



**YEAR 7-9  
CURRICULUM  
HANDBOOK  
2026**



**HILLS**  
CHRISTIAN  
COMMUNITY  
SCHOOL

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## OVERVIEW

### FROM THE HEAD OF SECONDARY

As students progress through Middle and Senior School at Hills Christian Community School, they face the exciting and sometimes challenging task of selecting subjects to study. Making these selections along the way becomes so important as the chosen subjects can have a significant impact on their future academic and career prospects. It is therefore essential for students to exercise discernment when making these choices.

Discernment involves the ability to distinguish between what is essential and what is not. When it comes to subject selection, this means considering a range of factors such as personal interests, future goals, and academic strengths and weaknesses. By carefully evaluating these factors, students can make informed decisions that will help them achieve their goals and reach their full potential.

An important way that Hills Christian Community School supports students in the subject selection process is through course counselling. Course counsellors work closely with students to help them

identify their strengths, interests, and goals, and to explore different academic pathways that align with those goals. Counsellors can also provide guidance on course requirements and prerequisites, as well as advice on how to balance academic commitments with extracurricular activities and other responsibilities.

The Curriculum Handbook at Hills Christian Community School will support and guide our students so that they can make the best possible choices. We will also highlight the benefits of a well-rounded education and the importance of developing a broad range of skills and knowledge.

Whether you are just starting your journey through Middle School or preparing to enter the final years of Senior School, we hope that this handbook will be a valuable resource as you navigate the complexities of subject selection.

**Corrin Townsend**  
Head of Secondary

## WELCOME TO MIDDLE SCHOOL

The Middle Years represent a transformative phase in a child's educational journey, where the foundation for future learning is established. At Hills Christian Community School, our Middle School encompasses students in Years 7-9, often referred to as 'young adolescents'.

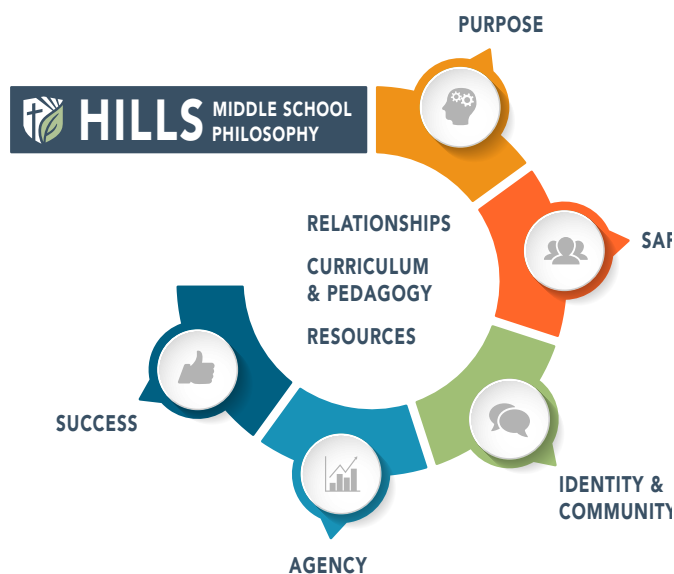
Middle School students experience a range of significant physical, cognitive, emotional, social and moral changes, with cognitive development and brain changes peaking during this period. Apart from the first five years of life, at no other time does the capacity and functioning of the brain undergo such an overhaul. For this reason, the Middle Years of schooling are a distinctive and crucial period in a child's educational journey.

At HILLS we believe that a successful education for our young adolescents requires an intentional approach to teaching and learning, that is responsive and appropriate to the full range of these needs. We provide a learning environment where students can explore the wide variety of subjects on offer, develop agency, and pursue their passions.

Students are supported by two key educators for their core subjects, have access to a range of specialist staff who are expert in their field, contemporary, flexible facilities, and a wide breadth of curricular and co-curricular offerings. This structure allows educators to build a positive relationship with each student so they can support them holistically.

At HILLS we focus on nurturing creative and critical thinkers, who are encouraged to take risks while valuing their own wellbeing and the relationships they form with those around them. By fostering a strong sense of identity and community, we ensure our Middle School students are well prepared for the Senior Years of their schooling, and beyond. We encourage parents to partner with us as we empower our young adolescents to become resilient, lifelong learners ready to embrace the challenges ahead.

## MIDDLE SCHOOL PHILOSOPHY



## ABOUT THIS CURRICULUM HANDBOOK

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

As a learning community, HILLS 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 handbook with their child and we welcome the opportunity to meet with families to discuss our Middle School offerings.

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

## FOR PARENTS/CAREGIVERS

At HILLS, you can expect a Christ centred 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 to develop your child's individual gifts and talents and prepare them for life beyond their schooling.

The Middle School curriculum at HILLS 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

At HILLS, Middle School students are encouraged to become active agents in their education, making choices and decisions that influence their learning experiences and outcomes. When students feel a sense of agency, they are more likely to engage deeply with the material, pursue their interests, and develop intrinsic motivation. This not only enhances your academic success but also prepares you for lifelong learning and active citizenship in a rapidly changing world.

## SERVICE AND LEADERSHIP

At HILLS we believe that serving others strengthens a servant heart.

Through a comprehensive program spanning the three years of Middle School, students develop and enhance their skills, fostering a sense of responsibility towards themselves, their school, and the wider community. Guided by an ethical framework known as The HILLS Way, which emphasises the values of 'take care of yourself, others, and this place', students are equipped to leave school with the confidence to make a positive and sustainable impact in their communities.

Middle School students have opportunities to lead their peers as Student Representatives, Middle School Captains and Vice-Captains. The emphasis of the Student Leadership Team is not only to serve the student school community, but also to develop the students' leadership capabilities through focused development and authentic opportunities to lead.

## PASTORAL CARE

It is only when students are secure in their learning environment that they can approach learning with confidence and without distraction. HILLS remains dedicated to providing care for all students within a safe and secure environment. This approach to pastoral care begins with the Care Group teachers, enabling us to nurture students within sub-school communities, maintaining a family feel, and supporting important connections.

## WILKINS PROJECT

The Wilkins Project is an authentic project-based learning methodology that was developed to meet the needs of all HILLS students in Years 7 to 10. Recognising that the first years of secondary schooling mark a significant time in an adolescent's development, we have created a program that allows time for exploration of personal interests, and enables the growth of self-identity.

The program provides students with an engaging transition to secondary schooling and makes learning more purposeful and relevant. Through careful planning, educators look to develop the whole student, and strengthen their capabilities as outlined by the Australian Curriculum.

## THE RITE JOURNEY

A key feature to our Year 9 Curriculum is *The Rite Journey* which is an established year-long program that integrates healthy rites of passage to prepare students for their transition into adulthood.

Year 9 students are venturing into one of the most significant times in their adolescence and *The Rite Journey* supports them through significant physical, social and emotional changes. One of the key features of the program is a wide array of challenges (physical, spiritual, emotional) that are integrated throughout the year helping to build their independence, self-esteem and resilience.

*The Rite Journey* at HILLS provides an opportunity for our young adults to deeply explore themselves, their peers and how they relate to the wider community around them through fostering mentoring relationships with key adults and their educators.

## CAMPS AND EXPERIENCES

### YEAR 7 - MURRAYLANDS AQUATIC CENTRE

In Year 7, students spend time connecting with the outdoors. We believe that being outdoors challenges them in ways a classroom cannot. Our aquatic camp provides an opportunity for students to engage in a curriculum-based program which supports the development of a range of knowledge, skills and understanding of water confidence, water safety in, on and around the water, survival in the water, rescue of others, and environmental issues that impact the river. This amazing experience occurs at the beginning of the year and forms a solid foundation for social connections and a passion for adventure.

### YEAR 8 - SOUTH EAST

In Year 8, students experience a week undertaking team-building activities in the South-East region of SA. This South East Experience is linked to an integrated Science and Global Perspectives unit on Coastal Landscapes and Rocks which allows students to see their learning in the real world. Students stay in Robe at the Tarooki Campsite, visit Canunda National Park, Naracoorte Caves and Mt Gambier during this experience.

### YEAR 9 - TASMANIA

The Year 9 camp in Term 1 has been developed to build on the lessons learned throughout *The Rite Journey* Program. Students spend the week in their single-gender classes in the spectacular surrounds of Tasmania. Students experience Mt Wellington, Port Arthur Historical Site, *The Ship That Never Was* Play in Strahan, Gordon River Cruise, Cradle Mountain, Hollybank Treetops Adventures and Cataract Gorge. The aim of this experience is to provide all students with multiple opportunities to challenge themselves, to learn more about life, themselves, peers and relationships. They will develop their independence, resilience and leadership and gain a greater appreciation of their own abilities.

### THE ABYSS

Another component of *The Rite Journey* program is the major challenge of the solo experience which happens in Term 3, when students focus on the big question "Is there something more?" Students complete this experience at a property called Broken Gum in Hartley.

\* There is an expectation for students to attend their allocated Year Level camp.



## LEARNING ENRICHMENT

HILLS seeks to provide all students with a learning environment that acknowledges and maximises their individual potential and promotes their wellbeing and their experience of participation and inclusion. The school embraces the challenge of finding new ways of teaching and learning for our high achievers.

High achieving students need extended learning opportunities and challenges when they have already mastered, or can quickly master, the basic curriculum so that it maximises growth in their learning.

Highly able students are acknowledged as having particular learning needs which require adjustments to their educational program. This ensures that they remain highly engaged and active learners. The aims of the Enrichment Learning Program are to support the teaching of highly able students to enhance their educational opportunities.

## PEDAL PRIX

Pedal Prix is an integral personal development program at our school that unites students, teachers, and parents, fostering a sense of belonging within a fun and friendly environment.

Pedal Prix teaches important life skills, giving students the opportunity to develop and enhance their abilities in leadership, teamwork, commitment, and personal fitness and health. The program is designed to be accessible and sustainable, catering to the individual needs of each student.

HILLS will be entering three teams representing both Middle and Senior school, and featuring three fully enclosed and aerodynamic trikes: one elite team, one development team, and one all-female team.

At HILLS, Pedal Prix offers students the chance not only to be riders, but also to engage in various roles that support the program, including mechanics, data input, and catering.

## GENERATIONS IN JAZZ

Generations in Jazz has been hailed as one of the most exemplary youth music events in Australia, nurturing and supporting the musicians of tomorrow, today.

The festival's vision is to become one of the leading jazz education events in Australia, providing a platform for competition, performances, collaboration, education, and engagement. While the festival's early focus was on big bands, and it remains true to its core, its scope has broadened to also include the highly successful vocal ensemble and small jazz combo divisions.

Generations in Jazz takes learning out of the classroom and onto the stage, offering young musicians the next step in their performing and music journey. A range of learning opportunities at the festival ensures students have the opportunity to listen, perform, and develop a genuine appreciation for this wonderful art form, while becoming a part of a commitment to furthering jazz in Australia and beyond.

HILLS participates in this event each year entering various ensemble groups. It is a wonderful opportunity for HILLS aspiring musicians to share their passion for the industry.

## MUSICAL

The annual musical provides Years 7-11 an opportunity to perform and participate in a production. The purpose of the school musical is centred on participation and building community. It provides a collaborative and inclusive platform where students can come together to showcase their talents and creativity.

This event fosters a sense of belonging and unity among students from different grades, as they work collectively towards a common goal. It encourages teamwork, builds self-confidence, and nurtures interpersonal skills, while also celebrating the diverse abilities of each participant.

Through the focus on involvement and community spirit, the musical is more than just a performance; it provides an opportunity for a memorable experience that strengthens the bonds within the school community and creates lasting connections among students.



## CURRICULUM

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

In Years 7 and 8, all subjects are classified as 'core' or compulsory. This approach guarantees that every student engages with a diverse range of subjects throughout the curriculum, providing them with a solid foundation for making informed decisions regarding subject selection as they transition to Senior School.

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 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 with these considerations.

HILLS identifies student agency as a key approach to success in education. Our curriculum is challenging and encourages and supports students to take responsibility for their own learning. Through our student-centred approach, HILLS 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.

## YEAR 7-9 SUBJECT OFFERINGS AT HILLS

Year 7 Middle School	Year 8 Middle School	Year 9 Middle School
<b>FULL YEAR - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Christian Living</li> <li>▶ English</li> <li>▶ Health &amp; Physical Education</li> <li>▶ Mathematics</li> <li>▶ Science</li> <li>▶ Wilkins Project</li> </ul>	<b>FULL YEAR - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Christian Living</li> <li>▶ English</li> <li>▶ Health &amp; Physical Education</li> <li>▶ Mathematics</li> <li>▶ Science</li> <li>▶ Wilkins Project</li> </ul>	<b>FULL YEAR - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Christian Living/Rite Journey</li> <li>▶ English</li> <li>▶ Health &amp; Physical Education</li> <li>▶ Mathematics</li> <li>▶ Science</li> <li>▶ Wilkins Project</li> </ul>
<b>SEMESTER - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Geography, Economics &amp; Business</li> <li>▶ History, Civics &amp; Citizenship</li> <li>▶ Languages Acquisition (German, Japanese)</li> </ul>	<b>CHOOSE 1 LANGUAGE</b> <ul style="list-style-type: none"> <li>▶ Language Acquisition (German OR Japanese)</li> </ul>	<b>SEMESTER - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Geography, Economics &amp; Business</li> <li>▶ History</li> </ul>
<b>TRI SEMESTER</b> <ul style="list-style-type: none"> <li>▶ Arts Rotation (Drama, Music, Visual Arts)</li> <li>▶ Technologies Rotation (Food, Design (Wood), Digital)</li> </ul>	<b>SEMESTER - COMPULSORY</b> <ul style="list-style-type: none"> <li>▶ Geography, Economics &amp; Business</li> <li>▶ History, Civics &amp; Citizenship</li> </ul>	<b>ELECTIVE - SEMESTER</b> <ul style="list-style-type: none"> <li>▶ Design &amp; Technologies (Wood)</li> <li>▶ Design &amp; Technologies (Applied Technologies in Nature)</li> <li>▶ Drama</li> <li>▶ Food Technology</li> <li>▶ Media Arts (Photography)</li> <li>▶ Music</li> <li>▶ Outdoor Education</li> <li>▶ Visual Arts</li> </ul>
<b>TRI SEMESTER</b> <ul style="list-style-type: none"> <li>▶ Arts Rotation (Drama, Music, Visual Arts)</li> <li>▶ Technologies Rotation (Food, Design (Wood), Digital)</li> </ul>	<b>TRI SEMESTER</b> <ul style="list-style-type: none"> <li>▶ Arts Rotation (Drama, Music, Visual Arts)</li> <li>▶ Technologies Rotation (Food, Design (Wood), Digital)</li> </ul>	<b>ELECTIVE - FULL YEAR</b> <ul style="list-style-type: none"> <li>▶ Languages (German OR Japanese)</li> </ul>

## YEAR 7

### SUBJECTS

YEAR 7 COMPULSORY SUBJECTS	TRIMESTER	SEMESTER	FULL YEAR
<b>Arts Rotation</b> - Drama, Music, Visual Arts	✓		
<b>Christian Living</b>			✓
<b>Geography, Economics and Business</b>		✓	
<b>Health and Physical Education</b>			✓
<b>History, Civics and Citizenship</b>		✓	
<b>English</b>			✓
<b>Language Acquisition</b> - German, Japanese		✓	
<b>Mathematics</b>			✓
<b>Science</b> - Biological, Earth & Space, Chemical, Physical			✓
<b>Technologies Rotation</b> - Food, Design (Wood), Digital	✓		
<b>Wilkins Project</b>			✓



YEAR 7  
SUBJECTS



# YEAR 7

## CHRISTIAN LIVING

### COMPULSORY SUBJECT

## CHRISTIAN LIVING

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

#### SUBJECT CONTENT

Students will study the following areas:

- Christian Beliefs – students investigate and evaluate the significance of Jesus the Christ, his life, death and resurrection for Christians
- Christian Church – students develop skills to examine scripture and analyses its cultural and historical contexts
- Christian Living – students draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual
- Christianity in the World – students apply decision- making processes to ethical issues and explain how and why people hold different ethical positions

#### TEACHING AND LEARNING STRATEGIES

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

The Bible will be used as the central learning text during Christian Living Lessons.

#### ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback on tasks.





# YEAR 7

## CIVICS AND CITIZENSHIP

### COMPULSORY SUBJECT

## CIVICS AND CITIZENSHIP

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

The Year 7 Civics and Citizenship Curriculum, provides a study of the key features of democracy and Australia's federal system of government, and explores how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

### SUBJECT CONTENT

By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments.

### 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 will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.

# YEAR 7

## DESIGN AND TECHNOLOGIES (WOOD)

### COMPULSORY SUBJECT

## DESIGN AND TECHNOLOGIES (WOOD)

### DURATION OF SUBJECT

Trimester

### 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
- Practical work

### ASSESSMENT

- Theory - Investigating and defining, generating and designing and evaluating
- Practical - Producing and implementing, collaborating and managing

# YEAR 7

## DIGITAL TECHNOLOGIES

### COMPULSORY SUBJECT

## DIGITAL TECHNOLOGIES

### DURATION OF SUBJECT

Trimester

### 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.

### TOPICS INCLUDE

- Networks robotics
- Networks drones
- IVR coded drone design (sustainable digital solutions)

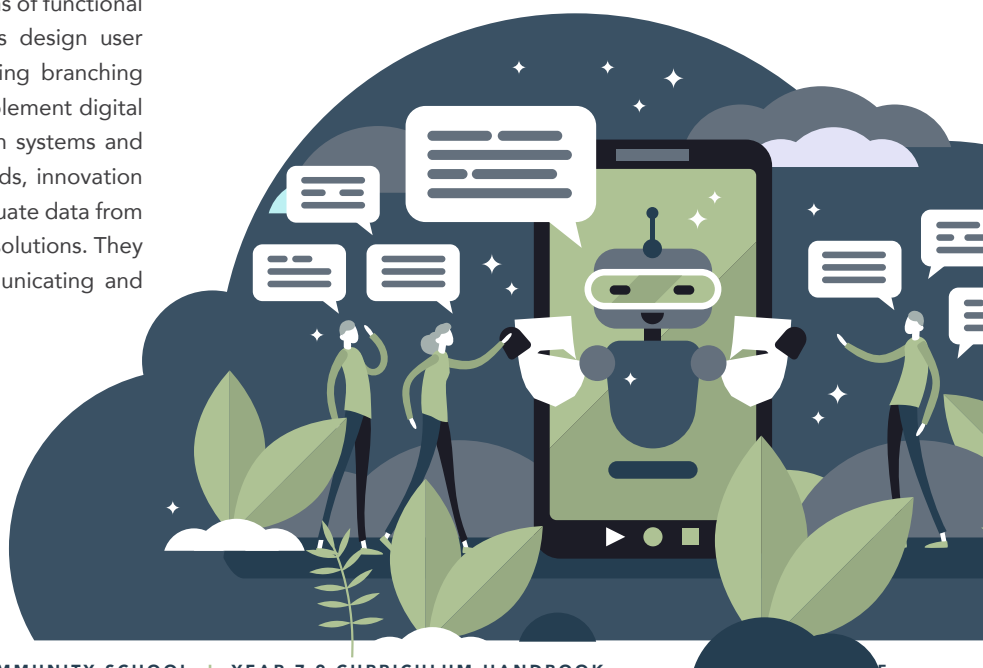
### TEACHING AND LEARNING STRATEGIES

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%



# YEAR 7

## DRAMA

### COMPULSORY SUBJECT

## DRAMA

#### DURATION OF SUBJECT

Trimester

#### 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

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



# YEAR 7

## ECONOMICS AND BUSINESS

### COMPULSORY SUBJECT

## ECONOMICS AND BUSINESS

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

The Year 7 Economics and Business Curriculum is structured around the topic “individuals, businesses and entrepreneurs” within a personal, community and national context.

Students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

### SUBJECT CONTENT

By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.

Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.

### 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 will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.



### COMPULSORY SUBJECT

## 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

The English curriculum is structured around three key areas: Language, Literature, and Literacy. These areas work together to help students improve their skills in listening, reading, viewing, speaking, writing, and creating. Learning in English is a continuous process, building on what students have learned in previous years.

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.

They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

#### 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 complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.

# YEAR 7

## FOOD TECHNOLOGY

### COMPULSORY SUBJECT

## FOOD TECHNOLOGY

#### DURATION OF SUBJECT

Trimester

#### 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.

#### TOPIC

- Food selection for health

#### 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

# YEAR 7

## GEOGRAPHY

### COMPULSORY SUBJECT

## GEOGRAPHY

#### DURATION OF SUBJECT

One Semester

#### SUBJECT DESCRIPTION

The Year 7 Geography curriculum involves the study of two key areas, "Water in the world" and "Place and liveability".

"Water in the world" focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.

"Place and liveability" focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

#### SUBJECT CONTENT

By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.

Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.

#### TEACHING AND LEARNING STRATEGIES

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

- 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

Students will be assessed using a range of forms including:

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



# YEAR 7

## GERMAN

### COMPULSORY SUBJECT

## GERMAN

#### DURATION OF SUBJECT

One Semester

#### SUBJECT DESCRIPTION

German language learning builds on each student's prior learning and experiences. Students use German, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.

Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between German and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

#### SUBJECT CONTENT

Students will initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

#### TOPICS INCLUDE

- Celebrations and traditions in Germany
- Culture in Germany
- Number and colours
- Introductions
- Common expressions
- Likes and dislikes
- Towns and Directions
- German landmarks and cities

#### 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 German
- Oral presentations

# YEAR 7

## HEALTH AND PHYSICAL EDUCATION

### COMPULSORY SUBJECT

## 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 the 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
- Game-sense approach

#### Health

- Approaching adolescence
- 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
- Class discussions
- Written responses
- Oral presentations

### ASSESSMENT

#### Physical Education 70%

(Teamwork, initiative, skills, tactics)

- Net/Wall: Squash, Pickleball, Badminton.
- Target: Archery Tag
- Invasion: Futsal, Street Hockey.
- Striking and Fielding: Softball and Cricket-based activities.

#### Health 30%

(Being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities)

### COMPULSORY SUBJECT

## HISTORY

#### DURATION OF SUBJECT

One 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 describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.

Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

#### 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
- Model building

#### ASSESSMENT

In History, students are assessed in a range of forms including: Explanations, sources analysis, reports, presentations.

# YEAR 7

## JAPANESE

### COMPULSORY SUBJECT

## JAPANESE

#### DURATION OF SUBJECT

One Semester

#### 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

- Culture in Japan
- Japanese dishes
- Describing friends
- Numbers and colours
- Family members
- Describe nationality
- 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
- Short quizzes/tests

#### ASSESSMENT

There are four major assessment areas:

- Listening and responding
- Reading and responding
- Writing in Japanese
- Oral presentations





# YEAR 7

## MATHEMATICS

### COMPULSORY SUBJECT

## MATHEMATICS

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

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

The Mathematics 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

By the end of Year 7, students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation. Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions. Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation.

They apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane.

They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

#### 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

Students will complete a range of assessments including Workbook tasks, directed investigations and review tests

# YEAR 7

## MUSIC

### COMPULSORY SUBJECT

## MUSIC

#### DURATION OF SUBJECT

Trimester

#### 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 begin to 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.

# YEAR 7

## SCIENCE

### COMPULSORY SUBJECT

## SCIENCE

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

The Year 7 Science curriculum covers the four areas of Biological Sciences, Earth and Space Sciences, Chemical Sciences, and Physical Sciences.

Opportunities are provided 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.

#### SUBJECT CONTENT

By the end of Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.

#### 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

Students will complete a range of assignments/projects, quizzes/tests, practical skills, classwork/homework

# YEAR 7

## VISUAL ARTS

### COMPULSORY SUBJECT

## VISUAL ARTS

#### DURATION OF SUBJECT

Trimester

#### SUBJECT DESCRIPTION

Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world. They learn about the role of the artist, 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.

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
- Individual artist analysis and evaluation

#### ASSESSMENT

- **Visual Diary of Exploration** - Idea development and resolution through media experimentation, artist exploration and notation and evaluation of the 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.



# YEAR 7

## WILKINS PROJECT

### COMPULSORY SUBJECT

## WILKINS PROJECT

### DURATION OF SUBJECT

Full Year

### SUBJECT DESCRIPTION

The Wilkins Project aims to provide opportunities for students to learn and develop the capabilities and skills they will need to effectively navigate their journey through the 21st Century. Students are given the opportunity to use and discover their God-given strengths, passions and interests whilst gaining a sense of achievement, as they look to develop solutions to authentic problems.

Throughout the year, students will develop skills and capabilities within a context of innovation and enterprise, through a combination of individual and collaborative tasks.

### SUBJECT CONTENT

Students will develop skills relevant to the 21st Century through authentic Project Based Learning (PBL). PBL promotes the development of skills such as critical thinking, problem-solving, communication, collaboration, responsiveness and creativity.

Students are presented with authentic, complex, and open-ended problems that are relevant to the real world. They are encouraged to take ownership of their learning, with the teacher's role being one of facilitator and coach.

Students will work in teams to solve problems and learn from each other's perspectives.

They will ask questions, research and explore different solutions. As part of this process, students will reflect on their learning and the process of problem-solving, to support them to become more self-directed learners.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Research and investigations
- Planning and evaluating
- Oral and/or dramatic presentations
- Group and/or individual work
- Practicals
- Reflection

### SKILL FOCUS

Semester 1: Communication, critical thinking

Semester 2: Responsiveness, agency

### ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback during and at the completion of projects.



## YEAR 8

### SUBJECTS

YEAR 8 COMPULSORY SUBJECTS	TRIMESTER	SEMESTER	FULL YEAR
<b>Arts Rotation</b> - Drama, Music, Visual Arts	✓		
<b>Christian Living</b>			✓
<b>Geography, Economics and Business</b>		✓	
<b>Health and Physical Education</b>			✓
<b>History, Civics and Citizenship</b>		✓	
<b>English</b>			✓
<b>Mathematics</b>			✓
<b>Science</b> - Biological, Earth & Space, Chemical, Physical			✓
<b>Technologies Rotation</b> - Food, Design (Wood), Digital	✓		
<b>Wilkins Project</b>			✓
<b>YEAR ELECTIVE - FULL YEAR</b>			
<b>Language Acquisition</b> - German, Japanese			✓



**YEAR 8**  
**SUBJECTS**





# YEAR 8

## CHRISTIAN LIVING

### COMPULSORY SUBJECT

## CHRISTIAN LIVING

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

#### SUBJECT CONTENT

Students will study the following areas:

- The Youth Alpha course
- The Bible to research key leaders, with a strong emphasis on key characteristics of successful leadership
- How these traits can be transferred into their daily lives
- A Gospel story and identify key elements of what it means to be a disciple of Christ
- Investigate God's plan for salvation through Christ

#### TEACHING AND LEARNING STRATEGIES

Learning tasks are varied and topics are explored using a range of media. Strategies include, but are not limited to class discussions, student research and investigation, and class presentations.

The Bible will be used as the central learning text during Christian Living Lessons.

#### ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback on tasks.



# YEAR 8

## CIVICS AND CITIZENSHIP

### COMPULSORY SUBJECT

## CIVICS AND CITIZENSHIP

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

The Year 8 Civics and Citizenship Curriculum, develops an understanding of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. 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, and how this contributes to active citizenship.

### SUBJECT CONTENT

By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.

Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

### 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 will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.



# YEAR 8

## DESIGN AND TECHNOLOGIES (WOOD)

### COMPULSORY SUBJECT

## DESIGN AND TECHNOLOGIES (WOOD)

### DURATION OF SUBJECT

Trimester

### 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 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

# YEAR 8

## DIGITAL TECHNOLOGIES

### COMPULSORY SUBJECT

## DIGITAL TECHNOLOGIES

### DURATION OF SUBJECT

Trimester

### 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.

### TOPICS INCLUDE

- Digital systems in education
- Digital systems in industry
- Digital system coded design

### 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%



# YEAR 8

## DRAMA

### COMPULSORY SUBJECT

## DRAMA

#### DURATION OF SUBJECT

Trimester

#### 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.

# YEAR 8

## ECONOMICS AND BUSINESS

### COMPULSORY SUBJECT

## ECONOMICS AND BUSINESS

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

The Year 8 Economics and Business Curriculum is structured around the topic "Australian markets" within a national context.

Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.

### SUBJECT CONTENT

By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia's taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

Students develop a range of questions to investigate an economic and business issue. They locate, select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.

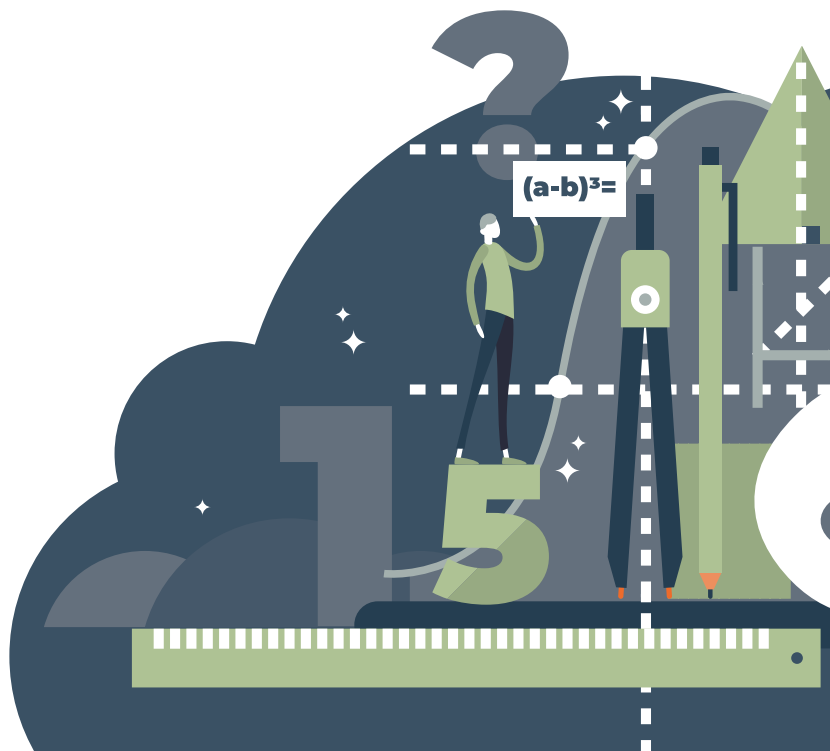
### TEACHING AND LEARNING STRATEGIES

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
- Group work
- Interviews
- Short quizzes/tests/games
- Project-based learning

### ASSESSMENT

Students will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.



# YEAR 8

## ENGLISH

### COMPULSORY SUBJECT

## 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

The English curriculum is structured around three key areas: Language, Literature, and Literacy. These areas work together to help students improve their skills in listening, reading, viewing, speaking, writing, and creating. Learning in English is a continuous process, building on what students have learned in previous years.

By the end of Year 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

#### 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 complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.



# YEAR 8

## FOOD TECHNOLOGY

### COMPULSORY SUBJECT

## FOOD TECHNOLOGY

#### DURATION OF SUBJECT

Trimester

#### 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.

#### TOPIC

Food in Australia

#### 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

### COMPULSORY SUBJECT

## GEOGRAPHY

#### DURATION OF SUBJECT

One Semester

#### SUBJECT DESCRIPTION

The Year 8 Geography curriculum involves the study of two key areas, "Landforms and Landscapes" and "Changing Nations".

"Landforms and Landscapes" focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

"Changing Nations" focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.

#### SUBJECT CONTENT

By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.

Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.

#### 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
- 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:

- Sources analysis
- Informative infographics
- Multimodal presentations

# YEAR 8

## GERMAN

### ELECTIVE SUBJECT

## GERMAN

#### DURATION OF SUBJECT

Full Year Elective

#### SUBJECT DESCRIPTION

German language learning builds on each student's prior learning and experiences. Students use German, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.

Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between German and English language structures and features. They recognise that language choices reflect cultural identity, beliefs and values.

#### SUBJECT CONTENT

Students will initiate and maintain interactions in German language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use German to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.

Students apply the conventions of spoken German to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of German text, using metalanguage. They reflect on how the German language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

#### TOPICS INCLUDE

- Celebrations in Germany
- Colours and numbers
- Common expressions/introducing friends
- Family members and occupations
- Animals and characteristics
- Body parts and clothing
- Transport and Amazing Race
- Verbs
- Foods/likes and dislikes
- Christmas

#### 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 German
- Oral presentations

# YEAR 8

## HEALTH AND PHYSICAL EDUCATION

### COMPULSORY SUBJECT

## 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 the 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

#### 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
- Class discussions
- Written responses
- Oral presentations

### ASSESSMENT

#### Physical Education 70%

(Teamwork, initiative, skills, tactics)

#### Health 30%

(Being healthy, safe and active, communicating and interacting for health and wellbeing, contributing to healthy and active communities)

# YEAR 8

## HISTORY

### COMPULSORY SUBJECT

## HISTORY

#### DURATION OF SUBJECT

One 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 describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the

role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.

Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

#### 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
- Model building
- Creation of artefacts

#### ASSESSMENT

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

- Explanations
- Sources analysis
- Reports
- Presentations

# YEAR 8

## JAPANESE

### ELECTIVE SUBJECT

## JAPANESE

#### DURATION OF SUBJECT

Full Year Elective

#### 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

- Times, days, dates
- School life, likes, dislikes
- Verbs and adjectives
- 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
- Comprehension tasks
- Interviews
- Short quizzes/tests

#### ASSESSMENT

There are four major assessment areas:

- Listening and responding
- Reading and responding
- Writing in Japanese
- Oral presentations



# YEAR 8

## MATHEMATICS

### COMPULSORY SUBJECT

## MATHEMATICS

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

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

The Mathematics 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

By the end of Year 8, students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement

problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.

#### 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

Students will complete a range of assessments including workbook tasks, directed investigations and review tests



# YEAR 8

## MUSIC

### COMPULSORY SUBJECT

## MUSIC

#### DURATION OF SUBJECT

Trimester

#### 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

- Individual - Students perform a given piece on the drum kit, acoustic guitar, keyboard and bass guitar.
- Ensemble - Students rehearse and perform a selection of songs as a class ensemble.
- Theory/Aural - Students complete weekly theory and aural activities to support the practical component.
- Research - Students learn about the history of Rock 'n' Roll music and complete an independent research task to demonstrate their learning.

##### Listening

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

### COMPULSORY SUBJECT

## SCIENCE

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

The Year 8 Science curriculum introduces students to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs.

They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere.

They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.

#### SUBJECT CONTENT

By the end of Year 8, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change.

Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments 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

Students will complete a range of assignments/projects, quizzes/tests, practical skills, classwork/homework.

# YEAR 8

## VISUAL ARTS

### COMPULSORY SUBJECT

## VISUAL ARTS

#### DURATION OF SUBJECT

Trimester

#### SUBJECT DESCRIPTION

Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world. They learn about the role of the artist, 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.

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 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
- Individual artist analysis and evaluation

#### ASSESSMENT

- **Visual Diary of Exploration** - Idea development and resolution through media experimentation, artist exploration and notation and evaluation of the 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.



# YEAR 8

## WILKINS PROJECT

### COMPULSORY SUBJECT

## WILKINS PROJECT

### DURATION OF SUBJECT

Full Year

### SUBJECT DESCRIPTION

The Wilkins Project aims to provide opportunities for students to learn and develop the capabilities and skills they will need to effectively navigate their journey through the 21st Century. Students are given the opportunity to use and discover their God-given strengths, passions and interests whilst gaining a sense of achievement, as they look to develop solutions to authentic problems.

Throughout the year, students will develop skills and capabilities within a context of innovation and enterprise, through a combination of individual and collaborative tasks.

### SUBJECT CONTENT

Students will develop skills relevant to the 21st Century through authentic Project Based Learning (PBL). PBL promotes the development of skills such as critical thinking, problem-solving, communication, collaboration, responsiveness and creativity.

Students are presented with authentic, complex, and open-ended problems that are relevant to the real world. They are encouraged to take ownership of their learning, with the teacher's role being one of facilitator and coach.

Students will work in teams to solve problems and learn from each other's perspectives.

They will ask questions, research and explore different solutions. As part of this process, students will reflect on their learning and the process of problem-solving, to support them to become more self-directed learners.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Research and investigations
- Planning and evaluating
- Oral and/or dramatic presentations
- Group and/or individual work
- Practicals
- Reflection

### SKILL FOCUS

- Semester 1: Collaboration, Agency
- Semester 2: Responsiveness, Creative Thinking

### ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback during and at the completion of projects.



## YEAR 9

### SUBJECTS

YEAR 9 COMPULSORY SUBJECTS	SEMESTER	FULL YEAR
Christian Living/Rite Journey		✓
Geography, Economics and Business	✓	
Health and Physical Education		✓
History, Civics and Citizenship	✓	
English		✓
Mathematics		✓
Science - Biological, Earth & Space, Chemical, Physical		✓
Wilkins Project		✓
<b>ELECTIVES - CHOOSE A TOTAL OF 4</b> (Full year electives count as 2 electives)		
Arts - Drama	✓	
Arts - Music		✓
Arts - Photography	✓	
Arts - Visual Arts	✓	
Languages - Japanese OR German		✓
Outdoor Education	✓	
Technologies - Design (Wood)	✓	
Technologies - Digital	✓	
Technologies - Food and Hospitality	✓	



YEAR 9  
SUBJECTS



# YEAR 9

## CHRISTIAN LIVING/RITE JOURNEY

### COMPULSORY SUBJECT

## CHRISTIAN LIVING/RITE JOURNEY

### DURATION OF SUBJECT

Full Year

### SUBJECT DESCRIPTION

Christian Living aims to create a community of learners who investigate, broaden and deepen their understanding of God's Story and Christian faith. The spiritual growth of all students is fostered and builds on their existing faith formation.

Students have opportunities to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. They are challenged to think critically about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in constructing meaning in their world based on their own beliefs and spirituality.

### SUBJECT CONTENT

Year 9 Christian Living is taught in conjunction with the Hills Faith Based Rite Journey Program. This program is a unique educational program designed to support the social, emotional, and spiritual development of adolescents. It provides a structured approach to guiding students through the important transition from childhood to adulthood.

Through a series of carefully planned experiences, including challenges, reflections, and mentorship, the program helps students develop a stronger sense of identity, responsibility, and resilience, preparing them for the challenges of adult life. Students complete this subject in single-gender classes, facilitated by an educator of the same gender. There are four guiding questions, listed below, that form the focus of each term.

### TOPICS

- Who am I?
- How do I get on with others?
- Is there something more?
- What do I have to give?

### TEACHING AND LEARNING STRATEGIES

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

The Bible will be used as the central learning text during Christian Living Lessons.

### ASSESSMENT

Students are assessed on their attitude and effort, and participation in set activities.





# YEAR 9

## CIVICS AND CITIZENSHIP

### COMPULSORY SUBJECT

## CIVICS AND CITIZENSHIP

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

### SUBJECT CONTENT

By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia's democracy. They identify the key features and jurisdictions of Australia's court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.

Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.

### 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 will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.

# YEAR 9

## DESIGN AND TECHNOLOGIES (WOOD)

### ELECTIVE SUBJECT

## DESIGN AND TECHNOLOGIES (WOOD)

### DURATION OF SUBJECT

Semester - Elective

### 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

## YEAR 9

### DIGITAL TECHNOLOGIES (APPLIED TECHNOLOGIES IN NATURE)

#### ELECTIVE SUBJECT

## DIGITAL TECHNOLOGIES (APPLIED TECHNOLOGIES IN NATURE)

#### DURATION OF SUBJECT

Semester - Elective

#### 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.

#### TOPICS

- AI field robotics design
- Digital design(block and python coding)
- Interactive virtual reality (IVR)

#### 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%



# YEAR 9

## DRAMA

### ELECTIVE SUBJECT

## DRAMA

### DURATION OF SUBJECT

Semester - Elective

### 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)

# YEAR 9

## ECONOMICS AND BUSINESS

### COMPULSORY SUBJECT

## ECONOMICS AND BUSINESS

### DURATION OF SUBJECT

One Semester

### SUBJECT DESCRIPTION

The Year 9 Economics and Business Curriculum is structured around the topic “international trade and interdependence” within a global context, including trade with the countries of Asia.

Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, including how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

Students focus on consumer and financial risks and rewards. They examine the influence of Australia’s financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples’ lives and choices.

### SUBJECT CONTENT

By the end of Year 9, students will explain the role of Australia’s financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia’s pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.

Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships, and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.

### 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
- Group work

### ASSESSMENT

Students will be assessed using a broad range of tasks, including but not limited to, oral presentations, debates, research assignments and bookwork.

### COMPULSORY SUBJECT

## 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

By the end of Year 9, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing and expanding ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise, develop and link ideas. They select and experiment with language features including literary devices, and experiment with multimodal features.

#### 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
- Analysing and critiquing texts



# YEAR 8

## FOOD TECHNOLOGY

### COMPULSORY SUBJECT

## FOOD TECHNOLOGY

#### DURATION OF SUBJECT

Semester - Elective

#### 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

Students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities.

Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

#### TOPIC

Functional Properties of Food

#### 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.



# YEAR 9

## GEOGRAPHY

### COMPULSORY SUBJECT

## GEOGRAPHY

#### DURATION OF SUBJECT

One Semester

#### SUBJECT DESCRIPTION

The Year 9 Geography curriculum involves the study of two key areas, "Biomes and Food Security" and "Geographies of Interconnections".

Biomes and food security focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

Geographies of interconnections focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

#### SUBJECT CONTENT

By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these

interconnections influence people, and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Students develop a range of questions about a geographical phenomenon or challenge. They collect, represent and compare relevant and reliable geographical data and information by using a range of primary research methods and secondary research materials in a range of formats. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw evidence-based conclusions about the impact of the geographical phenomenon or challenge. They develop and evaluate strategies, predict impacts and make a recommendation. Students use geographical knowledge, concepts, terms and digital tools as appropriate to develop descriptions, explanations and responses that acknowledge research findings.

#### 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



### ELECTIVE SUBJECT

## GERMAN

#### DURATION OF SUBJECT

Full Year - Elective

#### SUBJECT DESCRIPTION

In Year 9, German language learning builds on each student's prior learning and experiences. Students use German to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of German in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, beliefs and values.

#### SUBJECT CONTENT

Students initiate and sustain German language to exchange and compare ideas and experiences about their own and others' personal worlds. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in German or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written German to create texts.

Students apply features and conventions of spoken German to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning German, to discuss how this learning influences their ideas and ways of communicating.

#### TOPICS

- Personal milestones
- Who are you?
- Food - German Style
- Where do you shop?
- Making invitations
- City and country life

#### TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skill 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 German
- Oral presentations

# YEAR 9

## HEALTH AND PHYSICAL EDUCATION

### COMPULSORY SUBJECT

## 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 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)

### COMPULSORY SUBJECT

## HISTORY

#### DURATION OF SUBJECT

One 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 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas,

individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

Students develop and modify questions about the past to inform historical inquiry. They locate, select and compare primary and secondary sources, and use information in sources as evidence in historical inquiry. They explain the origin, content, context and purpose of primary and secondary sources. Students compare sources to determine the accuracy, usefulness and reliability of sources as evidence. They explain causes and effects, and patterns of continuity and change connected to a period, event or movement. Students compare perspectives of significant events and developments, and explain the factors that influence these perspectives. They analyse different and contested historical interpretations. Students use historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that acknowledge evidence from 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

# YEAR 9

## JAPANESE

### ELECTIVE SUBJECT

## JAPANESE

#### DURATION OF SUBJECT

Full Year - Elective

#### 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

- 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 skill 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

# YEAR 9

## MATHEMATICS

### COMPULSORY SUBJECT

## MATHEMATICS

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

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

The Mathematics 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

By the end of Year 9, students recognise and use rational and irrational numbers to solve problems. They extend and apply the exponent laws with positive integers to variables. Students expand binomial products, and factorise monic quadratic expressions. They find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.

They apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students solve problems involving ratio, similarity and scale in two-dimensional situations. They determine

percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation. They apply the enlargement transformation to images of shapes and objects, and interpret results. Students design, use and test algorithms based on geometric constructions or theorems.

They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.

#### 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

- Unit Tests
- Assignments/Projects
- Homework/Bookwork
- End of Semester Tests

# YEAR 9

## MUSIC

### ELECTIVE SUBJECT

## MUSIC

#### DURATION OF SUBJECT

Full Year - Elective

#### 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 Performance and Ensemble Performance
- 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** - Music in film and blues composition
- **Listening** - Complete rhythmic and melodic dictations in a variety of meters and respond to aural stimuli.
- **Theory/Aural** - Weekly activities to support the practical component.

Students are required to attend weekly instrumental lessons for the duration of this subject.

# YEAR 9

## OUTDOOR EDUCATION

### ELECTIVE SUBJECT

## OUTDOOR EDUCATION

### DURATION OF SUBJECT

Semester - Elective

### SUBJECT DESCRIPTION

The Year 9 Outdoor Education Curriculum provides an opportunity for students to engage in outdoor learning experiences that promote environmental awareness, personal and social development, teamwork, and a cultural perspective through outdoor activities. The course focuses on developing essential skills in planning, risk management, and decision-making while exploring various outdoor environments.

Students will develop a deeper appreciation, understanding of, and reasons for, codes of conduct in outdoor recreation activities. They engage in adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students assume leadership roles and are increasingly required to assess and manage risk in both recreation and everyday life.

Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation. Through taking action, students develop increased self-efficacy and citizenry towards the natural environment, and develop their own ideas and strategies to support such efforts.

### SUBJECT CONTENT

In Year 9 Outdoor Education, students will engage in a variety of outdoor activities such as hiking, camping, orienteering, and rock climbing, focusing on developing practical skills and techniques relevant to each activity. They will learn to plan and prepare for these outdoor excursions, including assessing environmental conditions, identifying potential hazards, and developing risk management strategies to ensure safety and enjoyment.

Environmental awareness will be developed and enhanced through exploration of the principles of environmental sustainability, conservation, and the impact of human activity on natural ecosystems, fostering a sense of responsibility for the environment.

Through collaboration, reflection, and evaluation, students will build their confidence, resilience, and leadership abilities. They will also explore the cultural significance of outdoor experiences and learn about conservation efforts, fostering a sense of stewardship towards the natural world. By the end of the course, students will have developed a comprehensive understanding of outdoor education principles and how they apply to their personal lives and the community.

### TOPICS/CAMPS/EXCURSIONS

- Introduction to ecology
- Planning for a safe and sustainable journey
- Team building activities
- Introduction to Rock Climbing - Indoor Rock Climbing
- Introduction to aquatic activities - Port Noarlunga
- Introduction to Bushwalking - Deep Creek (3 day camp)

### TEACHING AND LEARNING STRATEGIES

- Individual work
- Group work
- Teacher presentations and demonstrations
- Class discussions
- Student presentations
- Camp and skills based activities

### ASSESSMENT

- Estuary ecology presentation
- Menu and gear planning
- Participation and leadership
- Written reflections

Note: Outdoor Education students will incur an extra cost above general tuition to cover the costs of the outdoor activities/camp. This will be \$450 per semester.

# YEAR 9

## PHOTOGRAPHY

### ELECTIVE SUBJECT

## PHOTOGRAPHY

#### DURATION OF SUBJECT

Semester - Elective

#### SUBJECT DESCRIPTION

Photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.

Photography and Digital Media provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

#### SUBJECT CONTENT

In the Year 9 Photography course, students will engage with both the practical and theoretical aspects of photographic and digital media. Students will develop the knowledge, understanding, and skills necessary to create photographic works, informed by their exploration of artistic practices. Through hands-on experience, students will refine their understanding of composition, including the use of structure, intent, character, settings, and genre conventions.

The course emphasises the historical context of photography, encouraging students to critically interpret photographic and digital works. Students will also be equipped to evaluate the social and ethical implications of photography. Students will engage with diverse media artworks, exploring how photographers communicate ideas and messages. Key learning areas include developing skills in photography and digital imaging through the use of Lightroom, understanding composition and storytelling principles, and analysing their work alongside that of others to foster a deeper understanding of the artistic process.

#### TEACHING AND LEARNING STRATEGIES

- Group work
- Explicit instruction
- Presentations
- Individual work
- Written reflections
- Practical work

#### ASSESSMENT

- Portfolio
- Artist study presentation
- Practical use of skills, techniques and processes



### COMPULSORY SUBJECT

## SCIENCE

#### DURATION OF SUBJECT

Full Year

#### SUBJECT DESCRIPTION

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle.

Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

#### SUBJECT CONTENT

By the end of Year 9 students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.

Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed any ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to generate and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They analyse the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They select and use content, language and text features effectively to achieve their purpose when communicating their ideas, findings and arguments 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

- Unit Tests
- Assignments/Projects
- Practical Reports
- Homework/Bookwork
- Semester Exams

# YEAR 9

## VISUAL ARTS

### ELECTIVE SUBJECT

## VISUAL ARTS

#### DURATION OF SUBJECT

Semester - Elective

#### 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.



# YEAR 9

## WILKINS PROJECT

### COMPULSORY SUBJECT

## WILKINS PROJECT

### DURATION OF SUBJECT

Full Year

### SUBJECT DESCRIPTION

The Wilkins Project aims to provide opportunities for students to learn and develop the capabilities and skills they will need to effectively navigate their journey through the 21st Century. Students are given the opportunity to use and discover their God-given strengths, passions and interests whilst gaining a sense of achievement, as they look to develop solutions to authentic problems.

Throughout the year, students will develop skills and capabilities within a context of innovation and enterprise, through a combination of individual and collaborative tasks.

### SUBJECT CONTENT

Students will develop skills relevant to the 21st Century through authentic Project Based Learning (PBL). PBL promotes the development of skills such as critical thinking, problem-solving, communication, collaboration, responsiveness and creativity.

Students are presented with authentic, complex, and open-ended problems that are relevant to the real world. They are encouraged to take ownership of their learning, with the teacher's role being one of facilitator and coach.

Students will work in teams to solve problems and learn from each other's perspectives.

They will ask questions, research and explore different solutions. As part of this process, students will reflect on their learning and the process of problem-solving, to support them to become more self-directed learners.

### TEACHING AND LEARNING STRATEGIES

- Class discussions
- Research and investigations
- Planning and evaluating
- Oral and/or dramatic presentations
- Group and/or individual work
- Practicals
- Reflection

### SKILL FOCUS

- Semester 1: Collaboration, Critical Thinking
- Semester 2: Communication, Agency  
(Rite Journey Showcase)

### ASSESSMENT

Students are assessed on their attitude and effort, and are provided with verbal and written feedback during and at the completion of projects.

*HILLS acknowledges and respects the traditional custodians whose ancestral lands we live and work upon, in particular the Kurna and Peramangk Nations. We pay our respects to the Elders, past and present, and to all First Nations People.*



**Onkaparinga Valley Road  
PO Box 120, Verdun SA 5245**

**☎ 8388 7811  
[www.hills.sa.edu.au](http://www.hills.sa.edu.au)**

