describes curricular and co-curricular offerings, resources and the values and principles that underpin the Middle School experience at Investigator College.

As a learning community, Investigator College prides itself on building educational partnerships with students, parents and teachers; these relationships are the cornerstone of success in Middle and Senior School education. We encourage parents and caregivers to discuss the content of this booklet with their child and welcome the opportunity to meet with families to discuss our Middle School offerings.

Please note that, while the College makes every effort to offer all subjects, some changes may be required due to students' interest and choices.

## FOR PARENTS/CAREGIVERS

At Investigator College, you can expect a world class Anglican environment that promotes fairness, respect and a safe and vibrant learning community. Our aim is to provide each student with a variety of learning pathways. We work to create opportunities

and experiences in a wide range of learning situations in order to develop your child's individual gifts and talents and prepare them for life beyond their schooling.

The Middle School curriculum at Investigator College has been developed to provide a comprehensive program that is both challenging and exciting and specifically engages students in Years 7 to 9. Our programs ensure that our students are better equipped to undertake the demands of the SACE, as well as preparing them for further study and/or the workplace in the future.

## FOR STUDENTS

Middle School students become increasingly involved in their own learning, being offered more choices and becoming responsible for their own learning pathways. As you progress through Middle School you will choose from a range of exciting specialist subjects. These specialist subjects, combined with our core subjects, will help you to develop the knowledge and skills necessary to help you complete your SACE, as well as preparing you for further study and/or the workplace in the future.

## WHAT CAN YOU EXPECT FROM US?

Families can expect Investigator College to provide their children with the highest standard of education delivered in an environment where philosophies and behaviour are underpinned by its Anglican values. It is a place where students are encouraged to grow and develop to their full potential.

Students will be equipped with valuable tools for learning such as critical thinking, problem solving and creative and lateral thinking which can be applied to all learning in life. Moreover, families can expect the College to have a real interest in and respect for each individual Middle School student and their journey as both a student and emerging young adult.

## PASTORAL CARE

It is only when students are secure in their learning environment that they are able to approach learning with confidence and without distraction. Investigator College remains dedicated to providing



care for all students within a safe and secure environment. The approach to pastoral care of students at Investigator College is multifaceted but, in the first instance, is the responsibility of the home group teachers.

This structure allows the College to nurture students within smaller sub-school communities, maintaining a family feel, while benefitting from the economies of scale, subject choices and expert staff only available to larger schools. The Heads of School along with other leaders, such as the Assistant Head of Middle School, manage the day-to-day operation of their sub-school, leading and supporting the College

community, with greater focus on parents, caregivers and students, to ensure excellent pastoral care relationships are maintained and student wellbeing is paramount.

Investigator College further develops the pastoral care of students within a Positive Education framework. This approach extends from ELC to Year 12. Year 9 students also participate in The Rite Journey program, a nationally accredited and awarded program specifically designed to prepare students for the challenges and rewards of the adult world at and beyond school.

## ALL OUR PROGRAMS UNDERPINNED BY OUR VALUES:



### Aspiration

We want our community, our students and our staff to strive. To see the opportunities to be more to do more and to continuously improve themselves and those around them



### Identifying Opportunities

We want to have a greater impact on our community, pro-actively listening to and looking for ways we can encourage our local community and empower each other to be at our best.



### Individuality

We want people to understand their gifts, talents and unique nature. We want to uncover them and empower them to be their best self.



### Fostering community

We want every person to belong. To feel welcome, encouraged, valued and supported to be their best self.



### Christian Values

We want to share the hope of Jesus Christ with our community through our actions inspired by the teachings and moral values of our Christian faith and heritage.



### Inclusion

We want to remove the barriers around us that hold people back. No matter what we do we should ensure that those around us have the opportunity and the chance to join in.



### Accountability

Whatever personal excellence looks like to you, we want to cultivate and encourage a high standard. Working together to uphold it.



### Transparency

We want to build a trusting and honest relationship with each other and the community we serve. Valuing confidentiality and openness equally.

## WHAT DO WE EXPECT?

Part of becoming a young adult is learning to deal with increasing levels of expectations based on the development of maturity, common sense and self-discipline. In the College context, this means that we encourage students to demonstrate behaviour that is respectful, complies with rules, shows initiative, and reflects a desire to learn. Middle and Senior School students have particular responsibilities that are in line with their role-model status within the College community.

These responsibilities are defined within the following areas:

### STANDARDS

It is important that Middle School students adopt a positive approach to their learning, so that both class and homework times are enjoyable and productive. At Investigator College, we promote an environment of 'high expectations' - that is, an environment in which all students, no matter what their level of ability, strive for personal excellence.

### UNIFORM

We are proud of our Middle School students and expect they, in turn, demonstrate pride in belonging to our College community. The way in which students wear their uniform is a demonstration of respect for both themselves and for the College.

We consider every student an ambassador and as such require students to wear the correct uniform at all times. The College also expects that students and their families will ensure that uniform items are clean and tidy and in a state of good repair.

### BEHAVIOUR

At Investigator College, we value the relationship between families and the school, and endeavour to work together to provide a positive framework for student behaviour. Middle School students work in a more independent environment than in the Junior School, and as such we encourage independent ownership of behaviour. We encourage students to relate positively in all situations in order to achieve effective and productive class and activity time. We provide a support structure to encourage and

reinforce behaviour that is courteous, respectful and cooperative and that reflects our high standards, our values and the College in all situations.

### PARTICIPATION

Being in Middle School enables students to build a sense of belonging. All students are expected to be involved in the life of the College. We actively encourage all students to become involved in the many extra- and co-curricular activities and programs on offer. Students have the opportunity to become a Student Leader or a member of the Student Representative Council (SRC) and be involved in decision making, fundraising and representation of the student body.

There are also a number of sporting, social and academic clubs and teams which are open to Middle School students. Middle School students have historically been heavily involved in opportunities such as the College Musical and various sporting teams. College life at Investigator College is as much about how students develop and participate outside the classroom as they do inside it.

### EXCURSIONS

Participation in excursions and internal visitation programs is important for all students. Excursions and internal visitation programs help students to consolidate and enhance classroom-based learning and provide tangible links to future career pathways. While Investigator College attempts to cater for all curriculum-based excursions and activities within the fees and levy structure, this is not always possible. Due to fluctuating transport costs and additional opportunities that support student learning, some curriculum-based excursions and activities will require subsidies from parents/caregivers.

### EXTRA-CURRICULAR ACTIVITIES

The varied extra-curricular options available to students through sport and elective programs encourages them to try new things, develop unique skills and realise their individual talents. All students are encouraged to participate in extra-curricular activities. Due to the fluctuation

in activity costs and individual student interest, participation in some areas will require subsidies from parents/caregivers.

### **CAMPS (Subject to COVID-19 Regulations)**

There is an expectation for students to attend their allocated Year Level camp. The camps program is currently being reviewed to ensure that we continue to deliver exciting, challenging and affordable activities for all our Middle School students. At Investigator College, we understand that not all learning can occur within the walls of a classroom. As a college that looks ever-forward, we seek to provide all our students with opportunities to engage with “real world” experiences.

### **HOMEWORK AND STUDY**

The Homework Policy at Investigator College recognises that students have numerous commitments outside of school that may include family, social, performing arts, sport, church and/or work. We intend to keep homework to a reasonable level (generally no more than 45 - 90 minutes per night between Monday - Thursday). However, homework is an important component of every subject as it provides an opportunity for students to consolidate and develop skills and knowledge acquired at school. Homework undertaken in Middle School helps to develop good study habits and prepares students for the demands of SACE and further education.

### **INVESTIG8 PROGRAM**

In the Middle School at Investigator College, we pride ourselves on delivering a broad curriculum that is stimulating, rigorous and prepares our students for the demands of the senior years and beyond. However, we also acknowledge that students need to be prepared for a modern world that is constantly evolving. Young people will need to be creative, adaptable, culturally aware and capable of thinking laterally to succeed in this ever-evolving world. As a result, it is important that we provide our students with the opportunity to have a breadth of experiences and learn skills that are not just subject specific, but transferable across any passion or pathway they pursue.

To meet this challenge, Investigator College has introduced the Investig8 program. This program provides students with the unique opportunity to access a range of experiences that do not necessarily currently fit within the Australian Curriculum. Investig8 offerings will be aimed to address the following eight key areas of learning that have been identified in educational research as important areas for student growth: Creativity and Innovation, Cultural Awareness, Digital Literacy, Entrepreneurship, Life Skills, Performing Arts, Physical Wellbeing and Development and Sustainability.

### **CURRICULUM**

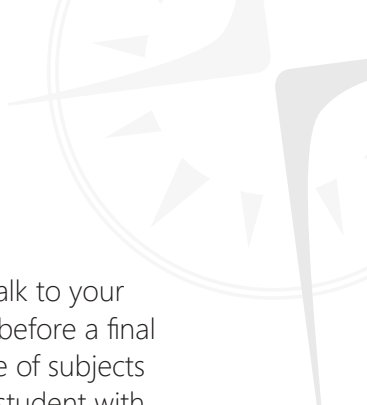
The wide-ranging curriculum at Investigator College embraces the core Australian Curriculum - providing the core knowledge, understanding, skills and general capabilities important for all students. The College offers many opportunities for students and provides students a significant choice for future pathways.

Aside from the core areas such as Mathematics, English, Science, and Humanities and Social Sciences, students enjoy a variety of subjects as they move through their Middle School years including ICT, Performing Arts, Physical Education, Food and Hospitality, Environmental Studies, Art, Wood Technology, and more...

The College identifies student ownership as a key approach to success in education. As such, our curriculum is challenging and encourages and supports students to take responsibility for their own learning. Through our student-centred approach, the College encourages students to develop a passion for ‘lifelong’ learning. This passion, teamed with the expectation that all students should strive to achieve personal excellence, prepares our students for university entrance, TAFE, apprenticeships and/or the workforce.

### **CORE AND SPECIALIST SUBJECTS**

At Investigator College, all Middle School students encounter a wide variety of subjects offered in order to broaden experience and place students in a position to be able to make informed decisions



about their subject choices in their Senior School years. Throughout Middle School, students study a range of core subjects and are progressively given the option of selecting from specialist subjects.

## YEARS 7 AND 8

In Years 7 and 8, all areas of study are considered 'core' or compulsory. By ensuring that all students experience a wide range of subjects through the curriculum and STEP offerings, we ensure that they have a solid foundation on which to make decisions related to subject selection as they progress to the Senior School.

## YEAR 9

In Year 9, students may choose from a range of specialist subjects in areas of interest, vocation and post-secondary study aspirations. Subject selection becomes more specialised in Year 10, which is the first year of Senior School.

When selecting subjects, consideration must be given to future pathways including future educational pathways (interest in areas of specific study such as the sciences, arts or literature) and long-term career choices.

Knowing all of the answers to these questions is not always easy. Reflection on what interests the student is drawn to, what they enjoy doing outside of school and what sparks their interest and enthusiasm, is a good place to start. Teachers and family members can help students in these considerations.

## HINTS FOR STUDENTS

**Interests.** Success in a subject is much more likely if you are interested in that subject. Try to choose subjects that you are most interested in. **Ability and Aptitude.** Do you have a special talent in a particular area?

For example, are you good with design and technology, have an artistic aptitude, or are you 'made for maths'? These abilities and aptitudes should be encouraged. **The Nature of Subjects.** Do you enjoy subjects with a high practical workload, or do you prefer theoretical subjects? It is essential that you read subject descriptions

with your parents/caregivers and talk to your teachers about particular subjects before a final choice is made. At Year 9 a balance of subjects should be selected to provide the student with opportunities to explore, follow and build on their personal interests. Middle School should be a positive learning experience in which students can reach their potential, be successful and explore learning pathways. Students complete a total of four specialist units at Year 9, allowing them to explore a wide range of subjects.

Please note: some specialist subjects will incur Subject Levies for materials and this information is included in each subject outline.

## ENQUIRIES AND CONTACTS

Should you require further information about enrolments, curriculum or the Investigator College Middle School, please feel free to contact us. For enrolled students, your child's home group teachers may also be able to assist with your enquiry. Our Middle School home group teachers will know your son/daughter's circumstance better than anyone and they are directly responsible for their welfare. Families are encouraged to address all concerns to home group teachers in the first instance.

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**YEAR 7**

# CORE SUBJECTS

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- Business and Economics
- Civics and Citizenship
- Design and Technologies - Wood
- Digital Technologies
- Drama
- English
- Environmental Studies
- Food Technology
- Geography
- Health and Physical Education
- History
- Japanese
- Mathematics
- Media Arts
- Music
- Science
- Visual Arts
- Wellbeing and Values Education (WAVE)

# BUSINESS AND ECONOMICS

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate. The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills.

## SUBJECT CONTENT

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

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

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral and dramatic presentations
- Group work
- Interviews
- Short quizzes/tests/games

## ASSESSMENT

Students are assessed against the Australian Curriculum Achievement Standards for Year 7. By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

A folio of summative assessment will include a broad range of tasks as assessment evidence. These tasks may include oral presentations, debates, research assignments and bookwork.

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# CIVICS AND CITIZENSHIP

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system.

Students also explore how Australia's secular system of government supports a diverse society with shared values. The Civics and Citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills.

## SUBJECT CONTENT

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral and dramatic presentations
- Group work
- Interviews
- Short quizzes/tests/games

## ASSESSMENT

Students are assessed against the Australian Curriculum Achievement Standards for Year 7. By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.

A folio of summative assessment will include a broad range of tasks as assessment evidence. These tasks may include oral presentations, debates, research assignments and bookwork.

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# DESIGN AND TECHNOLOGIES

## WOOD

### DURATION OF SUBJECT

Single Term

### SUBJECT DESCRIPTION

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, and plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### SUBJECT CONTENT

By the end of Year 7, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.

They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research and investigations
- Group work
- Practical work

### ASSESSMENT

- **Theory**  
Investigating and defining  
Generating and designing  
Evaluating
- **Practical**  
Producing and implementing  
Collaborating and managing

### SUBJECT LEVIES

Consumable materials will be required for this subject. These may need to be purchased independently via Lighthouse Books.



# DIGITAL TECHNOLOGIES

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

## SUBJECT CONTENT

Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.

Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Projects and assignments
- Internet-based research
- Group and individual work
- Programming
- Class discussions
- Multimedia presentation

## ASSESSMENT

- Assignments/Projects 60%
- Quizzes/Tests 40%

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# DRAMA

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## SUBJECT CONTENT

By the end of Year 7, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

## TEACHING AND LEARNING STRATEGIES

- Individual performance
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Analysis

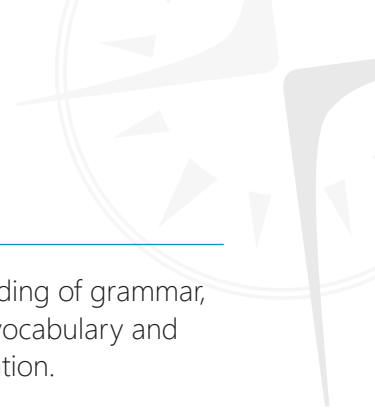
## ASSESSMENT

Students will be assessed on:

- **Performing**  
Perform as an ensemble member and through class activities.
- **Responding**  
Written and verbal responses to dramatic performance, techniques and texts.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# ENGLISH

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

## SUBJECT CONTENT

Receptive modes (listening, reading and viewing)  
By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)  
Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing

texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and use accurate spelling and punctuation.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of texts
- Production of a range of texts for a variety of purposes and audiences
- Independent and shared reading and viewing
- Small group and class discussions
- Note-taking and written responses to questions
- Group work and presentations

## ASSESSMENT

Students will be assessed in a range of written, oral and/or multi-modal forms including:

- Creating texts
- Responding to texts

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# ENVIRONMENTAL STUDIES

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Environmental Studies develops skills, values and world views necessary for students to act in ways that contribute to more sustainable patterns of living. This includes building capacities for thinking and acting in ways that are necessary to create a more equitable, respectful and sustainable future. Environmental Studies explores complex and often conflicting interrelationships between human societies and their environment. Learning about the cause, effect and solution to environmental issues and acknowledging the environmental threats is integral in gaining knowledge and skills to find sustainable solutions to take care of the planet.

## SUBJECT CONTENT

Students study complex environmental problems and how to live more sustainably. Topics covered may include some or all of the following:

**Soil, Media and Water** – This unit covers the process of determining the basic properties of soil and media, and skills to undertake basic soil analysis tests for soil texture, salinity and pH. Skills to monitor water health through biological, chemical and physical analysis will be taught. Students will learn the importance of healthy soil, water quality health and their role in horticulture, sustainable agriculture and healthy natural environments.

### Collecting and Preserving Plant Specimens

– This unit covers the process of collecting, identifying, pressing and preserving native plant species. This activity will allow students the opportunity to understand plant associations, stratification and species diversity through practical and theoretical learning. Students will learn the skill of species identification using keys. (Legislative limitations on the collection of flora will be adhered to.)

**Practical Service to the Environment** – This unit will allow students the opportunity to contribute practically to a project that promotes sustainability through agriculture, horticulture and conservation.

## TEACHING AND LEARNING STRATEGIES

Students will participate in some or all of the following activities in order to develop skills and understanding and to meet the learning outcomes, including, but not limited to:

- Class discussions
- Group work and individual work
- Practical activities
- Using work safe practices
- Environmentally sustainable practices
- Note-taking
- Assignments
- Herbarium and homework

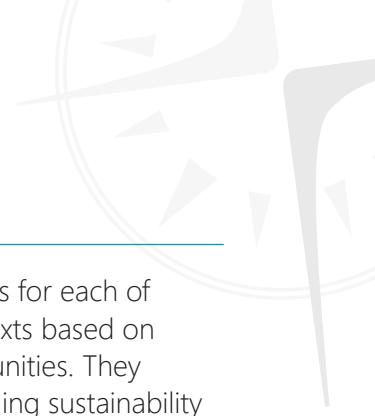
## ASSESSMENT

- Practical 70%
- Assignments 30%

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.





# FOOD TECHNOLOGY

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Design-based technology subjects enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design-based technology subjects actively engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments. Design-based technology subjects motivate young people and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

## SUBJECT CONTENT

By the end of Year 7, students explain factors that influence the design of food products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

## TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research
- Investigations
- Group work
- Practical work

## ASSESSMENT

- **Theory**  
Investigate  
Design and Plan  
Evaluate
- **Practical**  
Producing and implementing  
Collaborating and managing

## SUBJECT LEVIES

Consumable materials will be required for this subject.

# GEOGRAPHY

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

## SUBJECT CONTENT

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people, places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant

geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Field work
- Note-taking and written responses to questions
- Group work and presentations
- Quizzes and tests
- Creation of posters or visual displays

## ASSESSMENT

In Geography, students are assessed in a range of forms:

- Inquiry/field work tasks and reports
- Unit tests
- Sources analysis
- Group presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse and/or the College Second Hand Books site.

# HEALTH AND PHYSICAL EDUCATION

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## SUBJECT CONTENT

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They investigate strategies, emotional responses and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills and promote safety, fair play and inclusivity. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

## TEACHING AND LEARNING STRATEGIES

Movement and Physical Activity

- Individual Sports
- Team Sport

## PERSONAL, SOCIAL AND COMMUNITY HEALTH

- Approaching Adolescence
- Choices
- Respectful Relationships
- Healthy Food Choices

Teachers and students will participate in some or all of the following activities in order to develop skills and understanding and to meet learning outcomes:

- Demonstration of skills through drills
- Competitive game play
- Modified games
- Worksheets
- Class discussions
- Written responses
- Oral presentations

## ASSESSMENT

- Movement and Physical Activity 70% (Teamwork, initiative, skills, tactics)
- Personal, Social and Community Health 30% (Being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities)

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# HISTORY

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of History is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to: ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively.

## SUBJECT CONTENT

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions.

They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Independent and shared reading and viewing
- Small group and class discussions and debates
- Note-taking and written responses to questions
- Group work and presentations
- Role play and dramatic presentations
- Model building

## ASSESSMENT

In History, students are assessed in a range of forms:

- Explanations
- Sources analysis
- Reports
- Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# JAPANESE

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Japanese is used for classroom interactions and for explaining and practising language forms. Learners share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They plan, draft and present texts and participate in collaborative tasks and games.

## SUBJECT CONTENT

Students use Japanese to exchange information, recount experiences and express opinions. They plan and make arrangements and offer suggestions. They ask and respond to a range of questions, give opinions and make comparisons. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary. Students read and write hiragana, read some katakana, and write familiar kanji symbols. They locate, analyse and summarise information from a range of texts.

Students plan, draft and present informative and imaginative texts with the support of modelled resources. They translate and interpret short texts from Japanese into English and vice versa. They share their reactions to intercultural experiences. They recognise values that are important in Japanese society.

## TOPICS INCLUDE

- Teenage culture in Japan
- Japanese dishes
- Describing friends
- Numbers (counting, ages, telephone numbers)
- Family members
- Describing where you live
- Daily/weekly routines
- Likes and dislikes

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral presentations and role plays
- Written tasks
- Reading and listening
- Comprehension tasks
- Interviews
- Short quizzes/tests

## ASSESSMENT

There are four major assessment areas:

- Listening and Responding
- Reading and Responding
- Writing in Japanese
- Oral Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# MATHEMATICS

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## SUBJECT CONTENT

Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. Students compare the cost of items to make financial decisions. Students represent numbers using variables. Students connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines.

Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian

plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

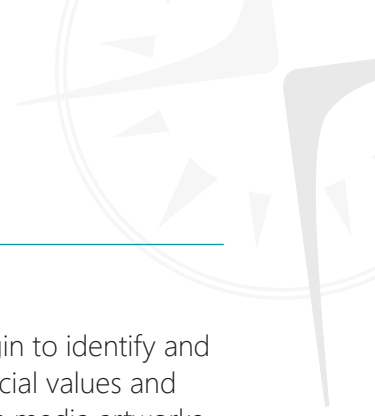
- Simulations of mathematical concepts and puzzles
- Group and individual work
- Non-calculator mathematics
- Quizzes/tests/examinations
- Textbook activities
- Directed investigations and projects

## ASSESSMENT

- Textbook/Workbook Tasks 40%
- Directed Investigations 30%
- Review Tests 30%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# MEDIA ARTS

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts-making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

## SUBJECT CONTENT

By the end of Year 7, students begin to identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks. Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of media
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Individual analysis and evaluation

## ASSESSMENT

Students will complete written and practical tasks which assess their skills in:

- **Investigation and analysis**
- **Production**
- **Evaluation**

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# MUSIC

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

## SUBJECT CONTENT

By the end of Year 7, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

## TEACHING AND LEARNING STRATEGIES

- Individual performing
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Class-focused listening

## ASSESSMENT

Students will be assessed on:

- **Performing**  
as a soloist and an ensemble member a given piece on tuned and untuned percussion.
- **Composing**  
a piece for a percussion ensemble using traditional notation using ostinato and melody.
- **Listening**  
complete rhythm dictations in a variety of meters and respond to aural stimuli.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# SCIENCE

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

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

## SUBJECT CONTENT

Students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth's systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Designing and conducting experiments
- Note-taking and other written exercises
- Utilising Multimedia sources
- Quizzes/tests/examinations
- Group and individual work
- Research projects and assignments

## ASSESSMENT

- Assignments/Projects 30%
- Quizzes/Tests 20%
- Practical Skills 15%
- Classwork/Homework 35%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# VISUAL ARTS

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries.

Visual Arts engages students in a journey of discovery, experimentation and problem solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the visual arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various contexts. Students recognise the significance of visual arts histories, theories and practices. Learning in the visual arts helps students to develop understanding of world culture and their responsibilities as global citizens.

## SUBJECT CONTENT

By the end of Year 7, students begin to identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They learn to explain how an artwork is displayed to enhance its meaning. Students will also learn to evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art-making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of mediums
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Gallery/artist visits
- Individual artist analysis and evaluation

## ASSESSMENT

### • Folio

Idea development and resolution through media experimentation, artist exploration and notation and evaluation of personal art-making process.

### • Practical

Year 7 students will be required to develop technically and conceptually resolved final artwork(s) in the allocated medium in response to their Folio process work.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# WELLBEING AND VALUES EDUCATION (WAVE)

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Wellbeing and Values Education provides students with opportunities to explore the multi-dimensional influences of religious traditions, philosophy and ethical frameworks in the modern world. WAVE also incorporates a Positive Education approach to wellbeing.

## SUBJECT CONTENT

### The Bible and Christian Traditions

This strand enables students to develop an appreciation of the Hebrew and Christian scriptures and of the Judeo/Christian heritage that underpins the modern culture of Australia and many other western communities. Within this strand the students will engage with the stories, meanings and historical context of the Bible, and critically examine its significance in ancient and modern times.

### Values and Ethics

This strand offers opportunities to consider ways of determining right and wrong and opportunities to consider contemporary challenges, considering how different people respond to them and why. Here the students explore the questions of 'what makes a good life?' and begin to consider the ethics involved in contemporary issues, and in making difficult decisions.

### World Religions

Students become familiar with some of the main World Religions, including their historical context, key figures and the similarities and differences between religions. In this strand the students will examine the history, evolution and texts of religions other than Christianity, identifying the wisdom and strengths uniting their followers.

### Positive Education

Students will learn personal skills, habits and understandings needed for individuals to develop their personal well-being. They will explore the philosophies and structure of the PERMA+ model and how Positive Education translates research findings into practical skills that can assist people to develop positive well-being, and the capacity to manage effectively when faced with adversities in life.

## TEACHING AND LEARNING STRATEGIES

Learning activities are various and based mostly on class discussion, student research and investigation, and class presentations.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



**YEAR 8**



# CORE SUBJECTS

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- Business and Economics
- Civics and Citizenship
- Design and Technologies - Wood
- Digital Technologies
- Drama
- English
- Environmental Studies
- Food Technology
- Geography
- Health and Physical Education
- History
- Japanese
- Mathematics
- Media Arts
- Music
- Science
- Visual Arts
- Wellbeing and Values Education (WAVE)

# BUSINESS AND ECONOMICS

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's 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 into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The economics and business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills.

## SUBJECT CONTENT

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

- Why are 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?

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral and dramatic presentations
- Group work
- Interviews
- Short quizzes/tests/games

## ASSESSMENT

Students are assessed against the Australian Curriculum Achievement Standards for Year 8. By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.

A folio of summative assessment will include a broad range of tasks as assessment evidence. These tasks may include oral presentations, debates, research assignments and bookwork.

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# CIVICS AND CITIZENSHIP

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. The Civics and Citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills.

## SUBJECT CONTENT

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral and dramatic presentations
- Group work
- Interviews
- Short quizzes/tests/games

## ASSESSMENT

Students are assessed against the Australian Curriculum Achievement Standards for Year 8. By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

A folio of summative assessment will include a broad range of tasks as assessment evidence. These tasks may include oral presentations, debates, research assignments and bookwork.

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# DESIGN AND TECHNOLOGIES

## - WOOD

### DURATION OF SUBJECT

Single Term

### SUBJECT DESCRIPTION

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions.

They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### SUBJECT CONTENT

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including

sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.

They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes.

They independently and safely produce effective designed solutions for the intended purpose.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research and investigations
- Group work
- Practical work

### ASSESSMENT

- **Theory**  
Investigating and defining  
Generating and designing  
Evaluating
- **Practical**  
Producing and implementing  
Collaborating and managing

### SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# DIGITAL TECHNOLOGIES

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

## SUBJECT CONTENT

Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.

Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Projects and assignments
- Internet-based research
- Group and individual work
- Programming
- Class discussions
- Multimedia presentations

## ASSESSMENT

- Assignments/Projects 60%
- Quizzes/Tests 40%

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# DRAMA

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## SUBJECT CONTENT

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

## TEACHING AND LEARNING STRATEGIES

- Individual performance
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Analysis

## ASSESSMENT

Students will be assessed on:

- **Performing**

As an ensemble member, in class activities, as an individual.

- **Writing**

Using script conventions, individually and within a group.

- **Responding**

Written and verbal responses to dramatic performance, techniques and texts.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased via Lighthouse Books.



# ENGLISH

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

## SUBJECT CONTENT

Receptive modes (listening, reading and viewing)  
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Productive modes (speaking, writing and creating)  
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of texts
- Production of a range of texts for a variety of purposes and audiences
- Independent and shared reading and viewing
- Small group and class discussions
- Note-taking and written responses to questions
- Group work and presentations

## ASSESSMENT

Students will be assessed in a range of written, oral and/or multi-modal forms including:

- Creating texts
- Responding to texts

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# ENVIRONMENTAL STUDIES

## DURATION OF COURSE

Single Term

## SUBJECT DESCRIPTION

Environmental Studies develops skills, values and world views necessary for students to act in ways that contribute to more sustainable patterns of living. This includes building capacities for thinking and acting in ways that are necessary to create a more equitable, respectful and sustainable future. Environmental Studies explores complex and often conflicting interrelationships between human societies and their environment. Learning about the cause, effect and solution to environmental issues and acknowledging the environmental threats is integral in gaining knowledge and skills to find sustainable solutions to take care of the planet.

## SUBJECT CONTENT

Students study complex environmental problems and how to live more sustainably. Topics covered may include some or all of the following:

### Sustainability

A global to personal perspective - Students study complex environmental problems and how to live more sustainably. Topics covered may include some or all of the following:  
Over population; Deforestation; Carbon emission (ocean acidification and global warming); Over consumption of resources; Food – food miles, local foods and seasonal foods; Eco footprints; Pollution; Environmentally sustainable living practices (social, economic and environmental); Cause, effect and solution of complex environmental problems; Developing respect and appreciation for the environment; Effects of excessive carbon emissions; Sustainability.

### Nature Journaling

An understanding and appreciation of nature is critical in helping us develop a meaningful connection and desire to protect it. Students will undertake an assignment in 'Nature Journaling' which allows students to observe, reflect, record, and share nature's patterns and rhythms; they are participating in a process that promotes scientific and ecological awareness, problem solving and creativity. "No one will protect what they don't care about, and no one will care about what they have never experienced."

- Sir David Attenborough.

### Practical Service to the Environment

This unit will allow students the opportunity to contribute practically to a project that promotes sustainability through agriculture, horticulture and conservation.

## TEACHING AND LEARNING STRATEGIES

Students will participate in some or all of the following activities in order to develop skills and understanding and to meet the learning outcomes, including, but not limited to:

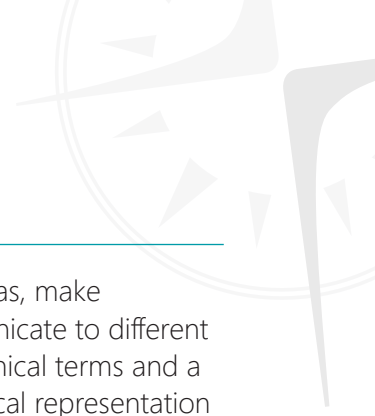
- Class discussions
- Group work and individual work
- Practical activities
- Using work safe practices
- Environmentally sustainable practices
- Note-taking
- Assignments
- Nature Journal and homework

## ASSESSMENT

- Practical 60%
- Assignments 40%

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# FOOD TECHNOLOGY

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Design-based technology subjects enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design-based technology subjects actively engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments. Design-based technology subjects motivate young people and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

## SUBJECT CONTENT

By the end of Year 8, students explain factors that influence the design of food products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.

Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.

They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

## TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research
- Investigations
- Group work
- Practical work

## ASSESSMENT

- **Theory**  
Investigating and defining  
Generating and designing  
Evaluating
- **Practical**  
Producing and implementing  
Collaborating and managing

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# GEOGRAPHY

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. Geography empowers students to shape change for a socially just and sustainable future.

Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world. Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

## SUBJECT CONTENT

By the end of Year 8, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people, places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and

other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions.

Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Field work
- Note-taking and written responses to questions
- Group work and presentations
- Quizzes and tests
- Creation of posters or visual displays

## ASSESSMENT

In Geography, students are assessed in a range of forms:

- Inquiry/field work tasks and reports
- Unit tests
- Sources analysis
- Group presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# HEALTH AND PHYSICAL EDUCATION

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## SUBJECT CONTENT

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships, emotional responses and valuing diversity. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to promote safety, fair play and inclusivity. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

## TEACHING AND LEARNING STRATEGIES

This course may cover any or all of the following activities:

### **Movement and Physical Activity**

- Individual Sport
- Team Sport

### **Personal, Social and Community Health**

- Fitness for Life
- Choices
- Sharing Community
- A Healthier Me

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Demonstration of skills through drills
- Competitive game play
- Modified games
- Worksheets
- Class discussions
- Written responses
- Oral presentations

## ASSESSMENT

- Movement and Physical Activity 70% (Teamwork, initiative, skills, tactics)
- Personal, Social and Community Health 30% (Being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities)

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# HISTORY

## DURATION OF SUBJECT

Single Semester

## SUBJECT DESCRIPTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to: ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

## SUBJECT CONTENT

By the end of Year 8, students recognise and explain patterns of change and continuity over time and explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. Students analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.

Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Independent and shared reading and viewing
- Small group and class discussions and debates
- Note-taking and written responses to questions
- Group work and presentations
- Role play and dramatic presentations
- Model building

## ASSESSMENT

In History, students are assessed in a range of forms:

- Explanations
- Sources analysis
- Reports
- Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# JAPANESE

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Japanese is used for classroom interactions and for explaining and practising language forms. Learners share language knowledge and resources to plan, problem-solve, monitor and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. They plan, draft and present texts and participate in collaborative tasks and games.

## SUBJECT CONTENT

Students use Japanese to exchange information, recount experiences and express opinions. They plan and make arrangements and offer suggestions. They ask and respond to a range of questions, give opinions and make comparisons. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary. Students read and write hiragana, read some katakana, and write familiar kanji symbols. They locate, analyse and summarise information from a range of texts.

Students plan, draft and present informative and imaginative texts with the support of modelled resources. They translate and interpret short texts from Japanese into English and vice versa. They share their reactions to intercultural experiences. They recognise values that are important in Japanese society.

## TOPICS INCLUDE

- Time, days and dates
- School life, likes and dislikes
- School excursions, transport
- Hobbies
- Anime and Manga
- Festivals

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Oral presentations and role plays
- Written tasks
- Reading and listening tasks
- Interviews
- Short quizzes/tests

## ASSESSMENT

There are four major assessment areas:

- Listening and Responding
- Reading and Responding
- Writing in Japanese
- Oral Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# MATHEMATICS

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## SUBJECT CONTENT

Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions.

Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments.

Students explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Simulations of mathematical concepts and puzzles
- Group and individual work
- Non-calculator Mathematics
- Quizzes/tests/examinations
- Textbook activities
- Directed investigations and projects

## ASSESSMENT

### • Semester One

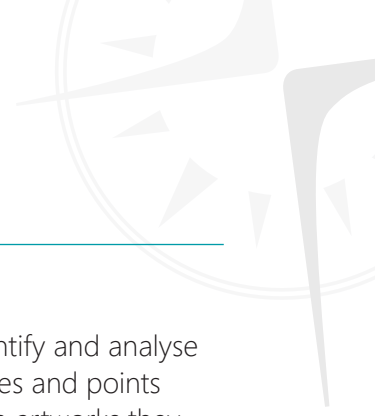
Unit Tests	50%
Assignments/Projects	35%
Homework/Bookwork/Journal	15%
Semester Examination	N/A

### • Semester Two

Unit Tests	45%
Homework/Bookwork/Journal	15%
Assignments/Projects	35%
Semester Examination	5%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# MEDIA ARTS

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts-making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

## SUBJECT CONTENT

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks. Students collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of media
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Individual analysis and evaluation

## ASSESSMENT

Students will complete written and practical tasks which assess their skills in:

- Investigation and analysis
- Production
- Evaluation

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# MUSIC

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity.

Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally-based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through studying Music, they learn to value and appreciate the power of music

to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

## SUBJECT CONTENT

By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

## TEACHING AND LEARNING STRATEGIES

- Individual performing
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Class-focused listening

## ASSESSMENT

Students will be assessed on:

### • **Performing**

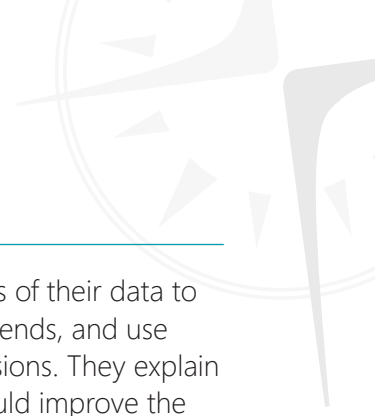
Perform as a soloist a given piece on both the drum kit and guitar.

### • **Listening**

Complete rhythm dictations in a variety of meters and respond to aural stimuli.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# SCIENCE

## DURATION OF SUBJECT

Full Year

### SUBJECT DESCRIPTION

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

### SUBJECT CONTENT

Students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.

They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations.

They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled.

Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.

They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Designing and conducting experiments
- Note-taking and other written exercises
- Utilising Multimedia sources
- Quizzes/tests/examinations
- Group and individual work
- Research projects and assignments

## ASSESSMENT

### • Semester One

Assignments/Projects	35%
Quizzes/Tests	30%
Practical Skills	25%
Classwork/Homework	10%
Semester Exam	N/A

### • Semester Two

Assignments/Projects	30%
Quizzes/Tests	30%
Practical Skills	25%
Classwork/Homework	10%
Semester Exam	5%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# VISUAL ARTS

## DURATION OF SUBJECT

Single Term

## SUBJECT DESCRIPTION

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the visual arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various contexts. Students recognise the significance of visual arts histories, theories and practices. Learning in the visual arts helps students to develop understanding of world culture and their responsibilities as global citizens.

## SUBJECT CONTENT

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art-making. They explain how an artwork is displayed to enhance its meaning. Students evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art-making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of mediums
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Gallery/artist visits
- Individual artist analysis and evaluation

## ASSESSMENT

- **Folio**  
Idea development and resolution through media experimentation, artist exploration and notation and evaluation of personal art-making process.
- **Practical**  
Year 8 students will be required to develop technically and conceptually resolved final artwork(s) in the allocated medium in response to their Folio process work.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# WELLBEING AND VALUES EDUCATION (WAVE)

## DURATION OF SUBJECT

Full Year

## SUBJECT DESCRIPTION

Wellbeing and Values Education provides students with opportunities to explore the multi-dimensional influences of religious traditions, philosophy and ethical frameworks in the modern world. WAVE also incorporates a Positive Education approach to wellbeing.

## SUBJECT CONTENT

### The Bible and Christian Traditions

This strand enables students to develop an appreciation of the Hebrew and Christian scriptures and of the Judeo/Christian heritage that underpins the modern culture of Australia and many other western communities. Within this strand the students will engage with the stories, meanings and historical context of the Bible, and critically examine its significance in ancient and modern times.

### Values and Ethics

This strand offers opportunities to consider ways of determining right and wrong and opportunities to consider contemporary challenges, considering how different people respond to them and why. Here the students explore the questions of 'what makes a good life?' and begin to consider the ethics involved in contemporary issues, and in making difficult decisions.

### World Religions

Students become familiar with some of the main World Religions, including their historical context, key figures and the similarities and differences between religions. In this strand the students will examine the history, evolution and texts of religions other than Christianity, identifying the wisdom and strengths uniting their followers.

### Positive Education

Students will learn personal skills, habits and understandings needed for individuals to develop their personal well-being. They will explore the philosophies and structure of the PERMA+ model and how Positive Education translates research findings into practical skills that can assist people to develop positive well-being, and the capacity to manage effectively when faced with adversities in life.

## TEACHING AND LEARNING STRATEGIES

Learning activities are various and based mostly on class discussion, student research and investigation, and class presentations.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



**YEAR 9**



# CORE SUBJECTS

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- English
- Geography
- Health and Physical Education
- History
- Mathematic
- Science
- The Rite Journey

## SPECIALIST SUBJECTS

- Design and Technologies - Wood
- Digital Technologies
- Drama
- Food Technology
- Japanese
- Media Arts
- Music
- Sustainability Studies
- Visual Arts

# ENGLISH

## DURATION OF SUBJECT

Full Year TYPE Core Subject

## SUBJECT DESCRIPTION

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

The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

## SUBJECT CONTENT

### Receptive modes (listening, reading and viewing)

By the end of 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. Students evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

### Productive modes (speaking, writing and creating)

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others.

In creating texts, students demonstrate how manipulating language features and images can create innovative 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 using accurate spelling and punctuation.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of texts
- Production of a range of texts for a variety of purposes and audiences
- Independent and shared reading and viewing
- Small group and class discussions
- Note-taking and written responses to questions
- Group work and presentations

## ASSESSMENT

Students will be assessed in a range of written, oral and/or multi-modal forms including:

- Creating texts
- Responding to texts

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# GEOGRAPHY

## DURATION OF SUBJECT

Single Semester TYPE Core Subject

## SUBJECT DESCRIPTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. Geography empowers students to shape change for a socially just and sustainable future.

Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

## SUBJECT CONTENT

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future.

Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria. Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply

with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes.

Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Field work
- Note-taking and written responses to questions
- Group work and presentations
- Quizzes and tests
- Creation of posters or visual displays

## ASSESSMENT

In Geography, students are assessed in a range of forms:

- Inquiry/field work tasks and reports
- Unit tests
- Sources analysis
- Group presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# HEALTH AND PHYSICAL EDUCATION

## DURATION OF SUBJECT

Full Year TYPE Core Subject

## SUBJECT DESCRIPTION

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## SUBJECT CONTENT

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

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

## TEACHING AND LEARNING STRATEGIES

This course may cover any or all of the following activities:

### **Movement and Physical Activity**

- Individual Sport
- Team Sport

### **Personal, Social and Community Health**

- Sensationalised Reporting
- My Social Responsibility
- Respectful Relationships
- Sustainable Health Challenge

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

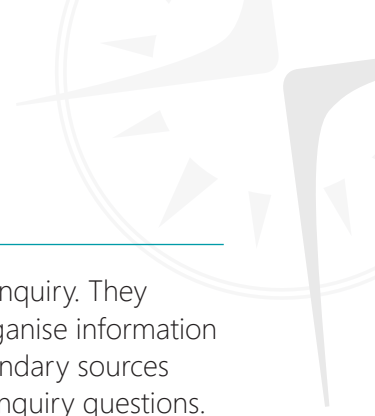
- Demonstration of skills through drills
- Competitive game play
- Modified games
- Worksheets
- Class discussions
- Written responses
- Oral presentation

## ASSESSMENT

- Movement and Physical Activity 70% (Teamwork, initiative, skills, tactics)
- Personal, Social and Community Health 30% (Being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities)

## SUBJECT LEVIES

Consumables materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# HISTORY

## DURATION OF SUBJECT

Single Semester TYPE Core Subject

## SUBJECT DESCRIPTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others.

History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.

The process of historical inquiry develops transferable skills such as the ability to ask: relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

## SUBJECT CONTENT

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds

of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view.

When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of sources
- Independent and shared reading and viewing
- Small group and class discussions and debates
- Note-taking and written responses to question
- Group work and presentations
- Role play and dramatic presentations
- Model building

## ASSESSMENT

In History, students are assessed in a range of forms:

- Explanations
- Sources analysis
- Reports
- Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.



# MATHEMATICS

## DURATION OF SUBJECT

Full Year TYPE Core Subject

## SUBJECT DESCRIPTION

Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## SUBJECT CONTENT

Students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.

Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.

Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Simulations of mathematical concepts and puzzles
- Group and individual work
- Non-calculator Mathematics
- Quizzes/tests/examinations
- Textbook activities
- Directed investigations and projects

## ASSESSMENT

### • Semester One

Unit Tests	50%
Assignments/Projects	35%
Homework/Bookwork	15%
Semester Examination	N/A

### • Semester Two

Unit Tests	45%
Assignments/Projects	30%
Homework/Bookwork	15%
Semester Examination	10%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# SCIENCE

## DURATION OF SUBJECT

Full Year TYPE Core Subject

## SUBJECT DESCRIPTION

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

## SUBJECT CONTENT

Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales.

They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Designing and conducting experiments
- Note-taking and other written exercises
- Utilising Multimedia sources
- Quizzes/tests/examinations
- Group and individual work
- Research projects and assignments

## ASSESSMENT

### • Semester One

Unit Tests	30%
Assignments/Projects	35%
Practical Reports	25%
Homework/Bookwork	10%
Semester Exam	N/A

### • Semester Two

Unit Tests	30%
Assignments/Projects	30%
Practical Reports	20%
Homework/Bookwork	10%
Semester Exam	10%

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# THE RITE JOURNEY

## DURATION OF SUBJECT

Full Year TYPE Core Subject

## SUBJECT DESCRIPTION

The Rite Journey provides a unique educational program designed to support the development of self-aware, vital, responsible, respectful and resilient adults.

By raising young people's consciousness about transitioning from child to adult and having conversations with them about what really matters, we can assist in guiding their journey into adulthood. The year-long program uses a Rites of Passage framework to deepen the students' experience of this important life transition.

## PRINCIPLES OF THE RITE JOURNEY

The following is a list of principles which underpin The Rite Journey.

- To offer a healthy rite of passage for adolescents
- To provide a same-gender teacher-guide who will promote a passage toward, and an example of, responsible, respectful adulthood for the students
- To acknowledge and develop the holistic nature of the students
- To show students by example that they are cared for and loved
- To allow for single sex classes to cover gender-specific issues
- To develop strong relationships – with peers and adults - that will continue to be a support into adult life
- To incorporate mentoring from 'elders' and for 'younger' students
- To encourage students to discover their own talents and abilities
- To address the physical, social, psychological, emotional and spiritual changes happening in students' lives in a safe and structured way and to celebrate the growth of the students in these areas throughout the year
- To nurture the self esteem of students

- To help students understand that individual rights should be balanced by reciprocal responsibilities and service to others
- To open students to greater understanding of themselves and awareness of their beliefs
- To encourage resilience in the students in the face of challenge
- To provide a safe means for young people to share and discover who they really are
- To encourage students to consider the 'childish' behaviours and attitudes they are ready to let go of and to begin considering the adult they will become and the contribution that they might make to the world

## SUBJECT CONTENT

The framework of the program.

Each of the seven stages incorporates a ceremony or celebration that leads the students to acknowledge their personal journey towards adulthood. These events are carefully crafted, unique experiences that are individualised to best suit the particular needs, resources and geography of each school. The seven stages are:

- The Call
- The Departure
- The Following
- The Challenges
- The Abyss
- The Return
- The Homecoming

You can read more information about the program and what it entails on the website:

<http://theritejourney.com/>

# DESIGN AND TECHNOLOGIES

## - WOOD

### DURATION OF SUBJECT

Single Semester TYPE Specialist Subject

### SUBJECT DESCRIPTION

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### SUBJECT CONTENT

By the end of Year 9, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research and investigations
- Group work
- Practical work

### ASSESSMENT

- **Theory**  
Investigating and defining  
Generating/designing  
Evaluating
- **Practical**  
Producing and Implementing  
Collaborating and Managing

### SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply to each semester unit of work and will be charged to Fee Accounts in the appropriate semester.

# DIGITAL TECHNOLOGIES

## DURATION OF SUBJECT

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs.

A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

## SUBJECT CONTENT

Students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.

Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data.

Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Projects and assignments
- Internet-based research
- Group and individual work
- Programming
- Class discussions
- Multimedia presentations

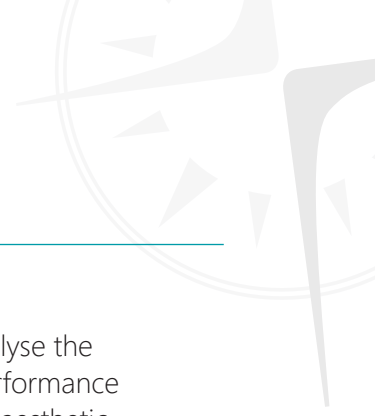
## ASSESSMENT

- Assignments/Projects 60%
- Quizzes/Tests 40%

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.





# DRAMA

## DURATION OF COURSE

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges.

Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## SUBJECT CONTENT

By the end of Year 9, students analyse the elements of drama, forms and performance styles, and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces.

They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting ,,,to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

## TEACHING AND LEARNING STRATEGIES

- Individual performing
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Focused listening

## ASSESSMENT

Students will be assessed on:

- Writing folio  
(report writing, reviews)
- Group production  
(improvisation, ensemble performances)
- Individual study  
(individual performance/presentation on the elements of theatre)

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

# FOOD TECHNOLOGY

## DURATION OF SUBJECT

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Design-based technology subjects enable students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design-based technology subjects actively engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Design-based technology subjects motivate young people and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

## SUBJECT CONTENT

By the end of Year 9, students explain factors that influence the design of food products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.

Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They

develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.

They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

## TEACHING AND LEARNING STRATEGIES

- Class discussions
- Planning and evaluating
- Research
- Investigations
- Group work
- Practical work

## ASSESSMENT

- Investigate
- Design and Plan
- Evaluate

## SUBJECT LEVIES

Consumable materials will be required for this subject. A subject levy may also apply. It will be charged to Fee Accounts in the appropriate semester.

# JAPANESE

## DURATION OF SUBJECT

Single Semester or Full Year TYPE Specialist Subject

## SUBJECT DESCRIPTION

Year 9 is a period of language exploration, vocabulary expansion, and experimentation. Learners use Japanese: to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They begin to use language more fluently, with a greater degree of self-correction and repair. Learners at the end of this level are able to read and write using hiragana, some katakana and an increasing number of kanji.

## SUBJECT CONTENT

Students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation and adopt appropriate rhythm and phrasing. They ask and respond to questions, elaborating responses by providing reasons or explanations.

Students extract, analyse and evaluate information from texts. Students produce informative and imaginative texts, appropriate to audience and purpose. They translate and interpret texts. They make connections and comparisons between their own and others' culturally shaped perspectives.

Students describe and compare language features and rules of sentence construction. They explain how key Japanese cultural values such as community, humility and consideration of others are reflected in language and behaviours.

Topics include:

- Personal Milestones
- Who are you?
- Fast Food - Japanese Style
- Where do you shop?
- Making Invitations
- City and Country Life
- School Trips

## TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, including, but not limited to:

- Class discussions
- Oral presentations and role plays
- Written tasks
- Reading and listening tasks
- Interviews
- Short quizzes/tests

## ASSESSMENT

There are four major assessment areas:

- Listening and Responding
- Reading and Responding
- Writing in Japanese
- Oral Presentations

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

**NB:** Students in Years 9 to 11 may participate in a unique opportunity to travel to Japan as part of an ongoing exchange program. During part of their visit, students are hosted by Japanese families, and experience travelling to many significant sites and cities across Japan. The cost for this exchange is the responsibility of the individual participants.

# MEDIA ARTS

## DURATION OF SUBJECT

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts-making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

## SUBJECT CONTENT

By the end of Year 9, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of media styles
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Individual analysis and evaluation

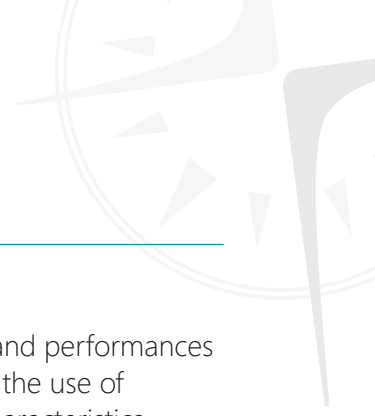
## ASSESSMENT

Students will complete written and practical tasks which assess their skills in:

- Investigation and analysis
- Production
- Evaluation

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# MUSIC

## DURATION OF SUBJECT

Single Semester or Full Year TYPE Specialist Subject

## SUBJECT DESCRIPTION

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation.

Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners. Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

## SUBJECT CONTENT

Students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

## TEACHING AND LEARNING STRATEGIES

- Individual performing
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Focused listening

## ASSESSMENT

Students will be assessed on:

- **Performing**  
Perform as a soloist a piece of the student's own choice that represents a chosen topic.  
Perform as a part of an ensemble a chosen piece.
- **Composing**  
Compose melody and harmony using a variety of keys and scales.
- **Listening**  
Complete rhythmic and melodic dictations in a variety of meters and respond to aural stimuli.

## SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

# SUSTAINABILITY STUDIES

## DURATION OF COURSE

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Sustainability Studies prepares students with an interest in, or seeking to continue studies in, Conservation, Agriculture, Horticulture and Land Management. The aim is to develop values necessary for students to act in ways that contribute to more sustainable patterns of living. This includes both practical and theoretical skills in addition to developing knowledge and understanding in working safely in both natural and agricultural environments.

## SUBJECT CONTENT

Skills, knowledge and understanding gained is part of a holistic approach to understanding basic botany, agriculture and conservation. A selection from the following topics will be offered:

### Working safely

Provides the skills and knowledge required to work safely by identifying safety issues with risk assessments to ensure safe work practices. Themes include PPE, WHS and safety controls. Basic chemical safety rules

Provides the skills and knowledge required to work safely when preparing to work with chemicals by identify risks associated with chemicals and following chemical handling and storage rules.

### Native seed collection

Provides the skills and knowledge required to prepare materials, tools and equipment for native seed collection, collect native seed and store native seed.

### Nursery practice

Provides the skills and knowledge required for basic horticultural practices through growing native plants. Students learn skills in propagation involving growing plants from cuttings and from seed.

### Natural area conservation

Provides the skills and knowledge required for undertaking conservation and revegetation work.

Maintenance of conservation areas  
Through the safe use of tools, equipment and machinery, students will learn skills and knowledge to maintain environments and conservation areas.

## TEACHING AND LEARNING STRATEGIES

Students will participate in some or all of the following activities in order to develop skills and understanding and to meet the learning outcomes, including, but not limited to:

- Written assessments
- Practical Assessments

## ASSESSMENT

- Practical 50%
- Written 50%

## SUBJECT LEVIES

A subject levy may also apply and will be charged to Fee Accounts in the appropriate semester. Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.



# VISUAL ARTS

## DURATION OF SUBJECT

Single Semester TYPE Specialist Subject

## SUBJECT DESCRIPTION

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries.

Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the visual arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others. Visual Arts supports students to view the world through various contexts. Students recognise the significance of visual arts histories, theories and practices. Learning in the visual arts helps students to develop understanding of world culture and their responsibilities as global citizens.

## SUBJECT CONTENT

By the end of Year 9, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

## TEACHING AND LEARNING STRATEGIES

- Individual art-making in a range of mediums
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Gallery/artist visits
- Individual artist analysis and evaluation

## ASSESSMENT

### • Folio

Idea development and resolution through media experimentation, artist exploration and notation and evaluation of personal art-making process.

### • Practical

Students will be required to develop technically and conceptually resolved final artwork(s) in the allocated medium in response to their folio process work.

## SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to Fee Accounts in the appropriate semester.

