

Junior Course Guide



**Spinifex
State
College
Mount Isa**



Sharing Knowledge - Creating Our Future

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OUR VISION

To develop Clever,
Skilled and Creative
Spinifex State College
Graduates



OUR MOTTO

Sharing Knowledge, Creating our Future

OUR PURPOSE

We inspire each other to be productive local and global citizens who shape our futures through the pursuit of excellence.

OUR VALUES



Inspire success



Create opportunities



Build resilience



Empower community

Introduction

Spinifex State College aims to develop clever, skilled and creative learners. To achieve this aim, we provide students with access to quality learning opportunities and inspire students to explore their passions, harness their unique talents and fulfil their potential.

The Junior Curriculum Course Guide is designed to inform students and parents of the curriculum offerings for junior secondary education (Years 7, 8 & 9) at Spinifex State College. We offer a diverse curriculum as approved by the Australian Curriculum Assessment and Reporting Authority (ACARA).

Spinifex State College is committed to enhancing student literacy and numeracy skills; the key to learning success. In addition, the Course Guide provides you with information about some of the extra curricula activities on offer and the additional support provided to enhance students' learning achievements.



Curriculum

Spinifex State College offers a diverse range of educational opportunities in the Junior Secondary School. Our college aims to provide students with the opportunity to access learning experiences across key curriculum areas.

All students study core subjects from the Australian Curriculum. They also trial a variety of elective subjects through Years 7 to 9, assisting them to make informed decisions about their future pathways.

Provided in the tables below is an outline of the curriculum programs for students in Year 7, 8 & 9. The number in brackets (#) indicates the number of 70-minute lessons provided for each learning area per week.

The English, Mathematics, and Health and Physical Education units for Years 7 to 10 are currently undergoing revisions in light of the implementation of Version 9 of the Australian Curriculum. As a result, these units and assessment are subject to change.

Year 7					
Core	English (4)	Mathematics (4)	Science (3)	Humanities (2)	HPE (3)
Elect	Elective Term Rotations (2)			Technology Rotation(2)	
	Media Art Music Design Technology - Material Specialisation				

Year 8					
Core	English (4) (Scholars 3 + 1 Robotics)	Mathematics (3)	Science (3)	Humanities (3)	HPE (3)
Electives	Elective Term Rotations (2)			Technology Elective (2)	
	Drama Art Digital Technology Design Technology – Material Specialisation				

Year 9					
Core	English (3)	Mathematics (3)	Science (3)	Geography & History (3)	HPE (2)
Electives	Students participate in 2 elective classes per semester (6)				
	Art (3)	Design Technology (3)	HPE (3)	Business (3)	Other (3)
	Music Art Drama	DTW* FSP1* FSP2*	Performance Enhancement CSR*	Legal Studies Economics Business Basics	Robotics
	Extension subjects (must have studied the elective in Semester 1)				
	Music Extension		Art Extension		Geography Extension

* DTW - Design Technology – Material Specialisation (Woodwork)

* FSP1 - Design Technology – Food Specialisation 1 (Semester 1)

* FSP2 - Design Technology – Food Specialisation 2 (Semester 2)

* CSR - Community Sport and Recreation

NB: Students in the Scholars Program will have small variations of the above program.

LOTE (Japanese) – arranged through the Deputy Principal through Distance Education

Spinifex Scholars Program

Spinifex State College is committed to providing opportunities for students to achieve academic excellence in their core learning programs. Curiosity, inquiry, creativity and critical thinking are tools to develop the scholarly behaviour of a Spinifex Scholars student. A maximum of 27 places are available for Spinifex Scholars in each year level (Years 7, 8 & 9).

Students who have a love for academic learning are encouraged to apply to the Spinifex State College Scholars Program. A successful applicant will have:

- Demonstrated achievement in core subjects and NAPLAN
- Genuine commitment to learning and participation
- Willingness to participate in academic competitions
- Ability to maintain academic commitment
- Bring your own device – laptop computers

Selection Criteria

- Spinifex Scholars Application Form
- Reference from previous school
- Review of students' previous academic and behavioural reports, standardised testing results and extra curricula participation



Junior Certificate of Education (JCE)

Purpose

The JCE is a school-based Junior Secondary Schooling qualification awarded to eligible students at the end of Year 9 on completion of the Junior Secondary Phase of Learning. The Junior Secondary Phase of Learning is a critical stage of education. Through a targeted case management approach, the JCE will ensure students have met essential requirements to successfully transition into the senior phase of learning and support their future goals. The JCE will also provide the opportunity to recognise and celebrate the success of students completing their Junior Secondary Schooling.

How the JCE works

To be awarded the Spinifex State College Junior Certificate of Education (JCE) students must at the completion of Year 9 accumulate at least 10 credits.

Credits are accrued by achieving a C or better for each subject.

Subjects	Credits
Compulsory Subjects	
Mathematics	2
English	2
Science	2
Non-compulsory Subjects	
Subject 1	2
Subject 2	2
Total Credits Available	10

Year 7 and 8 students will track their JCE credits but only credits achieved in Year 9 will go towards the JCE.

Junior Certificate of Individual Achievement (JCIA)

The Junior Certificate of Individual Achievement (JCIA) is awarded to identify students who require significant learning support or are on an individualised learning plan.

Literacy Support

Literacy underpins the delivery of all ACARA curriculum subjects at Spinifex State College. Every teacher is a teacher of reading and writing at our school.

The Junior Campus offers students a range of targeted programs to enhance students' essential literacy skills. These include:

Year 7 Spinifex Scholars Program

- IMPACT Just Write

Year 7 and 8 Spinifex Students

- Additional time allocation has been provided in English to strengthen literacy skills.

Extra-Curricular Activities / Additional Support

- Instrumental Music Scholars Band
- School Choir
- TAIPANS Touch Football
- OPTI-Minds Tournament
- Writers in Residence
- Wonder of Science
- Student Leadership Program
- Supervised lunchtime activities
- Tutorials – Homework Class
- External Providers – Personal Development Programs
- Year 7 / 12 Activity Day
- Athletics & Swimming Carnivals / District & Northwest Sports
- School Musical / Rock Pop Mime / School Discos
- NGAWA Cultural Program
- Gentleman Club
- Recognition Assemblies



Choosing Electives – Year 9 Students

Elective subjects offer students the opportunity to engage in a range of learning that they may not have experienced before. Elective subjects offer students a window into possible future career paths and inspire continued study into the senior phase of learning (Years 10 - 12).

As a general rule, students should choose electives that they enjoy, find interesting and experience success.

DO NOT choose subjects for the following reasons:

1. **My friend is taking that subject.** You have to do the work, and you may not be allocated the same class as your friend.
2. **I do/do not like the teacher.** There is no guarantee who will be teaching elective classes next year.
3. **Someone told me the subject is fun (or easy, or interesting / boring).** This may be the case for someone else, but you need to make up your mind about what you enjoy.

School Day Structure

Lesson	Times
Form	8:15am - 8:30am
Period 1 (70mins)	8:30am - 9:40am
Period 2 (70mins)	9:40am - 10:50am
1st Break	10:50am - 11:30am
Period 3 (70mins)	11:30am - 12:40 pm
2nd Break	12:40pm - 1:05pm
Period 4 (70mins)	1:05pm - 2:20pm

English and Humanities



English

Purpose

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. The study of English is central to the learning and development of all young Australians. It is important for us to be confident communicators, imaginative thinkers and informed citizens. 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.

Year 7 follows the Australian Curriculum (Version 9) for English, which centres around the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

Exploring literary descriptions

Students read a variety of stories, including those by Aboriginal and Torres Strait Islander authors. They learn how writers describe characters and places in interesting and detailed ways. Students also explore how the structure and language of a story can influence how we feel or think about characters and settings. Then, they practice using these techniques in their own writing to create vivid and imaginative descriptions.

Exploring persuasion and advocating for change

Students read and explore different types of texts, including factual texts about current issues. They learn to share their own opinions and back them up with evidence. Students also examine how writers use structure, language, and tone of voice to influence readers. Then, they use these techniques to write their own persuasive texts that clearly express their views and aim to convince others.

Exploring representations in texts

Students explore a variety of texts, including visual ones, that focus on a shared topic. They learn how ideas are presented and how the time and place a text was created can influence its message. Students also look at how language, structure, and visual elements are used to shape meaning and guide how audiences think or feel. They then practice using these techniques to explain how texts are designed to influence people in specific ways.

Exploring social issues in songs

Students listen to a range of songs from Australia and around the world, including those by Aboriginal and Torres Strait Islander artists. They explore how musicians use their songs to talk about social issues. Students learn how the structure, language, and sound of a song help communicate messages and create emotional impact, while also considering the social, cultural, or historical background of each song. They then practice writing responses that explain how artists connect with and influence their audience.

Assessment Overview

Students will create and respond to a range of written and spoken text types including persuasive speeches, multimodal presentations, biographies and literary memoirs, novels, poetry and songs.

Pathways

Students will progress from Year 7 English to Year 8 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 8. The usual progression would eventually be the study of General English or Essential English in Years 11 and 12.

English

Purpose

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. The study of English is central to the learning and development of all young Australians. It is important for us to be confident communicators, imaginative thinkers and informed citizens. 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.

Year 8 follows the Australian Curriculum (Version 9) for English, which centres around the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

Exploring Teen Short Stories

Students read a variety of short stories, including those by Aboriginal and Torres Strait Islander authors, that explore themes like friendships, family, and ethical challenges relevant to teenagers. They learn how authors use structure, language, and references to other texts to develop characters, settings, and ideas. Students then apply these techniques in their own writing to create meaningful and engaging short stories.

Exploring Persuasion and Advocating Ethical Perspectives

Students read and discuss a variety of texts, including those by Aboriginal and Torres Strait Islander peoples, that explore modern ethical issues. They learn to share their opinions and support their ideas with evidence. Students also study how persuasive texts present ethical topics and how writers use structure, language, and tone of voice to influence readers. They then practice using these techniques to write their own persuasive texts that express strong ideas and aim to sway the audience's viewpoint.

Exploring Representations of a Concept

Students explore a range of texts, including visual ones, that focus on personal qualities like identity, values, or character. They learn how texts are designed for different purposes and practice using evidence to support their ideas. Students also study how structure, language, and visual elements help communicate messages and add to the text's impact. Then, they apply these skills to explain how different features are used to shape meaning and present ideas.

Exploring the Representation of Values in Digital Texts

Students explore how digital texts show the values and beliefs of different social groups, including those of Aboriginal and Torres Strait Islander peoples. They look at how structure, language, and visuals are used to present these values and consider how the time, place, and culture influence the messages in the texts. Students then practice writing responses that explain how digital texts are designed to shape meaning and influence the audience's thinking.

Key Skills

- Analysis and explanation of text structures that influence audience through the use of language features, images and vocabulary.
 - Understanding and use of language features and information in a variety of coherent text structures while editing for spelling, grammar and punctuation
-

Assessment Overview

Students will create and respond to a range of written and spoken text types including feature articles, analytical essays, persuasive speeches, novels, films and short stories.

Pathways

Students will progress from Year 8 English to Year 9 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9. The usual progression would eventually be the study of General English or Essential English in Years 11 and 12.

English

Purpose

English helps students to engage imaginatively and critically with literature to expand the scope of their experience. The study of English is central to the learning and development of all young Australians. It is important for us to be confident communicators, imaginative thinkers and informed citizens. 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.

Year 9 follows the Australian Curriculum (Version 9) for English, which centers around the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Learning Experiences

Exploring Fiction

Students read different types of fiction, including works by Aboriginal and Torres Strait Islander authors, to explore how various genres express themes like human experiences and relationships. They learn how story structure and language affect the way stories are told. Students also look at how authors adapt or play with storytelling techniques to suit the genre and purpose, and how this helps shape characters, settings, and ideas. Then, they experiment with these techniques to create their own fiction that explores similar themes.

Exploring Perspectives, Possibilities and Persuasion

Students explore a variety of informational and media texts, including those by Aboriginal and Torres Strait Islander authors, which present different views on what the future might look like for people. They discuss their own opinions on these topics. Students also study persuasive texts to understand how ideas are supported with evidence and how language, structure, and tone are used to influence the audience's response. Then, they practice using these techniques to express their ideas and persuade others to accept their viewpoint about the future.

Exploring Representations in a Novel

Students read a novel and explore how it presents important cultural themes and relationships between people. They learn how the author uses structure, language, literary devices, and references to other texts to develop characters, settings, and ideas, and how these elements contribute to the overall feel of the story. Students then practice writing analysis, supported by evidence, to explain how these features work together to shape meaning and representations in the novel.

Exploring Representations of Issues in News Media Texts

Students explore how news media texts present controversial issues, looking at both Australian and global examples. They learn how different elements like structure, language, and multimedia work together to shape the way audiences see things. Students also consider how the time, place, and culture in which these texts were created influence their messages. They then practice writing evaluations to explain how news creators use these techniques to influence the audience's understanding and opinions.

Key Skills

- Analysis and explanation of how text structures can be manipulated for effect while distinguishing authors' works to form interpretations.
- Understanding and use of language features and information in a variety of coherent text structures while editing for spelling, grammar and punctuation

Assessment Overview

Students will create and respond to a range of written and spoken text types including songs, poems, films, articles, plays and novels.

Pathways

Students will progress from Year 9 English to Year 10 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10. The usual progression would eventually be the study of General English or Essential English in Years 11 and 12.

Humanities

Purpose

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways. Humanities harnesses students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies. Students will develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes.

Learning Experiences

Investigating the ancient past

Students describe the origin and characteristics of an ancient site and explain its purpose and significance. They develop questions to frame their historical inquiry and select and interpret a range of sources.

Ancient Greece

Students sequence events and describe the effects of conflicts between Greece and Persia on societies, groups and individuals. They use information from sources to explain different perspectives of Pericles before analysing his significance.

Key Skills

- Description and explanation of key historical terms and concepts
 - Questioning, research, analysis and interpretation of sources
 - Using historical terms and concepts, incorporating and acknowledging sources
-

Assessment Overview

Students analyse and interpret primary and secondary sources to create cohesive texts explaining perspectives and significance.

Geography

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

Learning Experiences

Place and Liveability

Students identify and assess social, environmental and economic factors influencing liveability in their local area. They observe, research and develop a proposal to improve the liveability of the local area.

Water in the World

Students demonstrate an understanding of the geographical processes, including droughts and floods that influence the characteristics of places and how these can be perceived differently.

Key Skills

- Description and explanation of geographical processes
 - Identification of significant questions and evaluation of sources
 - Analysis and representation of data to explain and draw conclusions in order to propose and justify actions
 - Presentation of findings and descriptions of expected effects
-

Assessment Overview

Students demonstrate their understanding of geographical processes using data to draw and justify conclusions.

Civics and Citizenship*

In Year 7, students study the key features of democracy and Australia's federal system of government and explore 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.

Learning Experiences

Australian Government

Students learn 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 and describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.

Key Skills

- Description of the key features of Australia's system of government and features of the Australian legal system
 - Explanation of the characteristics of Australian democracy
 - Description of cultural and religious diversity of Australian society and identification of the values that support cohesion in Australian society
 - Analysis of information and identify perspectives and challenges related to political, legal or civic issues
-

Assessment Overview

Students will demonstrate their learning through research and a combination of short/extended responses.

Economics and Business*

Economics and Business encourages student growth through the topic “individuals, businesses and entrepreneurs” within a personal, community and national context. In Year 7, 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.

Learning Experiences

Resource Allocation and Business Decisions

Students learn how decisions are made to allocate limited resources to individuals and communities in an economy. They investigate the reasons businesses exist and types of businesses and identify how entrepreneurial characteristics contribute to the success of a business. Students describe the reasons individuals choose to work, how they may derive an income and the types of work that exist.

Key Skills

- Description of decisions made about allocating limited resources to individuals and communities in an economy
 - Identification of the rights and responsibilities of individuals and businesses in terms of products and services
 - Location, selection, interpretation and organisation of data and information from sources
-

Assessment Overview

Students will demonstrate their learning through research and a combination of short/extended responses.

***Economics and Business and Civics and Citizenship in year 8 are taught and assessed through the humanities and social sciences (HASS) curriculum inclusive of history and geography.**

Humanities Pathways

Students will progress from Year 7 Humanities to Year 8 Humanities. Core Subjects in Year 9 are History and Geography, with electives offered; including Business Basics, Legal Studies and Economics. The deep knowledge and understanding and inquiry skills developed as a result of the study of this course will prepare students for further study in Senior Schooling. The usual progression would eventually be the study of Senior Geography, Modern History or Business in Years 11 and 12.

Humanities

Purpose

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways. Humanities harnesses students' curiosity and imagination about the world they live in and empowers them to actively shape their lives; make reflective, informed decisions; value their belonging in a diverse and dynamic society; and positively contribute locally, nationally, regionally and globally.

Thinking about and responding to issues requires an understanding of different perspectives; the key historical, geographical, political, economic and societal factors involved; and how these different factors interrelate. The Humanities, which encompasses the knowledge and understandings of history, geography, civics and citizenship, and economics and business, gives students a deep understanding of the world they live in from a range of perspectives, past and present, and encourages them to develop an appreciation and respect for social, cultural and religious diversity.

History

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

Learning Experiences

Extended Response to Historical Stimulus

Students develop a knowledge and understanding of patterns of continuity and change in the rise, expansion and decline of the Polynesian Expansion and how the reasons for the decline are contested. Students identify, analyse and interpret sources to construct an extended response.

Short Response to Stimulus

Students are learning to demonstrate knowledge and understanding of the causes and effects of the Black Death and the motives and actions of the time using sources. Students analyse and interpret a variety of primary and secondary sources to create short responses.

Research

Students learn about a significant Renaissance individual's achievement and how individuals were influenced by the beliefs and values of Renaissance society. Students develop inquiry skills through research and analysis of both primary and secondary sources.

Key Skills

- Recognition and explanation of patterns of change and continuity over time as well as causes and effects of events and developments
 - Identification and explanation of motives and actions of people during a period as well as an explanation of individuals and groups and how they were influenced by the beliefs and values of their society
 - Development of historical questions to frame inquiry; analysis, organisation and selection of information from a range of sources
 - Development of texts that use historical terms and concepts and evidence identified within sources
-

Assessment Overview

Students will respond in multiple forms of historical inquiry to a range of primary and secondary texts including biographies, historical textbooks, websites, letters, paintings, pictures and maps.

Geography

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

Learning Experiences

Geographical Research Inquiry

Students learn to investigate the impact of external and internal migration through a research inquiry and evaluate a scenario to develop a sustainable urban development plan.

Short and Extended Response to Stimulus

Students learn how different processes, including geomorphology, diverse cultures, hazards and management strategies, shape individual landforms and landscapes. Students interpret and analyse a variety of primary and secondary data to form a geographical response.

Key Skills

- Explanation of geographical processes and interconnections between people, place and environments
 - Comparison of alternative strategies to a geographical challenge, taking into account social, environmental and economic factors
 - Identification of significant questions and evaluation of sources
 - Selection, recording and analysis of data to propose explanations and to draw reasoned conclusions; presentation of findings in a range of geographical communication form
-

Assessment Overview

Students will respond to a variety of primary and secondary data including graphs and maps that conform to cartographic conventions, geographical textbooks, websites, newspapers, and census data.

Civics and Citizenship

In Year 8, students understand 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.

Learning Experiences

Australian Democracy

Students learn how Australians are informed about and participate in their democracy, including 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

Key Skills

- Questioning and researching - Students develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues. They locate, sort and evaluate information, data and ideas from a range of sources.
 - Analysis, evaluation and interpretation - Students analyse information, data and ideas to evaluate different perspectives, beliefs and interpretations about civic, political and legal issues, systems and processes.
 - Civic participation and decision-making - Students evaluate the methods and strategies related to making decisions about civic participation or action.
 - Communicating - Students communicate civic and citizenship knowledge, concepts and terms to develop descriptions, explanations and arguments. They use evidence from sources to describe and explain civic and citizenship topics and to develop evidence-based arguments.
-

Assessment Overview

Students explain how Australian democracy enables active participation within the context of different types of law. Students plan action taking into account, multiple perspectives and develops solutions to an issue using democratic processes which in turn contributes to people's sense of belonging and recognition of national identity.

Economics and Business

The focus of learning in Year 8 is 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.

Learning Experiences

Australian Markets

Students plan an inquiry to examine an economic and business issue, explaining how markets influence the allocation of resources to the production of goods and services. They investigate 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.

Key Skills

- Questioning and researching – Students develop and modify questions to investigate contemporary economic and business issues. They locate, select and analyse information and data from a range of sources for relevance and reliability.
 - Interpreting and analysing - Students interpret and analyse information and data about economic and business issues, trends and cause-and-effect relationships. They make predictions about consumer and financial impacts.
 - Evaluating, concluding and decision-making - Students develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action.
 - Communicating - When investigating contemporary economic and business issues, students use relevant economic and business knowledge, research findings, concepts and terms to create descriptions, explanations and reasoned responses.
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Assessment Overview

Students conduct an inquiry about the factors that affect business operations in the Australian market. Students propose and evaluate a range of alternative ways a business may respond to opportunities in the market.

Humanities Pathways

Students will progress from Year 8 Humanities to Year 9 Core Subject of History and Geography. Electives are offered in Year 9 include Business Basics, Legal Studies and Economics. The deep knowledge and understanding and inquiry skills developed as a result of the study of this course will prepare students for further study in Senior Schooling. The usual progression would eventually be the study of Senior Geography, Modern History or Business in Years 11 and 12.

History

Purpose

History equips students for the world (local, regional and global) in which they live. 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. 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.

An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships.

Learning Experiences

The Industrial Revolution

Students learn about the use of child labour during the Industrial Revolution and how this created short- and long-term changes. Students develop inquiry skills through research and analysis of both primary and secondary sources.

Making a Nation

Students learn how to explain patterns of change and continuity as they apply to the development of the Australian Nation between 1750 and 1918. Students analyse and interpret a variety of primary and secondary sources to create short responses.

World War I

Students learn to analyse, select and organise information to develop a discussion about the historical interpretations and significance of the Anzac Legend and Anzac Day.

Key Skills

- Recognition and explanation of patterns of change and continuity over time as well as causes and effects of events and developments
 - Identification and explanation of motives and actions of people during a period as well as an explanation of individuals and groups and how they were influenced by the beliefs and values of their society
 - Development of historical questions to frame inquiry; analysis, organisation and selection of information from a range of sources
 - Development of texts that use historical terms and concepts and evidence identified within sources
-

Assessment Overview

Students will create and respond to a range of written text types including a short answer response exam and a research task.

Pathways

Students will progress from Year 9 History to Year 10 History. The deep knowledge and skills developed as a result of the study of this course will prepare students for further study in senior schooling. The usual progression would eventually be the study of Ancient or Modern History in Years 11 and 12.

Geography

Purpose

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

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.

Learning Experiences

Biomes and Food Security

Students learn how biomes of the world change because of human impacts and how this affects global food security. They explain the impact of geographical processes and analyse data to predict outcomes. Students analyse strategies to mitigate food insecurity in Queensland as a result of climatic conditions.

Geographies of Interconnections

Students learn about globalisation and global productions. They complete a geographical inquiry into the interconnections between the people, places and environments involved in the production, consumption and trade of a multinational consumer product.

Key Skills

- Demonstrate their knowledge and understanding of geographical processes and the interconnections; use of knowledge to analyse alternative strategies
 - Identify significant inquiry questions and evaluate a range of sources; record and represent data
 - Synthesis of data to draw conclusions and propose actions; predict outcomes of recommendations
 - Present findings, arguments and explanations using relevant geographical terms and concepts
-

Assessment Overview

Students will create and respond to a range of written text types including a short answer response exam, a geographical data report and a research task.

Pathways

The deep knowledge and geographical inquiry skills developed as a result of the study of this course will prepare students for further learning in Year 10. The usual progression would eventually be the study of Senior Geography or Social and Community Studies in Years 11 and 12.

Mathematics and Science



Mathematics

Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Experiences

Number and Algebra

Students apply number sense and strategies for counting and representing numbers. They explore the properties of numbers and apply their understanding to number problems. They apply a range of strategies for computation and understand the connections between operations. Students solve problems involving all four operations with fractions and decimals. They recognise patterns and recognise the concepts of variables. They recognise equivalences and solve equations and inequalities. They evaluate algebraic expressions and conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Students develop their understanding of size, shape, relative position and movement of two-dimensional shapes, and describe different views of three-dimensional objects. Students investigate shape properties and apply their understanding of them to define, compare and construct figures and objects. They make meaningful measurements of quantities and choose appropriate metric units. They calculate units of measurement such as perimeter, area and volume. Students solve simple numerical problems involving angles formed by a transversal crossing two lines, classify triangles and quadrilaterals and name the types of angles formed by a transversal crossing parallel line.

Statistics and probability

Students identify and analyse issues involving the collection of data. They construct and describe the relationship between the median and mean in data displays, solve simple linear equations, assess likelihood and assign probabilities to those outcomes. They develop skills to critically evaluate chance and data concepts and make reasoned judgements. Students evaluate statistical information and develop perceptions about data.

Key Skills

- Confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
 - Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
 - Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
-

Assessment Overview

Students will demonstrate their mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability* through several exams and assignments.

Pathways

Students will progress from Year 7 Maths to Year 8 Maths. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 8. The usual progression would then be the study of Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics in Years 11 and 12.

Mathematics

Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Experiences

Number and Algebra

Students use index notation to establish the index laws. They carry out the four operations with rational numbers and integers and explore irrational numbers. Students solve problems involving the use of percentages, rates, and ratios. Students extend and apply the distributive law to the expansion of algebraic expressions. They also simplify and factorise algebraic expressions. They plot linear relationships on the Cartesian plane and solve these equations using algebraic techniques.

Measurement and Geometry

They calculate areas and perimeters of two-dimensional polygons and circles using appropriate units. They develop and use formulas to calculate volumes of rectangular and triangular prisms. Students solve problems involving duration, including using 12 and 24-hour time. They define congruence and develop the conditions for congruence of triangles. They establish the properties of quadrilaterals and solve related problems using reasoning.

Statistics and Probability

Students identify complementary events and solve problems using the sum of probabilities. They describe and calculate probabilistic events using the language of 'at least', 'or', and 'and', and they will represent these events in two-way tables and Venn diagrams. They investigate techniques for collecting data and explore the practicalities and implications of collecting data. They explore the variations of means of random samples drawn from a population and investigate the effect of individual data values.

Key Skills

- Confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
 - Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
 - Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
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Assessment Overview

Students will demonstrate their mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability* through several exams and assignments.

Pathways

Students will progress from Year 8 Maths to Year 9 Maths. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and Year 10. The usual progression would then be the study of Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics in Years 11 and 12.

Mathematics

Purpose

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

Learning Experiences

Number and Algebra

Students solve problems involving direct proportion. They explore the relationship between graphs and equations corresponding to simple rate problems. Students apply index laws to numerical expressions with integer indices. They express numbers in scientific notation. Students solve problems involving simple interest. They extend and apply the index laws to variables, using positive integer indices and the zero index. Students apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate. They find the distance between two points located on the Cartesian plane using a range of strategies. Students sketch linear graphs using the coordinates of two points and solve linear equations.

Measurement and Geometry

Students calculate areas of composite shapes. They calculate the surface area and volume of cylinders and solve related problems. Students solve problems involving the surface area and volume of right prisms. They investigate very small and very large time scales and intervals. Students use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar. They solve problems using ratio and scale factors in similar figures and investigate Pythagoras' Theorem and its application to solving simple problems involving right-angled triangles. Students use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. They apply trigonometry to solve right-angled triangle problems.

Statistics and Probability

Students list all outcomes for two-step chance experiments, both with and without replacement, using tree diagrams or arrays. They assign probabilities to outcomes and determine probabilities for events. Students calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'. They construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi-modal' data displays using mean, median and range to describe and interpret numerical data sets in terms of location (center) and spread.

Key Skills

- Confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
 - Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
 - Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study
-

Assessment Overview

Students will demonstrate their mathematical skills and knowledge in *number and algebra*, *measurement and geometry*, and *statistics and probability* through several exams and assignments.

Pathways

Students will progress from Year 9 Maths to Year 10 Maths. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10. The usual progression would then be the study of Essential Mathematics, General Mathematics, Mathematical Methods or Specialist Mathematics in Years 11 and 12.

Science

Purpose

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Learning Experiences

Water in the World & Separation Techniques

Students explore the water cycle and types of techniques communities use for water purification. They compare natural and artificial water treatment processes and describe a solution to the real-world problem of water scarcity. Students select and utilise separation techniques to separate different materials from a mixture.

Earth and Space Science

Students explore the Earth, moon and sun system and its effect on the Earth. In addition, they explore the relationship between the tilt of the Earth and the seasons. Students explore vertical farming as a solution to seasons impacting farming practices.

Classifying Creatures & Introduced Species

Students identify and classify organisms using dichotomous keys and use evidence to construct a key using scientific conventions. They explore the effects of introduced species and how this impacts other living things and causes changes to the environment.

Forces

Students explore types of forces and investigate its effect on the motion.

Key Skills

- Identify questions that can be investigated scientifically
 - Plan fair experimental methods
 - Identify variables to be changed and measured
 - Select equipment that improves fairness and accuracy and describe safety considerations
 - Draw on evidence to support conclusions
 - Summarise data from different sources
 - Describe trends and refer to the quality of data.
 - Communicate ideas, methods and findings using scientific language and appropriate representations
-

Assessment Overview

Students will demonstrate their scientific skills and knowledge of *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* in biological, chemical, earth and physical sciences through exams, scientific reports and laboratory practical tasks.

Pathways

Students will progress from Year 7 Science to Year 8 Science. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 8. The usual progression would then be the study of Biology, Chemistry, Earth and Environmental Science, as well as Science in Practice in Years 11 and 12.

Science

Purpose

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Learning Experiences

Materials

Students' knowledge of material properties is explored by investigating the optimal fabric for tie dyeing. Additionally, students identify and apply their understanding of particle properties and behaviours, as well as characteristics of everyday physical and chemical changes.

Geology and Mining

Students explain changes in the geological history of landscapes and explain how collaboration between fields of science contributes to solving soil-related problems. They explore metals, mining methods and their impact on their environment and community.

Cellular Biology & Body Systems

Students explore factors that affect cell biology, focusing on pH levels and varying temperatures which is then applied to environmental concerns. Students explore the body systems, focusing on the structure of the body and how it functions.

Energy

Students explore types of energy and their uses; kinetic, potential, chemical and elastic.

Key Skills

- Identify questions and problems
 - Make predictions based on scientific knowledge
 - Plan and conduct investigations based on scientific knowledge
 - Use a range of representations
 - Analyse patterns and relationships in data
 - Collect and summarise findings
 - Identify relationships and draw conclusions
 - Evaluate data and suggest improvements in methods
 - Communicate ideas, methods and findings using scientific language and appropriate representations
-

Assessment Overview

Students will demonstrate their scientific skills and knowledge of *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills* in biological, chemical, earth and physical sciences through exams, scientific reports and laboratory practical tasks.

Pathways

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Learning Experiences

Biology & Ecology of ecosystems

Students describe how the requirements for life are provided through the interdependencies of the body systems. They investigate the elements of ecosystems and their influences on an environment of their choice.

Heat, Light and Sound

Students explore heat transfers: radiation, convection and conduction. They investigate the effects of different types of insulations to prevent heat transfer. Furthermore, students inquire into wave functions in relation to light, sound and heat. They explore how to thoroughly describe wave functions and relate them to the world around us.

Radioactivity & Tectonics

Students research nuclear decay, radiation and their impact on society. They explore the historical development of the theory of plate tectonics. Students model and investigate geological processes involved in Earth's movement.

Chemical Patterns

Students investigate chemical changes and physical changes with a focus on exothermic and endothermic reactions.

Key Skills

Students will be engaged in the following science enquiry skills throughout the Year 9 course:

- Formulate experimental questions and hypothesis
 - Use investigative methods including laboratory experimentation
 - Use appropriate equipment to systematically and accurately collect and record data
 - Analyse patterns and trends in data
 - Describe relationships between variables and identify inconsistencies
 - Draw conclusions that are consistent with evidence
 - Communicate ideas, findings and solutions using scientific language and representations
-

Assessment Overview

The Year 9 Assessment program includes: supervised written assessment tasks; multimodal presentations; product analysis; extended experimental investigations; response to stimulus tasks and experimental reports.

Pathways

Students will progress from Year 9 Science to Year 10 Science. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10. The usual progression would then be the study of Biology, Chemistry, Earth and Environmental Science, as well as Science in Practice in Years 11 and 12.

Health and Physical Education



Health & Physical Education

Purpose

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. Student's critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. 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. Students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. A focus on student wellbeing is implemented throughout the units in Year 7 Health and Physical Education.

Learning Experiences

Diversity & Minor Games

Students examine the significance (cultural and historical) of the Olympic and Paralympic Games. They will evaluate the impact of relationships and valuing diversity. Students participate in a variety of activities to demonstrate control and accuracy when performing in various minor games.

Super Snacks & European Handball

Students investigate caffeine and the effects that they have on the body. Students evaluate possible health concerns and implement actions to promote wellbeing in their school community. Students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity while playing European Handball. They apply and refine movement concepts and strategies to suit different movement situations in European Handball.

I Can Make Good Decisions & Basketball

Students are to propose and implement a campaign to raise awareness of the dangers associated with smoking for the students of Spinifex – Junior Campus. Students apply and refine movement concepts and basketball skills in a variety of games and activities. They apply and refine offensive and defensive strategies to suit different movement situations in basketball.

Approaching Adolescence & Bats and Racquets

Students investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity, as well as evaluate and recommend strategies and resources to help manage these changes. Students are to apply the elements of movement in a variety of bat and racquet sport contexts to perform movement sequences in Cricket, Vigoro and Rounders.

Key Skills

- Analyse factors that influence emotional responses, evaluate strategies and resources to manage changes and transitions and investigate their impact on identities
 - Investigate strategies and practices, demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing
 - Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing
 - Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity, apply and refine movement concepts to suit different movement situations contexts
 - Demonstrate control and accuracy when performing specialised movement skills, investigate, and apply movement concepts and strategies to achieve movement and fitness outcomes
 - Establish and maintain respectful relationships and promote inclusivity
-

Assessment Overview

Student responses to summative assessment tasks contribute to their assessment folio. Their assessment folio will include research tasks/projects, assignments, collections of work, exams and practical tasks.

Pathways

Students will progress from Year 7 Health and Physical Education to Year 8 Health and Physical Education. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 8. The progression would then be the study of Health and Physical Education in Years 9 and 10.

Health & Physical Education

Purpose

In Health and Physical Education, students develop 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. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. 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. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. A focus on student wellbeing is implemented throughout the units in Year 8 Health and Physical Education.

Learning Experiences

Cultural Understandings and Group Fitness

Students examine the cultural and historical significance of dance in various cultures. They examine how connecting to the environment can enhance health and wellbeing. Students develop movement skills related to daphysical workouts to enhance their health and wellbeing. They investigate and modify elements of fitness workouts to form a sequence. Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.

Personal Safety and Touch Football

Students investigate strategies and practices and propose actions to enhance their own personal safety. Propose actions that promote their own and others' health, safety and wellbeing. Students apply elements of space, time, effort and relationships to compose and perform touch football skill sequences.

Food Models and Minor Games

Students will examine a variety of food models to demonstrate skills to make informed decisions and propose and implement actions that promote their own, others' health and wellbeing. Students will investigate strategies and practices that enhance their own, others and community health, safety and wellbeing. Students develop and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity in a variety of minor games.

Adolescent Relationships and Volleyball

Students recognise that they are becoming independent and explore risk-taking behaviours. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations. They identify behaviours and resources to enhance health and wellbeing of communities. They apply and refine movement concepts and strategies in response to modifications made to volleyball game contexts.

Key Skills

- Demonstrate skills to evaluate strategies and resources, make informed decisions, and propose and implement actions that promote their own health, safety and wellbeing
 - Analyse factors that influence emotional responses and investigate strategies and practices that enhance their own, others and community health, safety and wellbeing
 - Evaluate the impact on wellbeing of relationships and valuing diversity and examine the cultural and historical significance of physical activities. Examine how connecting to the environment can enhance health and wellbeing. Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity
 - Demonstrate control and accuracy when performing specialised movement skills and apply the elements of movement to compose and perform movement sequences. Investigate, apply and refine movement concepts and strategies to suit different movement situations and to achieve movements and fitness outcomes
-

Assessment Overview

Student responses to summative assessment tasks contribute to their assessment folio. The assessment folio will include research tasks, collections of work and practical tasks.

Pathways

Students will progress from Year 8 Health and Physical Education to Year 9 and Year 10 Health and Physical Education. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10. The usual progression would then be the study of Senior Health and Physical and Education in Years 11 and 12.



Health & Physical Education

Purpose

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Learning Experiences

Active Aussies and Badminton

Students apply health information from credible sources to propose and justify health situations. Students propose and evaluate interventions that improve fitness and physical activity in their community. Students refine their own movement skills and movement performance in badminton. They are learning to apply and transfer concepts in varying badminton situations.

Lifestyle Choices and Australian Rules Football

Students are learning to analyse, synthesise and apply current health information on lifestyle behaviours to propose and justify a response to the community that will minimise consequences. Students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in Australian Rules Football.

Sport and Community and Netball

Students analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They examine the role physical activity has played historically in defining cultures and cultural identity. Students are learning to apply and transfer attacking and defensive concepts to various netball situations. They use judgements and provide feedback to refine their performance.

Respectful Relationships and Fitness

Students are learning to critically analyse contextual factors that influence decisions and behaviours regarding relationships and apply decision-making skills to enhance yours and others health, safety and wellbeing. They are learning to evaluate the outcomes of emotional responses to different relationship situations. Students work collaboratively to design and apply solutions to movement challenges.

Key Skills

- Evaluate the outcomes of emotional responses to different situations
 - Critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
 - Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing
 - Apply decision-making skills to enhance their own and others' health, safety and wellbeing
 - Access, synthesise and apply health information from credible sources to propose and justify responses to health situations
 - Propose and justify a response to health situations
 - Demonstrate leadership, and cooperation across a range of movement contexts
 - Apply and transfer movement concepts and strategies to new and challenging movement situations
 - Apply criteria to make judgments about their own or others' specialised movement skills and movement performances
 - Refine their own and others' specialised movement skills and movement performances
 - Work collaboratively to design movement challenges
 - Apply solutions to movement challenges
 - Propose and evaluate interventions to improve fitness and physical activity levels in their communities
-

Assessment Overview

Student responses to summative assessment tasks contribute to their assessment folio. The assessment folio includes a range and balance of assessments to make valid judgments about whether the student has met the achievement standard. The assessment folio will include a research task, investigation, examination and practical tasks.

Pathways

Students will progress from Year 9 Health and Physical Education to Year 10 Health and Physical Education. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10. The usual progression would then be the study of Senior Health Physical Education in Years 11 and 12.



Health & Physical Education - Electives

Purpose

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills, through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

In Year 9, students have the option of choosing one or both Health and Physical Education extension classes as an elective. Each elective consists of three lessons per week. These classes focus on extending and challenging the physical skills and theoretical concepts learned in core Health and Physical Education.

These electives are:

- **CSR: Community Sport and Recreation**
- **PEN: Performance Enhancement**

Learning Experiences

Elective 1		Community Sport and Recreation	
Semester 1	Theoretical Units	Practical Units	
Term 1	Coaching	Futsal	
Term 2	First Aid	Touch Football	

Elective 2		Performance Enhancement	
Semester 2	Theoretical Units	Practical Units	
Term 3	Fitness	Tennis	
Term 4	Biomechanics	Volleyball	

Key Skills:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

Assessment Overview

Students are given many different opportunities within class to demonstrate important learning outcomes. Assessment is therefore continuous throughout each unit and completed through written, oral and practical tasks. Students overall grade is 50% theoretical and 50% practical.

Pathways

Extension classes provide the foundations for learning and alignment to the Physical Education and Recreation senior syllabi.

Technologies and the Arts



Design Technology: Food Specialisation

Purpose

This sub-strand includes the application of nutrition principles (as described in HPE) and knowledge about food, its systems and technologies, selection and preparation; and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students should progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable

Learning Experiences

Food safety and hygiene

Students explain how the features of safety and hygiene impact on designed solutions and influence design decisions for Food Specialisations. They produce effective designed solutions for the intended purpose independently and safely. Students apply project management skills, including documentation and use of project plans, to manage production processes.

Utensil skills

Students explain the contribution of design and technology innovations and enterprise to society. They develop criteria for success, including sustainability considerations, and use this to judge the suitability of their ideas, designed solutions and processes.

Cooking methods

Students explain the contribution of design and technology innovations and enterprise to society. They create and adapt design ideas, making considered decisions. Students apply project management skills, including documentation and use of project plans, to manage production processes.

Healthy eating

Students explain factors that influence the design of products, services and environments to meet present and future needs. They evaluate the needs or opportunities for Food Specialisations. Students develop criteria for success, including sustainability considerations, and use this to judge the suitability of their ideas, designed solutions and processes.

Key Skills

- Explain factors that influence the design of products, services and environments to meet present and future needs
 - Explain the contribution of design and technology innovations and enterprise to society
 - Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
 - Evaluate needs or opportunities for Food Specialisation
 - Create and adapt design ideas, making considered decisions
 - Produce effective designed solutions for the intended purpose independently and safely
 - Develop criteria for success, including sustainability considerations
 - Use developed criteria for success (including sustainability considerations) to judge the suitability of their ideas, designed solutions and processes
 - Apply project management skills, including documentation and use of project plans, to manage production processes
-

Assessment Overview

Students create a portfolio documenting their use of the design process and practical skills including investigating, generating, creating and evaluating.

Pathways

Students will progress from Year 7 Design Technologies: Food Specialisation into Year 8 Design Technologies: Food

Design Technology: Food Specialisation

Purpose

This sub-strand includes the application of nutrition principles (as described in HPE) and knowledge about food, its systems and technologies, selection and preparation; and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students should progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable

Specialisation. The knowledge and skills developed during this course will prepare students for further development in Year 8 Food (mandatory) and then into electives offered in Food Specialisations in Year 9 and Tourism and Hospitality or Food and Nutrition in Year 10. The usual progression would then be the study of Hospitality, Hospitality Practices or Food and Nutrition in Senior.

Design Technology: Food Specialisation

Purpose

There are increasing community concerns about food issues, including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students should progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Learning Experiences

Indigenous foods

Students explain factors that influence the design of products, services and environments to meet present and future needs. They create and adapt design ideas, making considered decisions. Students use developed criteria for success (including sustainability considerations) to judge the suitability of their designed solutions and processes.

Multicultural ingredients

Students explain factors that influence the design of products, services and environments to meet present and future needs. They communicate to different audiences using appropriate technical terms, a range of technologies and graphical techniques. Students apply project management skills, including documentation and use of project plans, to manage production processes.

Baking methods

Students explain the contribution of design and technology innovations and enterprise to society. They create and adapt design ideas, making considered decisions. Students use developed criteria for success (including sustainability considerations) to judge the suitability of their designed solutions and processes.

Decorating

Students explain the contribution of design and technology innovations and enterprise to society. They apply project management skills, including documentation and use of project plans, to manage production processes.

Key Skills

- Explain factors that influence the design of products, services and environments to meet present and future needs
 - Explain the contribution of design and technology innovations and enterprise to society
 - Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts
 - Evaluate needs or opportunities for each of the prescribed technologies contexts
 - Create and adapt design ideas, making considered decisions
 - Communicate to different audiences using appropriate technical terms, a range of technologies and graphical techniques
 - Produce effective designed solutions for the intended purpose independently and safely
 - Develop criteria for success, including sustainability considerations
 - Use developed criteria for success (including sustainability considerations) to judge the suitability of their ideas, designed solutions and processes
 - Apply project management skills, including documentation and use of project plans, to manage production processes
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Assessment Overview

Students create a portfolio documenting their use of the design process and practical skills including investigating, generating, creating and evaluating.

Pathways

Students will progress from Year 8 Food Specialisation into a range of electives offered in Food Specialisations in Year 9 and 10. The usual progression would then be the study of Food and Nutrition or Hospitality in Senior.

Design Technology: Food Specialisations 1

Purpose

Food Specialisations 1 includes the application of nutrition principles and knowledge about the characteristics and properties of food to the selection and preparation of food as well as contemporary technology-related food issues including the nutritional quality of food and the environmental impact of food manufacturing processes. Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Learning Experiences

Health diseases:

Students explain how people working design and technology occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. Creation of designed solutions for Food Specialisations based on a critical evaluation of needs or opportunities. Students use detailed criteria for success to make an evaluation of their ideas, designed solutions and processes.

Comfort eating

Students explain how people working design and technology occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. Creation of designed solutions for Food Specialisations based on a critical evaluation of needs or opportunities. Students use detailed criteria for success to make an evaluation of their ideas, designed solutions and processes.

Key Skills

- Explain how people working in design and technologies occupations consider factors that impact on design decisions
 - Explain how people working in design and technologies occupations consider the technologies used to produce products, services and environments
 - Identify changes necessary to designed solutions to realise preferred futures they have described
 - Create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities
 - Produce high quality designed solutions suitable for the intended purpose by selecting and using appropriate technologies skillfully and safely
 - Use detailed criteria for success to make an evaluation of: their ideas, designed solutions and processes
 - Apply sequenced production and management plans when producing designed solutions: make adjustments to plans when necessary and work independently and collaboratively
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Assessment Overview

Students create a portfolio documenting their use of the design process and practical skills including Investigating, generating, creating and evaluating.

Pathways

Students will progress from Year 9 Food Specialisation 1 to electives offered in Food Specialisations in Years 9 and 10. The usual progression would then be the study of Design or Food and Nutrition in senior.

Design Technology: Food Specialisations 2

Purpose

Food Specialisations 2 includes the application of knowledge about the characteristics and properties of food to its selection and preparation, and the examination of contemporary technology-related food issues in Food Specialisations 1 at a deeper level. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

Learning Experiences

Finger foods

Students identify changes necessary to designed solutions to realise preferred futures they have described. They produce high quality designed solutions suitable for the intended purpose by selecting and using appropriate technologies skillfully and safely. Students apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary and work independently and collaboratively.

Food miles

Students identify changes necessary to designed solutions to realise preferred futures they have described. They communicate and document projects, including marketing for a range of audiences. Students establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas, designed solutions and processes.

Key Skills

- Explain how people working in design and technology occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments
 - Identify the changes necessary to designed solutions to realise preferred futures they have described
 - Creation of designed solutions for Food Specialisation based on a critical evaluation of needs or opportunities.
 - Communicate and document projects, including marketing for a range of audiences
 - Establish detailed criteria for success, including sustainability considerations
 - Use of detailed criteria for success to evaluate their ideas, designed solutions and processes
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Assessment Overview

Students will create portfolios documenting their use of the design process and practical skills including investigating, generating, creating and evaluating.

Pathways

Students will progress from Year 9 Food Specialisations to electives offered in Tourism and Hospitality and Food and Nutrition in Year 10. The usual progression would then be the study of Hospitality, Hospitality Practices or Food and Nutrition in senior.

Successful completion of Food Specialisations 1 is a prerequisite to undertake this course of study.

Design Technology: Material Specialisations (Woodwork)

Purpose

Materials Specialisations is focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or through producing designed solutions for a technology's specialisation.

Learning Experiences

Designing and Working with Wood

Students will identify changes necessary to designed solutions to realise the preferred futures they have described. They will evaluate the appropriateness of a variety of tools and machines for different purposes when producing designed solutions for identified needs or opportunities. Students create designed solutions based on a critical evaluation of needs or opportunities. They communicate and document projects, including marketing for a range of audiences. Students select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas, designed solutions and processes.

Key Skills

- Identify changes necessary to designed solutions to realise the preferred futures they have described.
 - Evaluate the features of technologies and their appropriateness for purpose for materials when producing designed solutions for identified needs or opportunities
 - Create designed solutions based on a critical evaluation of needs or opportunities
 - Establish detailed criteria for success and use these to evaluate their ideas and designed solutions and processes
 - Create and connect design ideas and processes of increasing complexity and justify decisions
 - Communicate and document projects, including marketing for a range of audience
 - Apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary
 - select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose
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Assessment Overview

Student assessment in this unit will consist of a research assignment, and a folio assignment including a practical project. Students will progress into the Year 10 subject of Industrial Woodwork and then the usual progression into senior authority registered Manufacturing: Furnishing.

Digital Technologies

Purpose

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.

Learning Experiences

Block based coding with Minecraft Educational Edition

Students follow a series of lesson that introduce them to the concept of decomposition, sequencing, codable solution, gaming interfaces and recognising how to use block-based coding to solve computer science problems. In particular they are learning to write pseudo-code to explain what the code is doing in English. They will identify variable in the codes and correct any errors present in the code. Students will also evaluate how effective the code is in terms of the types of coding blocks that have been implemented and suggest alternative ways to improve blocks of code.

Key Skills

- Purposeful definition and decomposition of problem in terms of functional requirements and constraints
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Assessment Overview

Students will correctly identify 4 sets of block code according to the function of their variables, explain the function of each line of code in standard English, correct any mistakes that may be present in the code, and evaluate the effectiveness of the code, possibly providing a more elegant way of writing the code.

Pathways

Students will progress from Digital Technology in Year 7 to Digital Technology in Year 8. Year 9 offers the option of Robotics.

Digital Technologies

Purpose

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.

Learning Experiences

Micro: Bits Project

Students will learn how text, image and audio data can be represented, secured and presented in digital systems.

Key Skills

- Evaluation of data from a range of sources to model and create solutions
- Define and decompose problems in terms of functional requirements and constraints
- Design of user experiences and algorithms incorporating branching and iterations
- Testing, modification and implementation of digital solutions
- Planning and management of digital projects to create interactive information
- Use of appropriate protocols when communicating and collaborating online

Assessment Overview

Students will undertake a collaborative assignment on networks that shows that they can distinguish between different network types and are able to recognise network connection technologies for dedicated purposes.

Pathways

Students are able to progress from Digital Technology in Year 8 to Robotics in Year 9 as one of their electives.



Digital Technologies - Scholars Program

Purpose

Robotics 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.

Robotics provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Robotics helps students to be regional and global citizens capable of actively and ethically communicating and collaborating

Learning Experiences

EV3 Basics

Students develop skills in planning algorithms using flow charts and PSEUDO code. They program algorithms using LEGO EV3 Mindstorm Software and debug their algorithms.

EV3 Project- If it Quacks Like a Duck

Students combine programming skills explored in Term 1 to complete a project based on a real-world situation. Through rapid prototyping, they design and program a toy to demonstrate their teamwork, problem solving skills and ingenuity.

EV3 Project- Automation

With new car technologies on the rise students will explore the link between robotics and the increasing automation of cars using sensors to automate stopping at traffic lights and reversing functions and warnings.

Key Skills

In addition to the overarching aims for the Australian Curriculum: Technologies, Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Assessment Overview

Students will design algorithms to solve real-world problems and evaluate the strengths and limitations of their solutions. They will demonstrate the various skills needed for Digital Technologies – Robotics in a series of portfolios, assignments and exams.

Pathways

Once progressed through Year 8 Robotics the students continue to develop the skills within Year 9 Robotics. The knowledge and skills developed in these units fosters problem-solving skills needed in various professions including programming, web design and engineering.

Robotics

Purpose

In Year 9, 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. 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.

Learning Experiences

EV3 Lego Mindstorms Mars rover challenge

Students will build and program a rover to travel between two points avoiding craters and uneven surfaces on a replica of the Mars terrain.

Drone safety and drone licensing

Students will complete a course outline on drone essentials, including flight, safety and sustainability.

Key Skills

- Definition and decomposition of complex problems in terms of functional and non-functional requirements
 - design and evaluation of user experiences and algorithms
 - design and implementation of 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
 - sharing and collaboration online, with establishment of protocols for the use, transmission and maintenance of data and projects
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Assessment Overview

Students will undertake an assessment that documents their Ev3 build, coding decisions and mathematical solutions. They will create a self-driving Rover to explore a 3D Mars landscape.

Students will complete their junior drone license and complete a portfolio of evidence including a safety exam and a written evaluation on drones and sustainability.

Pathways

Students may progress from Year 9 Robotics to Year 10 Robotics. The knowledge and skills developed in these units fosters problem-solving skills needed in various professions including programming, web design and engineering.

Visual Art

Purpose

Through their study of Visual Arts, students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

Students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. 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 using visual techniques, technologies, practices and processes.

Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Learning Experiences

Monsters

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Key Skills

- Conceptual and perceptual ideas and representations through design and inquiry processes
 - Visual arts techniques, materials, processes and technologies
 - Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
 - Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
 - Confidence, curiosity, imagination and enjoyment
 - Personal aesthetic through engagement with visual arts making and ways of representing and communicating
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Assessment Overview

Responding in Visual Arts requires students to identify and analyse how artists use visual conventions to represent ideas. Students explore materials, techniques and processes and use visual conventions to communicate meaning in their own artwork.

Pathways

As an elective subject, students may progress to Years 9 and 10 Visual Arts and the study of either Visual Arts in Practice or Visual Arts in Years 11 and 12.

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Learning Experiences

Indigenous Art

Students develop a deeper understanding of the elements and principles of art and how artists use these to communicate with an audience. They use this information to inform their own experimentation and exploration of art-making techniques and processes to plan for and make an indigenous inspired painting on canvas.

Key Skills

- Conceptual and perceptual ideas and representations through design and inquiry processes
 - Visual arts techniques, materials, processes and technologies
 - Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
 - Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
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Learning Experiences

Going Bush and Pop Art

Students evaluate artworks from different cultures, times and places, identifying influences and drawing inspiration from these artists to create their own work. In Term 1, they consider the Pop Art movement to paint a skateboard deck and in Term 2, students respond to the theme Going Bush; exploring and experimenting with different print making techniques.

Key Skills

- Conceptual and perceptual ideas and representations through design and inquiry processes
 - Visual arts techniques, materials, processes and technologies
 - Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
 - Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
 - Confidence, curiosity, imagination and enjoyment
 - Personal aesthetic through engagement with visual arts making and ways of representing and communicating
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Assessment Overview

Responding in Visual Arts requires students to evaluate artworks and analyse the connections between their own work and the works of others. Students learn to manipulate materials, techniques and processes to represent ideas and subject matter in their own artworks.

Pathways

As an elective subject, students may progress to Year 10 Visual Arts and the study of either Visual Arts in Practice or Visual Arts in Years 11 and 12.

Visual Art Extension

Purpose

Through their study of Visual Arts, students develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds.

Students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. 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 using visual techniques, technologies, practices and processes.

Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Learning Experiences

Steampunk and My Family

Students evaluate artworks from different cultures, times and places, identifying influences and drawing inspiration from these artists to create their own work. In Term 3, they consider Steampunk, Surrealism and DADA movement while planning and creating a 3D assemblage using mixed media and recycled materials.

In Term 4, students explore and develop painting techniques responding to the subject My Family.

Key Skills

- Conceptual and perceptual ideas and representations through design and inquiry processes
 - Visual arts techniques, materials, processes and technologies
 - Draw inspiration from other artist and observe their art practice.
 - Critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
 - Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
 - Confidence, curiosity, imagination and enjoyment
 - Personal aesthetic through engagement with visual arts making and ways of representing and communicating
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Assessment Overview

Responding in Visual Arts requires students to identify and describe connections between their own work and the works of others. Students learn to manipulate materials, techniques and processes to represent ideas and subject matter in their own artworks.

Pathways

As an elective subject, students may progress to Year 10 Visual Arts and the study of either Visual Arts in Practice or Visual Arts in Years 11 and 12.

Music

Purpose

Music is uniquely an aural art form that 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.

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skillful and informed musicians
 - skills to compose, perform, improvise, respond and listen with intent and purpose
 - aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
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Learning Experiences

Responding

Students learn, memorise and analyse a number of folk music songs in order to develop a solid understanding of different elements of music, including rhythm, pitch, time signatures and expressive devices (e.g. dynamics).

Making

Students develop vocal and instrumental techniques in order to perform with melodic and rhythmic accuracy, as well as ensuring they rehearse and perform with vocal safety and musical expression in mind.

Key Skills

- Experimenting with and transcribing pitch contour, beat patterns and rhythm sequences
 - Manipulating their voices through timbre and expressive techniques to convey intended style
 - Improvising, practicing and rehearsing a range of music expressively and with attention to technique
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Assessment Overview

Responding: Students will analyse and evaluate a range of music based on a mix of traditional folk and popular music styles. Students will demonstrate their knowledge and skills by notating and performing in these styles.

Making: Students will create a short composition using various musical elements learnt throughout the term, with the intent of performing as a soloist and member of an ensemble in front of an audience.

Pathways

Music is learnt through developing skills and knowledge associated with the elements of music, specifically that of rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students' exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music. Successful completion of Year 7 and 8 music allows students the opportunity to progress their experience with music education into Year 9 and beyond.

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Making

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Key Skills

- Experimenting with and transcribing pitch contour, beat patterns and rhythm sequences
 - Manipulating their voices through timbre and expressive techniques to convey intended style
 - Improvising, practising and rehearsing a range of music expressively and with attention to technique
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Assessment Overview

Responding: Students will analyse and evaluate a range of music based on a mix of traditional folk and popular music styles. Students will demonstrate their knowledge and skills by notating and performing in these styles.

Making: Students will create a short composition using various musical elements learnt throughout the term, with the intent of performing as a soloist and member of an ensemble in front of an audience.

Pathways

Music is learnt through developing skills and knowledge associated with the elements of music, specifically that of rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students' exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music. Successful completion of Year 7 and 8 Music allows students the opportunity to progress their experience with music education into Year 9 and beyond.

Music

Purpose

Music is uniquely an aural art form that 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.

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skillful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions

Learning Experiences

Responding

Students learn, memorise and analyse a number of folk music songs in order to develop a solid understanding of different elements of music, including rhythm, pitch, time signatures and expressive devices (e.g. dynamics).

Making

Students develop vocal and instrumental techniques in order to perform their own compositions and arrangements with melodic and/or rhythmic accuracy, as well as ensuring they rehearse and perform with vocal safety and musical expression in mind.

Key Skills

- Using aural skills and memory to identify, sing and notate pitch and rhythm patterns, and intervals
- Improvising with instrumentation, dynamics and expressive techniques to develop the texture of a composition
- Combining and manipulating the elements of music using repetition, variation and contrast to shape compositions
- Evaluating their own and others' music, and applying feedback to refine and improve performances and compositions

Assessment Overview

Responding: Students will analyse and evaluate a range of music based on a mix of traditional folk and popular music styles. Students will demonstrate their knowledge and skills by notating and performing in these styles.

Making: Students will work as a group to create a composition using various musical elements and concepts learnt throughout the term, with the intent of performing as a member of an ensemble in front of an audience.

Pathways

Music is learnt through developing skills and knowledge associated with the elements of music, specifically that of rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students' exploration and understanding of the elements of music, musical conventions, styles and forms expands with their continued active engagement with music. Successful completion of Year 9 Music allows students the opportunity to progress their experience with music education into Year 9 Extension and beyond.

Music Extension

Purpose

Music is uniquely an aural art form that 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.

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skillful and informed musicians
 - skills to compose, perform, improvise, respond and listen with intent and purpose
 - aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
 - an understanding of music as an aural art form as they acquire skills to become independent music learners.
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Learning Experiences

Responding

Students aurally and visually analyse a number of film music scores, as well as classical pieces, focusing on different elements of music (specifically expressive devices such as dynamics, articulation, instrumentation, etc.), in order to understand the manner in which composers manipulate the elements of music to express emotion or tell a story.

Making

Students utilise theoretical skills developed whilst analysing film and classical music in order to compose and perform their own pieces with melodic and/or rhythmic accuracy, as well as ensuring they rehearse and perform with vocal safety and musical expression in mind.

Key Skills

- Using aural skills and memory to identify, sing and notate pitch and rhythm patterns, intervals and familiar chord changes
 - Improvising with instrumentation, dynamics and expressive techniques to develop the texture of a composition
 - Experimenting with layering of sound to develop a personal style
 - Exploring use of elements of music in different music styles, including those from other cultures and times
 - Considering viewpoints (psychology): e.g. how does music used in games or film influence and stimulate an emotional response in an audience?
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Assessment Overview

Responding: Students will analyse and evaluate a range of Program music. Students will demonstrate their knowledge and skills by notating and performing in these styles.

Making: Students will create a composition using various musical elements and concepts learnt throughout the term, with the intent of performing as a soloist in front of an audience.

Pathways

Successful completion of Year 9 Music Extension allows students the opportunity to progress their experience with music education into Year 10 Music and beyond.

Drama

Purpose

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

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 to collaborate and take on responsibilities for drama presentations.

Learning Experiences

Finding Your Place

This unit is an introduction to Drama as a subject. It explores basic improvisation and the elements of drama. Students undertake a range of workshops focused on exploring the core dramatic elements which underpin all theatre, film, and live performance, including dramatic tension, focus, and place and time. Through the making strand students learn how to form and perform live theatre with and to their peers.

Students also develop their ability to respond to performance, and begin to develop the skill of analysis. Students explore, and analyse, their own performance as it develops throughout the term. This focused analysis, identifies and deconstructs how the elements of drama create and drive performance.

Key Skills

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes
 - Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect
 - Perform devised and scripted drama maintaining commitment to role
 - Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
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Assessment Overview

Students are assessed through both the responding and making strands of Drama. Students respond to their own performance through journal entries. Students create and perform for their peers.

Pathways

Students will progress from Year 7 Drama to Year 8 Drama. The deep knowledge and skills developed around responding and making through the study of this course will prepare students for further development in Year 8.

Drama

Purpose

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

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 to collaborate and take on responsibilities for drama presentations.

Learning Experiences

The Drama Toolkit

This unit builds upon the forming and performing skills developed in Year 7 and further explores the elements of drama. It explores explicitly the interconnections between the dramatic elements and performance skills. Students undertake a range of workshops focused on exploring the core dramatic elements, which underpin all theatre, film, and live performance including dramatic tension, focus, and place and time. Through the making strand students learn how to form and perform live theatre with and to their peers.

Students also develop their ability to respond to performance and continue to develop the skill of analysis. Students explore and analyse their own performance as it develops throughout the term. This focused analysis identifies and deconstructs how the elements of drama create and drive performance.

Key Skills

- Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes
 - Perform scripted drama maintaining commitment to role
 - Analyse how the elements of drama have been combined in scripted drama to convey different dramatic meaning
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Assessment Overview

Students are assessed through both the responding and making strands of Drama. Students respond to their own presentation of a scripted performance through an exam. Students rehearse and perform a scripted performance.

Pathways

Students will progress from Year 8 Drama to Year 9 Drama. The deep knowledge and skills developed around responding and making, through the study of this course, will prepare students for further development in Year 9.

Drama

Purpose

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

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 to collaborate and take on responsibilities for drama presentations.

Learning Experiences

Collage Drama

This unit builds upon the forming and performing skills developed in Years 7 and 8 but allows students to perceive theatre as not only a tool for entertainment but also social change. It explores the interconnections between dramatic elements and performance skills. Students participate in a range of workshops including the use of monologue, human puppetry, mime, sound and lighting, symbolism, speech and technology. Students respond to stimuli in order to create a performance consisting of multiple scenes. Students deconstruct and analyse written and visual texts to explore social issues of the contemporary world. Students, working in collaboration with their peers, identify a contemporary issue and employ the skills of scriptwriting to devise and create a performance.

Clowning

During this unit students undertake practical workshops that explore clowning principles and rules. Students analyse professional clown and identify how they create and shape clowning routines. At the conclusion of this unit, students will have created their own clowning routine with a partner and respond to the contemporary clowning production, *The Clown from Snowy River*.

Key Skills

- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
 - Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
 - Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts
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Assessment Overview

Students are assessed through both the responding and making strands of Drama. Student's devise, write and perform their performances and respond in exams.

Pathways

Students will progress from Year 9 Drama to Year 10 Drama. The deep knowledge and skills developed around responding and making, through the study of this course, will prepare students for further development in Year 10.

Economics

Purpose

By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.

Learning Experiences

Introduction to Economics

Economics challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise wellbeing. Students will develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. Students will examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students will appreciate ideas, viewpoints and values underlying economic issues.

Key Skills

- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation
 - Gather relevant and reliable data and information from a range of digital, online and print sources
 - Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives
 - Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action
 - Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations
 - Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts
 - Reflect on the intended and unintended consequences of economic and business decisions
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Assessment Overview

Students will demonstrate their skills and knowledge in Economics through several exams and assignments.

Pathways

Students will progress from Year 9 Economics to senior Economics. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 11.

Business Basics

Purpose

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Learning Experiences

Managing Financial Risks and Rewards

Students learn about the importance of managing finances to achieve short and long-term goals, as well as strategies they can use to achieve these. They conduct an inquiry for a hypothetical hobby business to devise strategies to assist them to finance and operate the business with their parents' financial support.

Key Skills

- Developing questions and simple hypotheses to frame an investigation
 - Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships
 - Generate alternative responses to an issue
 - Use cost-benefit analysis and appropriate criteria to propose a course of action
 - Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts
 - Analyse the effects of economic and business decisions and the potential consequences of alternative actions.
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Assessment Overview

Students conduct two inquiries to devise a course of action for hypothetical clients in the form of a written report.

Pathways

Students have the option to choose Business in Year 10 and Years 10 to 12 – where they will use skills learnt in this subject. They can use the information gained to be more aware of what happens in the business world, which will assist if they wish to further study business subjects.

Legal Studies

Purpose

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

Learning Experiences

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

The civics and citizenship content at this year level involves two strands: civics and citizenship knowledge and understanding, and civics and citizenship skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Skills

- The role of political parties and independent representatives in Australia's system of government, including the formation of governments
- How citizens' political choices are shaped, including the influence of the media
- The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
- How and why individuals and groups, including religious groups, participate in and contribute to civic life
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility

Assessment Overview

Students will demonstrate their skills and knowledge in Legal Studies through several exams and assignments.

Pathways

Student will progress from Year 9 Legal Studies to Senior Legal Studies. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 11.



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