Years 7, 8 and 9

Curriculum Handbook

2015

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At Saint Ignatius’ College, our aim is to help produce young men and women of competence, conscience and compassion. This requires a full and deeper formation of the human person, an educational process of formation that calls for excellence - a striving to excel, to achieve one’s unique potential - and which embraces the intellectual, the academic, the physical and social, the religious and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others. It calls for the formation of a leadership of self reliance and a community sense which sees the giftedness of the person as a richness for the world, and for a faith in Christ that flowers in works of justice.

The concern for the individual person - cura personalis - is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality.

Learning in the Middle Years is supported through the College leadership structure. Middle Years Subject Coordinators in the areas of Religious Education, English, Mathematics, Science and History and Geography, have responsibility for coordinating the building of skills and knowledge through learning activities appropriate to students at this age group. The Adaptive Education Coordinator – Middle Years is responsible for monitoring and organizing support for students with special needs. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the Middle Years Curriculum.

The emphasis of the Middle Years curriculum is on the core subjects: Religious Education, English, Mathematics, Science and History. In Years 8 and 9, some subjects are also made compulsory, for example a Foreign Language, Drama, Art, Personal Development and Information Technology. All of these subjects focus on the arts, the intellect and the imagination which are at the core of our Ignatian ideals.

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and extra support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

All students are exposed to the use of computers and other technology during their time in the Middle Years, and all the facilities of the Senior School are available to them.

The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Year Directors and the Deans of Students work closely to monitor the personal development courses and to ensure adequate pastoral and co-curricular programmes to complement the academic formation of our students.

Teaching in an Ignatian environment engages a process whereby teachers can promote the Jesuit Mission in the classes they teach and in the various other ways in which they interact with their community. The educational outcomes envisaged by Ignatian Education are the formation of students who are leaders in service, in imitation of Christ Jesus, men and women of competence, conscience and compassionate commitment.

The 33rd General Congregation of the Society of Jesus outlined an approach to Jesuit ministries to ensure an authentically Ignatian style. The General Congregation referred to the Society’s traditional “way of processing”, which called for a review of all the Society’s ministries, both traditional and new:

Such a review includes: an attentiveness to the Word of God, an examen and reflection inspired by the Ignatian tradition; a personal and a communitarian conversation necessary in order to become “contemplatives in action”; an effort to live indifference and availability that will enable us to find God in all things; and a transformation of our habitual patterns of thought through a constant interplay of experience, reflection and action.

As we continually develop our educational structures and processes, we are reminded of the following aims written by the previous Father General, Peter Hans Kolvenbach SJ:

Jesuit education aims at joining learning and virtue and developing a faith that does justice. It means the ideal of being young men and women of competence, conscience and compassion, who know that life is only lived well when lived generously in the service of others. It means helping them to discover that what they most have to offer is who they are rather than what they have.

To do this, we recognise that the teacher’s primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student’s experience, reflection and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation). There is neither a beginning nor an end to the way of proceeding. It is a continual interplay between the five key elements of the Ignatian ministry of teaching: context, experience, reflection, action and evaluation.

Our aim is to ensure that teachers and students grow in their understanding of the Ignatian ideals and values.
Senior Years Accelerated Pathway Program (SYAPP)

Rationale
To expand the academic opportunities provided to the students at Saint Ignatius' College that go beyond the minimum SACE requirements.

We believe our students need and deserve to be academically challenged as well as providing them with a broad Jesuit Education where striving for excellence is the norm.

At Year 10
Acceleration will occur through subject ‘compacting’. That is, Year 10 and Stage 1 coursework is combined and taught in the one year allowing the Stage 2 course to be completed in Year 11. This type of acceleration is available in Mathematics, and some Languages (Chinese, Indonesian & Latin).

At Year 11
Students who meet specified academic standards will be able to undertake Stage 2 subjects (maximum of two 20 credit subjects) whilst in Year 11.

In order to provide students with the best learning environment, the Stage 2 subjects will be placed on the Year 11 timetable gridlines resulting in students studying with other students in their year level.

Subjects offered are based on Ignatian Ideals and Principles. Consequently, eligible students will be able to study any of the following Stage 2 subjects:
- Biology
- Geography
- Modern History
- Philosophy

Conditions for Eligibility & Guidelines
1. The student’s Grade Point Average (GPA) determines the eligibility of a student to participate in SYAPP at Year 11. The GPA score is also used to judge the number of Stage 2 subjects that can be studied in Year 11.
   A GPA of 17 or more is required to study one Stage 2 subject and a GPA of at least 18 is required for a student to be eligible to study the maximum of two (40 credits) of Stage 2.
2. In addition to satisfying GPA standards and College promotion requirements, students must also:
   - attain at least a B grade in Year 10 English & Modern History to qualify for Stage 2 Modern History
   - attain at least a B grade in Year 10 Science to qualify for Stage 2 Biology
   - attain at least a B grade in Year 10 English to qualify for Stage 2 Philosophy
   If Geography is studied at Year 10 then a minimum B grade is required to qualify for Stage 2 Geography.
3. Selection of students for Year 10 Accelerated Mathematics is based on the policy outlined by the Head of Mathematics in consultation with the Deputy Head – Curriculum.
4. Unless approved by the Deputy Head – Curriculum, students can only study a maximum of 40 credits of Stage 2 in Year 11.
5. Students, who undertake SYAPP, or any other accelerated pathway, will be required to complete a full load of Stage 2 study in Year 12 (this is College policy).

Subject Outlines

INTRODUCTION
Each subject offered at the College is presented in a similar format:

Length – Year 10
Length of course to be taught i.e. semester (1 unit) or full year (2 units).

Length – Years 11 & 12
Length of course to be taught i.e. semester (10 credits) or full year (20 credits).

Prerequisites
Preferred previous study or particular skills or interests which prepare the student for a subject.

Learning Requirements
The aims or objectives which guide learning and assessment in the subject plus the knowledge, understanding, skills, and attitudes required of a student studying a specific subject.

Content
The topics, themes, or types of learning that occur in the subject.

Assessment
The types or categories of assessment for the subject

There are extension courses and activities for Students of High Intellectual Potential (SHIP) and support is offered to students who experience difficulties in the core subject areas of English, Mathematics and Science. These are all monitored by the Adaptive Education Department.

Please note:
This handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient numbers of students. If subjects are cancelled, students will be consulted in a subsequent selection. Every effort will be made to accommodate students’ choice of subjects.
<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education</td>
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<tr>
<td>Art &amp; Design/Music</td>
<td>Art/Drama</td>
<td>English</td>
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<tr>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>History</td>
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<td>History/Geography</td>
<td>History/Geography</td>
<td>Personal Development</td>
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<tr>
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<td>Mathematics</td>
<td>Science</td>
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<tr>
<td>Personal Development</td>
<td>Personal Development</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>One from</strong></td>
<td><strong>Two from</strong></td>
<td><strong>Six Units from</strong></td>
</tr>
<tr>
<td>Chinese ^</td>
<td>Chinese *</td>
<td>Art and Design (2 units)</td>
</tr>
<tr>
<td>French</td>
<td>French *</td>
<td>Chinese * (2 units)</td>
</tr>
<tr>
<td>Italian</td>
<td>Indonesian *</td>
<td>Digital Technologies (1 unit)</td>
</tr>
<tr>
<td>Latin</td>
<td>Italian *</td>
<td>Drama (1 unit)</td>
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<td></td>
<td>Latin *</td>
<td>French * (2 units)</td>
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<tr>
<td></td>
<td>Music</td>
<td>Geography (1 or 2 units)</td>
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<tr>
<td></td>
<td></td>
<td>Indonesian * (2 units)</td>
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<tr>
<td></td>
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<td>Italian * (2 units)</td>
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<tr>
<td></td>
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<td>Latin * (2 units)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy and Numeracy Support (1 or 2 units)</td>
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<td></td>
<td></td>
<td>Music (2 units)</td>
</tr>
</tbody>
</table>

^ Students are required to have a minimum of three (3) years previous experience or be a background speaker.  

* Students who have undertaken studies in a Modern Language at Year 8 level continue with that language in Year 9 except where advised otherwise by the Head of Languages and the Deputy Head - Curriculum.
Curriculum Chart – Years 10 to 12

Year 10
Religious Education
English
History
Mathematics
Personal Learning Programme (PLP)
Science

Six Units from:
Art (1 or 2 Units)
Chinese (2 Units)
Commerce (1 or 2 Units)
Design (1 or 2 Units)
Digital Technologies (1 Unit)
Drama (1 or 2 Units)
Film and Media Studies (1 Unit)
French (2 Units)
Geography (1 Unit)
Indonesian (2 Units)
Italian (2 Units)
Latin (2 Units)
Music (1 or 2 Units)
Personal Development (1 or 2 Units)

Commencing at Year 10 the College offers a Senior Years Accelerated Pathway Program known as SYAPP.

Information about SYAPP is included on page 5 of this Curriculum Booklet.

Year 11 (SACE Stage 1)

Arts
Art (10 or 20 credits)
Design (10 or 20 credits)
Drama (10 or 20 credits)
Music (10 or 20 credits)

Business, Enterprise and Technology
Accounting (10 credits)
Business and Enterprise (10 credits)
Communication Products (10 or 20 credits)
Information Technology (10 credits)
Workplace Practices (20 credits)

Cross-Disciplinary Studies
Integrated Learning (Stage 2) – Jesuit Service and Hospitality (10 credits)

English
English Communications (20 credits)
English Pathways (20 credits)
English as a Second Language (20 credits)

Health and Physical Education
Physical Education (10 credits)

Humanities and Social Sciences
Ancient Studies (10 credits)
Economics (10 credits)
Geography (10 credits)
Legal Studies (10 credits)
Modern History (10 or 20 credits)
Philosophy (10 credits)
Religion Studies (10 credits)

Languages
Chinese (10 or 20 credits)
French (10 or 20 credits)
Indonesian (10 or 20 credits)
Italian (10 or 20 credits)
Latin (10 or 20 credits)

Mathematics
Mathematical Applications (10 or 20 credits)
Mathematics Pathways (10 credits)
Pure Mathematics (20 or 30 credits)

Sciences
Biology (10 or 20 credits)
Chemistry (20 credits)
Physics (20 credits)
Scientific Studies (10 or 20 credits)

Year 12 (SACE Stage 2)

Religious Education (Internal Course)

Arts
Art (20 credits)
Design (20 credits)
Drama (20 credits)
Music (20 credits)

Business, Enterprise and Technology
Accounting (20 credits)
Business and Enterprise (20 credits)
Communication Products (20 credits)
Information Technology (20 credits)
Workplace Practices (20 credits)

Cross-Disciplinary Studies
Research Project (10 credits)

English
English Communications (20 credits)
English Pathways (20 credits)
English Studies (20 credits)

Health and Physical Education
Physical Education (20 credits)

Humanities and Social Sciences
Classical Studies (20 credits)
Economics (20 credits)
Geography (20 credits)
Legal Studies (20 credits)
Modern History (20 credits)
Philosophy (20 credits)
Religion Studies (20 credits)
Religious Education (to be confirmed for 2015) (10 credits)
Society and Culture (20 credits)

Languages
Chinese (20 credits)
French (20 credits)
Indonesian (20 credits)
Italian (20 credits)
Latin (20 credits)

Mathematics
Mathematical Applications (20 credits)
Mathematical Methods (20 credits)
Mathematics Pathways (10 or 20 credits)
Mathematical Studies (20 credits)
Specialist Mathematics (20 credits)

Sciences
Biology (20 credits)
Chemistry (20 credits)
Physics (20 credits)
Religious Education at Saint Ignatius' College has two aspects; the formal class work conducted in the classroom and the development of a sense of faith and spirituality which underpin all of the College's activities.

This development of faith and spirituality is facilitated through our pastoral care programs, our school liturgies and days of reflection, our social justice work and in our daily living of Christian ideals as they are practised in a Jesuit College. This is not something that can be measured or assessed. The goals of the Religious Education formal class work programme are as follows:

GOALS
- Students develop an awareness and understanding that Religion is a body of knowledge that adds to our understanding of the world.
- Students acquire skills to examine this body of knowledge in the areas of sacred texts, history, beliefs and practices, and cultural and social integration.
- Students develop the ability to relate Religion and Religious beliefs to cultural and social activities.
- Students examine the aspects of their Catholic Jesuit identity and heritage as it applies to their lives.
- The formal classwork deals with Religion as an observable phenomenon; and is studied under the following four strands.

Believing
This Strand explores the Church as a believing community. It enables students to explore the rich heritage of the thoughts and beliefs of the Catholic Tradition and its meaning and significance for their lives.

Living
This Strand examines the qualities of discipleship as an invitation to promote the Reign of God. It explores ethical issues, moral decision making and conscience formation in light of the ethical codes of the Gospels and Catholic Tradition.

Celebrating
This Strand reflects on the Church as a celebrating community. It explores the nature of prayer, the liturgical and sacramental life of the Church, and its relationships with other religions and their traditions.

Praying
This Strand is integrated across the three conceptual Strands and emphasises the importance of prayer across the life of the Church: in its beliefs about the nature of God and the human person, in its moral teachings, and in its liturgical life.

ASSESSMENT
The strands can be assessed at each year level in a manner appropriate to that level. Assessment tasks may include tests, examinations, assignments, projects, oral and drama presentations.

Religious Education  Year 7

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
</tr>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Studies of Society and Environment</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

GOALS
- Students will investigate The Bible as a sacred library and explore some of the literary forms it contains.
- Students will understand how the stories of the Patriarchs, the Exodus and the Covenants that God made with the Hebrews were foundational to the religious beliefs of the man Jesus.
- Students will deepen their knowledge of Jesus: his life and ministry.
- Students will have a deeper understanding and an enriched appreciation of prayer as a means of communicating with God.
- Students will develop their understanding of prayer and ways of praying in the Catholic Church.
- Students will gain knowledge of Islam and the belief system of the Muslim people.

LEARNING OUTCOMES
- Students will explore Scripture in the light of modern methods of biblical criticism to find how Jesus is revealed in the Gospels.
- Students work collaboratively to observe, identify and describe the roles that people play in a community of believers in different times and places, assessing from an historical perspective.
- Students recognise and respect the values and virtues found across religions and cultures (e.g. honesty, loyalty, peacemaking and compassion) and consider how these values are evident in the Catholic and Jesuit tradition.

SCOPE
The Season of Lent
- Lent
- Ash Wednesday
- Holy Week

The Church's Year
- Liturgical Colours
- Seasons of the Church
- Symbols
- Images of Advent and Christmas

The Bible
- The World of the Hebrew Scriptures
- How the Christian Scriptures came to be written
- Some stories from the Hebrew Scriptures

Belonging to the Catholic Church
- The Church – the People of God
- Catholic Beliefs

Prayer
- Ways of Praying
- Types of Prayer

The Structure of the Celebration of the Eucharist
- World Religions – Islam
- Advent and Christmas
Religious Education

<table>
<thead>
<tr>
<th><strong>Length</strong></th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td><strong>Subject classification</strong></td>
<td>Studies of Society and Environment</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Nil</td>
</tr>
</tbody>
</table>

**GOALS**

- Students will have some knowledge of the story of Saint Ignatius and the role that he played in the establishment of the Society of Jesus. They will further have some appreciation of the significance of the College being a College in the Ignatian tradition and they will recognise to some extent intrinsic Ignatian values manifested in the school.
- Students will acquire knowledge of the background of Christianity beginning with Jesus and his disciples.
- Students will come to appreciate the concepts of sacred space, the architecture and symbols of Catholic Churches.
- Students will visit sacred places such as the College Chapel.
- Students will explore the signs and symbols associated with the Eucharist, and the importance of the Eucharist in the life of the Church.
- Students will acquire knowledge of the Church’s teaching on Life after Death and its promise through the Resurrection of Christ.

**LEARNING OUTCOMES**

The student:

- examines and compares a range of visual and written texts that reflect different perspectives on religious beliefs, and uses multi-media presentations to research and present diverse ways in which Christians live out discipleship in accordance with the ideals and values of Jesus;
- using the school community as a resource, examines the architecture of a Catholic Church and the symbols they include;
- appreciates and reflects on the structures of Catholic worship, including the meaning of the priest’s vestments, and the sacred vessels used during the Mass;
- appreciates and reflects on the value of prayer in the lives of Catholics;
- appreciates the presence of God in the World Religion of Judaism.

**SCOPE**

- **Our School**
  - Meaning of the School Crest
  - Saint Ignatius Loyola
  - Religious Orders
  - Catholic Beliefs and Practices

- **Background to the Gospels**
  - Jesus, the faithful Jew
  - Groups in Jewish society at the time

- **People and Ministries in the Catholic Church**
  - The Church is the body of Christ
  - The Role of the Laity
  - How do Catholics live their faith in Christ

- **The First Christians**
  - Pentecost: the birth of the Church
  - Persecution of the Early Christians
  - The Council of Jerusalem

- **Morals and Values**

- **Background to the Gospels**
  - Jesus
  - Groups in Jewish Society

- **World Religions – Judaism**
  - Who are the Jews?
  - How Judaism began
  - Orthodox and Reform Jews
### Religious Education Year 9

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
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<td>Studies of Society and Environment</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
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</tbody>
</table>

**GOALS**

- Students will understand how the author of the Gospel of Mark used particular sources for his Gospel and crafted his work so that the life, death and resurrection of Jesus would have particular meaning for his audience.
- Students will have some understanding of the background to the New Testament and the stages in the writing of the Gospels and of the literary forms in the Gospel of Mark.
- Students will explore the tradition of Christianity, as a living history, up to the Second Vatican Council.
- Students will be able to identify the essential element of prayer as communication with God. They will be familiar with a diverse range of communications that this involves; from contemplation and meditation to formal and traditional prayer forms, from children’s prayers to adult and formalised prayer (prayers of praise, petition and thanksgiving). They will have some knowledge of prayer as a unifying expression of belief across different religions.
- Students will have some knowledge of the figure of Mary. They will develop skills to distinguish the characteristics fundamental to Mary from the first century CE in Palestine and from the various art forms of Mary displayed throughout history.
- Students will also have some knowledge of Church teachings pertaining to Mary and her sanctity, and will recognise the importance of Mary in Catholic beliefs.
- Students will explore Buddhism as an Eastern religion. They will gain an understanding of the main precepts inherent in the Buddhist philosophy. They will develop the ability to contrast and compare Buddhism with their own Christian faith.

**LEARNING OUTCOMES**

The student:

- examines and evaluates beliefs about the mystery of God’s revelations and identifies key beliefs in the Catholic tradition about God, Mary and the Saints;
- explores Scripture in the light of modern methods of biblical criticism to find how Jesus is revealed in the Gospels;
- demonstrates familiarity with a variety of prayers, liturgical forms and reflects on the value of prayer and meditation as a necessary aspect of the spiritual journey;
- researches and names moral values that are grounded in the wisdom of Jesus’ teaching and the lived tradition of the Christian community and evaluates in groups their relevance for young people.

### SCOPE

**Mary**

- Mother of Jesus and wife of Joseph
- Mary as portrayed in the four Gospels
- Qualities - model of faith
- Establishment of Mary as a figure in the Church
- Mary’s role in the world today
- Modern day female role-models

**The Gospel of Mark**

- The historical and geographical background to the New Testament
- Stages in the creation of a Gospel
- Comparing the Synoptic Gospels
- Literary Forms in the Gospel of Mark
- Jesus as presented in the Gospel of Mark
- Understanding the meaning of Jesus’ Crucifixion and Resurrection

**World Religions**

- Buddhism
- The Noble Eight Fold Path
- The development of Buddhism
- Life of Siddhartha

**The Catholic Church in Australia**

- The Irish Heritage
- A history of the Church in Australia
- Australian Catholics
- Catholic Schools in Australia
- Catholic Church Organisations
Art & Design Year 7

<table>
<thead>
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<th>Subject classification</th>
<th>Sem.</th>
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<tbody>
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<td>The Arts</td>
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</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
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</table>

Art

INTRODUCTION

Students may participate in four main areas: Drawing, Painting, Three Dimensional Studies and Printmaking.

GOALS

In the areas of creating, making and presenting, the aims of the program are to:

- develop an understanding of the visual arts;
- promote confidence in the expression of original ideas;
- develop imagination and fantasy;
- enjoy participation in the visual arts;
- value creativity in themselves and others;
- work co-operatively with others;
- develop sensitivity to local, global, cultural and environmental issues;
- evaluate and value works of art from different cultures and times;
- share work with others in the class and elsewhere in the school.

LEARNING OUTCOMES

The students will be able to:

- develop ways to record observations and express feelings and thoughts;
- explore concepts and principles of art through the use of visual art elements;
- experiment with media which has similar or like characteristics, and explore limitations and combinations;
- present works that demonstrate students’ competence in aspects of visual arts practice.

SCOPE

The main focus at Year 7 is to introduce students to the elements of Art - line, tone, colour, shape, texture and form. Students will also use a wide range of media.

ASSESSMENT

Practical

Students will keep notes and visual information on each discipline. Activities on each discipline will have sketches and final piece(s). These will be assessed according to the level of skills demonstrated, evidence of ideas developed and the quality of final work.

Assessment is continual and based on work samples, assignments, practical projects, tests and homework tasks.

Design

INTRODUCTION

Design is introduced as part of the Art course enabling students to utilise practical skills and techniques for functional purposes.

GOALS

- Understand the difference between Art, Design and Craft;
- Make, design, invent structures, images or forms and design works for a specific audience or purpose;
- Develop problem solving and lateral thinking skills;
- Develop skills in verbal, graphic and written communication;
- Develop skills in designing, making and appraising through working with a range of materials;
- Develop an understanding of the impact Design has on society.
- Evaluate and value works and products of design from different cultures and times.

LEARNING OUTCOMES

Students will be able to:

- apply the DESIGN, MAKE and APPRAISE method to plan and construct projects from design briefs;
- distinguish between Graphics, Product and Environmental design;
- apply manual drawing techniques to communicate ideas, e.g. rendering, perspective etc.;
- use appropriate design terminology;
- experiment with design media which has similar or like characteristics, and explore limitations and combinations.

SCOPE

The main focus at Year 7 is the understanding and application of the design process. Students will learn a range of design terms and practices as they are introduced; symbols, logos, drawing techniques and package design.

ASSESSMENT

Assessment is continual and based on work samples, assignments, practical projects, tests and homework tasks.
**Art Year 8**

<table>
<thead>
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<th>Length</th>
<th>Semester</th>
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<tr>
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<tr>
<th>Prerequisites</th>
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**GOALS**

- To give students experience in making works of art, which will contribute to their intellectual and emotional development in ways not generally encountered in other subjects.
- To make them aware that Visual Art is an integral part of the cultures and histories of all human beings.
- To consolidate on past aesthetic experiences.

**LEARNING OUTCOMES**

On completion of Year 8 Art, students will be able to:

- explore concepts and principles of art through the use of visual arts elements;
- experiment with a range of media and explore limitations and combinations;
- demonstrate an ability to discuss Art orally and to use subject specific language when writing about aspects of Art.

**SCOPE**

Students may complete work from the following practical disciplines: Painting and Drawing and a three dimensional component.

Drawing is an important part of all the disciplines and students will practice drawing skills, drawing from life, conceptual development and finished works of art. Traditional methods and new technologies will be used.

Art History will complement practical lessons and students will study art related to a theme of Renaissance Christian Art.

**ASSESSMENT**

**Practical**

Students will keep notes and visual information on each discipline. Assessment will indicate the level of skills demonstrated, evidence of ideas developed and the quality of the final work.

**Theory**

Written and oral tests may be given to assess knowledge and understanding of media and the theoretical aspects covered.

Assessment is continual and based on work samples, assignments, practical projects, tests and homework tasks.

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**Art Year 9**

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**GOALS**

The students will be taught the basic skills in Art and Design, and will use these acquired skills to express their own creative ideas. Learning to see, perceive and make images of the visual world will be a major thrust in the course, together with writing and discussing historical and contemporary aspects of Art.

**LEARNING OUTCOMES**

On completion of Year 9 Art, students will be able to demonstrate:

- a knowledge and understanding of the media covered;
- an ability to discuss Art orally and to use subject specific language when writing about aspects of Art;
- an acquisition of skills, both of independent enquiry and teacher directed enquiry.

**SCOPE**

**Practical**

Students will practice and refine specific skills in Drawing, Painting, Printing, and Design. Students will be exposed to artists’ work as inspiration for their own work.

**Art History**

Assignment work will consist of investigating and researching aspects of Early Australian, Colonial Art and Australian Impressionist Art.

**ASSESSMENT**

**Practical**

Students will keep notes and visual information on each discipline. Activities related to each discipline will require sketches and final piece(s). These will be assessed according to the level of skills demonstrated, evidence of ideas developed and quality of the final work.

**Theory**

Written and oral tests may be given to assess knowledge and understanding of media used as well as the theoretical aspects of each discipline.

**Art History**

Students will complete an assignment on Australian Colonial Art and Australian Impressionist Art to assess knowledge and understanding of the meaning and relevance of the art of these times.
**Design**

**Year 9**

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**GOALS**

- Understand the difference between Art and Design;
- Learn the design process;
- Develop problem solving and lateral thinking skills;
- Develop skills in verbal, graphic and written communication;
- Develop skills in designing, making and appraising through working with a range of materials;
- Develop an understanding of how design and technology have an impact on society.

**LEARNING OUTCOMES**

Students will be able to:

- apply the DESIGN, MAKE and APPRAISE process to plan and construct projects from design briefs;
- distinguish between Graphic, Product and Environmental design;
- demonstrate an awareness of the social implications of technology and design in society;
- apply manual drawing techniques to communicate ideas;
- use appropriate terminology to communicate ideas.

**SCOPE**

Design projects and relevant skills will be incorporated into the existing art programme. Students will develop manual design skills, which will be applied when analysing and designing projects.

Specific content includes:

- design elements and process
- design techniques
- generation of ideas/brainstorming
- concept realisation from design brief
- skill in the use of drawings to generate ideas
- skill in the use of a range of media.

**ART HISTORY**

Australian identity throughout Australian art (with a focus on Australian 3-D images, designs and architecture.

**ASSESSMENT**

Assessment is continual and will be based on work samples, assignments, practical projects, tests and homework tasks.

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**Digital Technologies**

**Year 7**

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<th>Technology</th>
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<th>Prerequisites</th>
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**GOALS**

- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Information Technology.
- To make students aware of various aspects of Information Technology in today’s world.
- To enable students to use the computer as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to gain an understanding of the relationship between technology and society.
- To develop students’ capabilities in areas such as time management, organisational skills and creativity.

**SCOPE**

**Applications**

File Management
Word Processing (including keyboard skills)
Image Editing and Manipulation, Digital cameras, scanning and Internet graphics.
Introduction to Web Site Design
Programming

When appropriate, students undertake a project using the Investigate, Plan, Develop, and Evaluation process.

**ASSESSMENT**

Assessment tasks include:
Skills tests
Classroom-based assignments
Class presentations
Social issues reports
Folder presentations
Tests
GOALS

- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Information Technology.
- To make students aware of various aspects of Information Technology in today’s world.
- To enable students to use the computer as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to gain skills and attitudes required to use computer technology in other curriculum areas.
- To enable students to evaluate information from various electronic and online resources.
- To enable students to gain an understanding into the relationship between technology and society.
- To enable students to design, develop and evaluate their work effectively.
- To develop students’ abilities in areas such as time management, organisational skills and creativity.

SCOPE

Applications
File Management
Advanced Website Design – Adobe Dreamweaver and Adobe Flash
Game Theories and Design – Free-to-download programs available to students
Desktop Publishing – Microsoft Word, Microsoft Publisher, Adobe InDesign
Graphics – Adobe Photoshop, Various Paint Software, Flash

When appropriate, students undertake a project using the Investigate, Plan, Develop, and Evaluation process.

Issue Tasks
- Computer use and ethics
- On-line safety
- Public Media Ethics

ASSESSMENT

Assessment tasks include:
Skills and theoretical tests
Classroom-based assignments
Class presentations
Social issues reports/homework assignments

GOALS

- To build on the skills gained in Year 8 Information Technology particularly in the areas of multimedia and internal computer systems.
- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using Information and Communication Technology.
- To make students aware of various aspects of Information and Communication Technology in today’s world.
- To enable students to use the computer as a powerful tool to solve various problems.
- To enable students to gain the necessary skills needed to use computer technology in order to meet their specific needs now and in the future.
- To ensure students gain generic skills that will enable them to learn and confidently use a wide variety of computer technology and associated software.
- To enable students to gain skills and attitudes required to use computer technology in other curriculum areas.
- To enable students to gain an understanding into the relationship between technology and society.
- To enable students to design, develop and evaluate their work effectively.
- To develop students’ abilities in areas such as time management, organisational skills and creativity.

SCOPE

Applications
Graphic Manipulation – Adobe Photoshop
Game Development, programming and various multimedia applications
Computer Systems and Virtual Identities
Social issues reports/homework assignments

When appropriate, students undertake a project using the Investigate, Plan, Develop, and Evaluation process.

ASSESSMENT

Assessment tasks include:
Skills tests
Classroom-based assignments
Practical involvement
Theoretical Testing
<table>
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<tr>
<th>Drama</th>
<th>Year 8</th>
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<td><strong>Length</strong></td>
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**GOALS**

- To introduce students to theatre and performance with an emphasis on improvisation and performance skills.
- To give students opportunities to participate in a variety of dramatic forms in play, in performance and as spectators, and to learn skills appropriate to these activities.
- To promote and develop the expression of feeling and thought through language and movement.

**LEARNING OUTCOMES**

This course introduces students to Drama as an art form and cultural medium. Drama gives students the opportunity to become self-confident, develop skills and talents in performing and communication, as well as planning, concentration and discipline. Students are given the opportunity to work both independently and collaboratively to achieve dramatic outcomes. The basic elements of drama are studied. Skills taught include voice production, audience skills, expressive movement, improvisation, characterisation, mime, journal writing, review writing, performance poetry, and scriptwriting.

**SCOPE**

**Theory and Practical**

Improvisation centred on developing basic performance skills - focus, concentration, co-operation, group trust, relaxation, quick thinking, creativity

Drama terminology

The Stage Picture - tableaux, levels, focus, blocking, improvisation

Theatre Shapes, space, audience

Scripts

Mime

Character Workshops

Review Writing/Journal Writing

**ASSESSMENT**

Assessment is progressive throughout the semester based on both theory and practical work. Group participation, ensemble skills, analytical skills, basic acting techniques and short answer questions contribute to the student’s final results. A written journal of all activities is assessed throughout the semester, plus a written review of either a live or film performance will be undertaken. The students’ final results will be collated from class tasks assessed throughout the semester.

Other expressive activities:

- enable students to reflect orally and in written form;
- develop group skills and build self-confidence;
- enable students to foster creativity and expressive skills in speaking, movement and writing.

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<th>Drama</th>
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</table>

**GOALS**

- To generate opportunities for development of self-confidence, empathy, awareness, discipline and the ability to communicate.
- To foster creativity through improvisation experimenting with roles and structured dramatic situations.
- To develop performance skills, group skills and spectator skills.
- To develop skills to express opinions about their own and others’ drama, based on observations and feelings.
- To identify and become aware of the beginnings of Drama history.
- To enable students to reflect and analyse orally and in written form using appropriate terminology.
- To create progressively more challenging situations in which students are engaged in researching, discussing and problem-solving.

**LEARNING OUTCOMES**

To build on the knowledge and skills of Year 8 Drama. The course briefly traces the way that drama has developed from the earliest times to the present day. Students explore many issues and situations using performance and communication as a means of problem solving.

**SCOPE**

**Theory and Practical**

Improvisation based on character development and topical issues

- Poetry as Performance
- Improvisation
- Analysing a script - ‘Page to Stage’
- Set Design – interpret, plan, design, make, appraise, communicate and evaluate
- Characterisation (as an actor) – physical, vocal, subtext
- Melodrama - conventions of melodrama, text study, self devised melodramas
- Review Writing/Journal Writing

**ASSESSMENT**

Assessment is progressive throughout the semester based on both theory and practical work. Group participation, workshops, analytical skills, basic acting techniques, short answer questions and group performances and presentations contribute to students’ final results. A written journal of all activities is assessed throughout the semester.

Other expressive activities:

- enable students to reflect orally;
- develop ensemble skills and build self-confidence;
- enable students to foster creativity, challenge themselves and develop expressive skills.
English as a subject area is constantly involved in the components of appraising, designing, composing and communicating. For example, before a genre of writing, such as narrative is taught, one would first look at a range of narrative models, thereby appraising the narrative style. This is equally true for any genre or type of text students are required to produce. Once the appraisal process is completed and students have developed an understanding of the common elements and features that must be understood, they would then be required to design and compose their own example. This is typically the process of students producing work for assessment. The element of communication is inherent in most tasks in the English Learning Area, which should also involve a reflection on both the process and the outcome that has been reached. Students are asked to appraise their own work, either in a written or oral reflection, which provides an opportunity to consider the decision making undertaken in order to arrive at a final product.

Specific tasks where this process might also include the use of Information Communication Technology in the production of work may include the following:

- Construction of a newspaper report in response to an issue raised in a course of study. This includes appraisal of the appropriate format, designing one’s own report, composing the article, thereby communicating information.
- Students composing their own writing, in a wide range of genres, ranging from single writing pieces, through to the composition of larger texts, such as an entire children’s story.

LEARNING OUTCOMES
This subject aims to develop in all students the ability to:
- enhance their knowledge of the ways in which language varies according to context, purpose, audience and content, and the ability to apply this knowledge;
- develop a sound grasp of the linguistic structures and features of Standard Australian English and the ability to apply this knowledge;
- engage with, produce and respond to a range of texts including spoken, written, visual and digital forms;
- develop the capacity to discuss and analyse texts and language critically and with appreciation.

SCOPE
Students will focus on four areas of study associated with the three strands of learning in English.

Literature
Students will read, listen and respond critically and creatively to a wide range of literary texts including stories, poems, plays and novels. Understanding the various interpretations of texts and justifying one’s own opinions, citing elements of texts to support one’s views, will be a feature of student responses to the literature being studied.

Language
The study of language enables students to acquire and develop skills and understandings in a wide range of contexts. Students will be exposed to a functional model of language enabling them to understand how English is shaped by the function it serves in various contexts and how it can be used to create and change these contexts of use.

Literary Forms
Developing appreciation of reading for pleasure and/or information is a focus across the year. Students will be exposed to various strategies including comprehension questions, directed reading and thinking activities, reading and retelling techniques. The writing process and reviewing, revising, proofreading and publication focus will be addressed with a specific focus on functional language strategies.

Library
Students will have exposure to the library for borrowing and literary appreciation activities.

ASSESSMENT
Continuous assessment based on speaking and listening, reading and viewing, and writing through a variety of forms including:
- formal and informal talk
- individual and group oral presentations
- formal and informal responses to reading and viewing
- a variety of writing experiences including creative response to literature and analytical response to text
- independent research project
- end of year examination
English Year 8

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<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>English</td>
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<tr>
<td>Prerequisites</td>
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**GOALS**

English involves using speaking and listening, reading and viewing, and writing to:

- learn about texts;
- learn about and use language strategies;
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

- Texts and Contexts
- Language Strategies

**LEARNING OUTCOMES**

This subject aims to develop in all students the ability to:

- support a point of view about themes and issues in texts by distinguishing between a plot and theme, and identifying major point of conflict and resolution within texts;
- discuss topical items published in media such as magazines, local papers, current affair programs and relate these critically to their own experience;
- write sustained narratives on familiar, possibly self chosen, topics with attention to time order, characterisation, consistent narrative point of view and development of a conclusion;
- write informative texts for familiar but wide audiences, providing more than an exclusively personal perspective;
- develop written arguments about ideas and issues for a general audience, stating and justifying a personal viewpoint, and providing more than one argument;
- analyse and evaluate features of written and visual images when reading and viewing;
- control and adjust most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.

**SCOPE**

**Comprehension**

Passages are chosen for their high interest level and for aspects of style and language. Questions accompanying the passage probe the student's understanding, response and sensitivity.
## English Year 9

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### GOALS

English involves using speaking and listening, reading and viewing, and writing to:

- learn about texts;
- learn about and use language strategies;
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

- Texts and Contexts
- Language
- Strategies

### LEARNING OUTCOMES

This subject aims to develop in all students the ability to:

- read and view novels and films which raise complex social issues and engage in a guided discussion of the attitudes, concerns and themes underlying these texts;
- discuss orally and in writing texts read or reviewed in relation to a point of view;
- construct sustained and unified narratives that attempt to raise issues as well as present actions and events;
- construct a written argument for a general audience that demonstrates a clear understanding of the structural and linguistic features associated with the genre of writing;
- explore ideas in discussions by comparing their ideas with those of peers and others, building on others’ ideas to advance discussion, and questioning others to clarify their ideas;
- imaginatively create and interpret original and existing texts through improvised and “page to stage” performances.

### SCOPE

#### Comprehension

Passages are chosen for their high interest level and for aspects of style and language. Questions accompanying the passage probe the student’s understanding, response and sensitivity.

#### Language

Students independently read, view and interpret a range of written, visual and multimode texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and learn to discuss how these work to influence readers’ and viewers’ responses and understandings.

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Essential to these processes is a functional awareness of how language operates within these given contexts. Students will be exposed to the functional model of grammar that examines the form and function of language and the grammatical rules that apply.

### Study of Literature

In this section students are introduced to the study of literature, focussing on issues of construction, theme and characterisation.

Students will complement this study with analytical essay writing as well as creative response to literature.

Students use Drama methodology to imaginatively explore original work and class texts.

### Speaking and Listening

Students participate in formal and informal contexts. They listen for ideas and information, and develop an understanding of the ways others speak to influence audiences.

In conveying ideas and information, and reflecting on the significance of context and audience, students extend their talk to suit language to purpose.

### ASSESSMENT

Continuous assessment based on speaking and listening, reading and viewing, and writing through a variety of forms including:

- formal and informal talk
- individual and group oral presentations
- formal and informal responses to reading and viewing
- a variety of writing experiences including creative response to literature and analytical response to text
- study of Shakespeare’s life and times
- examination
The Australian Curriculum: Geography has themes for each stage of schooling. Year 7 includes two themes.

The first theme is 'Water in the world' which focuses on how water is used and valued as a renewable environmental resource. The interaction and interconnections between the environment and people is explored.

The theme may include studies of one or more of the following aspects:
1. The classification of environmental resources and the forms that water takes as a resource (ACHGK037)
2. The ways that flows of water connect places as it moves through the environment and the way this affects places (ACHGK038)
3. The quantity and variability of Australia's water resources compared with those in other continents (ACHGK039)
4. The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)
5. The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)
6. The causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)

The second theme is 'Place and liveability' which focuses on the concept of liveability by looking at how it is perceived and measured, and the responsibilities and impacts of people on the sustainability of liveable places.

The theme may include studies of one or more of the following aspects:
1. The factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)
2. The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
3. The influence of environmental quality on the liveability of places (ACHGK045)
4. The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places (ACHGK046)
5. The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

Assessment Includes:
- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks

The Australian Curriculum: Geography has themes for each stage of schooling. Year 8 includes two themes.

The first theme is 'Landforms and landscapes' which focuses on how landforms are shaped, distinctive aspects of landforms and landscapes, and the environmental and cultural significance of landscapes to people in Australia and countries of the Asia region.

The theme may include studies of one or more of the following aspects:
1. The different types of landscapes and their distinctive landform features (ACHGK048)
2. The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)
3. The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)
4. The human causes and effects of landscape degradation (ACHGK051)
5. The ways of protecting significant landscapes (ACHGK052)
6. The causes, impacts and responses to a geomorphological hazard (ACHGK053)

The second theme is 'Changing nations' which focuses on the social, political and economic impacts of population redistribution on the human geography in a particular country. Investigations use studies from Australia, China and the United States of America.

The theme may include studies of one or more of the following aspects:
1. The causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)
2. Australia and the United States of America, and their causes and consequences (ACHGK055)
3. The reasons for and effects of internal migration in Australia (ACHGK056)
4. The reasons for and effects of internal migration in China (ACHGK057)
5. The reasons for and effects of international migration in Australia (ACHGK058)
6. The management and planning of Australia’s urban future (ACHGK059)

Assessment Includes:
- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks
The Australian Curriculum: Geography has themes for each stage of schooling. Year 9 includes two themes. The first theme is ‘Biomes and food security’ which focuses on how the environment impacts on food and fibre production. Natural and agricultural ecosystems are explored, and the impacts of changes in these environments on food production and food security are investigated using studies from Australia and other countries.

The theme may include studies of one or more of the following aspects:
1. The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060)
2. The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations (ACHGK061)
3. The environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062)
4. The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)
5. The capacity of the world’s environments to sustainably feed the projected future population to achieve food security for Australia and the world (ACHGK064)

The second theme is ‘Geographies of interconnections’ which focuses on how the choices and actions of people impact on places and environments. Local and global connections and interconnections are examined using studies from Australia and across the world.

The theme may include studies of one or more of the following aspects:
1. The perceptions people have of place, and how this influences their connections to different places (ACHGK065)
2. The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)
3. The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)
4. The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068)
5. The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)

Assessment Includes:
- Journal Work
- Individual and paired assignments
- Extended Writing
- Problem Solving
- Fieldtrips
- Common Assessment Tasks

History  Year 7

The Ancient World
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 BCE – c.650 CE).

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

Key concepts
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview
Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:
- the theory that people moved out of Africa around 60,000 BCE and migrated to other parts of the world, including Australia
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

SCOPE
The depth studies for this year level include:
1. Investigating the Ancient Past
2. The Mediterranean World (Egypt)
3. The Asian World (China)

ASSESSMENT
Continuous assessment including:
- Journal work
- Assignments on an individual, partnered or group basis
- Model making
- Extended writing
- Problem solving
History

Year 8

Length Semester

Subject classification Studies of Society & Environment

Prerequisites Nil

The Ancient to the Modern World
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 CE – c.1750).

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

Key concepts
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview
Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:
- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)

SCOPE
The depth studies for this year level include:
1. The Western and Islamic World (ONE of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire)
2. The Asia-Pacific World (ONE of Angkor/Khmer Empire, Shogunate Japan, The Polynesian expansion across the Pacific)

ASSESSMENT
Continuous Assessment including:
Journal work, assignments, use of primary and secondary sources, written tests, problem solving, model making - students will be expected to apply the design, make, appraise and communicate process, extended writing

History

Year 9

Length Full Year

Subject classification Studies of Society & Environment

Prerequisites Nil

The Making of the Modern World
The Year 9 curriculum provides a study of the history of the Modern World.

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

Key concepts
The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Overview
- The nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
- The extent of European imperial expansion and different responses, including in the Asian region
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism

SCOPE
The depth studies for this year level include:
1. Making a Better World (ONE of Industrial Revolution or Movement of peoples or Progressive ideas and movements)
2. Australia and Asia (History of Australia or an Asian Society)
3. World War I

ASSESSMENT
Continuous assessment including journal work, modelling, written tests, use of primary and secondary sources, and practical activities.
Languages

The study of a language commences in Year 7 where students must select one language from Chinese, French, Italian and Latin. French, Italian and Latin are offered as beginner courses, but Chinese can only be selected if students have a minimum of three (3) years previous experience, or are a background speaker.

In Year 8 Indonesian is offered as a beginner course and is available to students who have no previous language experience or to those students who wish to study a second foreign language. The study of one foreign language is compulsory until the end of Year 9.

The study of languages is very much a part of the tradition of Jesuit education. The training of the memory, the adaptation to new styles of expression, the intelligent challenge from a different cultural approach, the appreciation of one’s own tongue and an ever-shrinking world are all reasons why we place such emphasis on the compulsory study of a language. The College Policy, stated above, is based on the academic nature of our curriculum and the recognition that the study of a language develops higher-order thinking as well as improving competency in the student’s first language.

Chinese, French, Italian & Latin  Year 7

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<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<table>
<thead>
<tr>
<th>Subject classification</th>
<th>Languages Other Than English</th>
</tr>
</thead>
</table>

| Prerequisites | Other than Chinese where students must have a minimum of three (3) years previous experience, or are a background speaker there are no prerequisites for the study of French, Italian or Latin. |

GOALS

- To promote students’ interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- To develop students’ understanding of the culture and ways of life in Roman, European and Asian societies.
- To develop students’ understanding of language as a system.
- To assist students acquire transferable cognitive, social and learning skills.
- To extend students’ general knowledge and literacy.

SCOPE

- An introduction to the origin of each language.
- An introduction to the geography and culture of the relevant countries.
- Writing systems and pronunciation of each language.
- Basic vocabulary for greetings and social interaction.

ASSESSMENT

Students are assessed on a continuous basis by means of short vocabulary tests, oral presentations and other written tasks.
**Chinese Year 8**

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>For 2015 there are no prerequisites. This course is designed for students with little or no background in Chinese.</td>
</tr>
</tbody>
</table>

**GOALS**

- To familiarise students with the principles of written Chinese (simplified characters), the Pinyin romanisation system, and pronunciation and intonation of spoken (Mandarin) Chinese.
- To familiarise students with grammar principles of Modern Standard Chinese.
- To promote students' development of written and spoken communication skills in Chinese through a range of topics and situations.
- To introduce students to the geography, culture and contemporary society of China.

**LEARNING OUTCOMES**

Students will participate in a range of activities across the three strands of language:

**Communication**
Engage in simple conversations and role plays, present information about themselves and their families.

**Understanding Language**
Recognise and write the 6 basic strokes and introduce the 220 radicals as used in a Chinese dictionary, write radicals and characters according to the rules of stroke order and direction, read and write simple dialogues and reports on a range of topics and situations.

**Understanding Culture**
Identify and provide information on the physical and political geography of China, Chinese family culture, schooling in China, Chinese food and zodiac.

**SCOPE**
Greetings and introductions
Home, family and friends
Numbers and counting
Animals/pets
Countries and nationalities
Sports and hobbies
Describing friends and relationships

**ASSESSMENT**

**Oral/Interaction**
Conversations, role plays and presentations
Listening/reading and responding to audio texts and print texts

**Writing**
Character writing and recognition, personal reports and accounts

**Culture and Society**
Summaries/projects in English

**Chinese Year 9**

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 Chinese</td>
</tr>
</tbody>
</table>

**GOALS**

- To promote students' competence in communicative activities involving listening to and speaking Mandarin Chinese, and reading and writing Simplified Chinese Characters.
- To develop students’ understanding of the grammar principles of Modern Standard Chinese in use in China today.
- To introduce students to the characters, vocabulary and grammar appropriate to a range of topics and situation.
- To promote students’ awareness of contemporary China and their knowledge of the physical and political geography of China.

**LEARNING OUTCOMES**

The students will be able to participate in activities across the three strands of language:

**Communication**
Conversation, role-play, presenting reports and responding to written and spoken texts.

**Understanding Language**
Letters, reports and personal accounts of 150 characters in length, and responding to Chinese texts in Chinese or English.

**Understanding Culture**
Recognise and provide information on the physical and political geography, Chinese calendar and festivals, celebrations and recent history of China.

**SCOPE**
Daily routine
Description of house plan in China
Friends and leisure
Clothes and colours
Shopping (Food)/Eating
Festivals and celebrations
Weather

**ASSESSMENT**

**Oral/Interaction**
Conversations, role plays and presentations
Listening/reading and responding to audio texts and print texts

**Writing**
Letters, reports, responding to texts

**Culture and Society**
Projects and reports in English

**Examination**
French Year 8

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>For 2015 there are no prerequisites. This course is suited to students with little or no background in French.</td>
</tr>
</tbody>
</table>

GOALS

- To promote the teaching of French using the communicative method.
- To equip students with usable language and provide them with opportunities for using it.
- To familiarise students with the writing system and pronunciation of French.
- To familiarise students with the basic grammar principles of French and encourage competence in writing.
- To promote cultural awareness by studying cultural aspects of France and particularly its influence in the Pacific/Indian Oceans region and the role of French explorers in Australia.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

**Communication**

*Oral Communication*
Engage in simple conversations and role plays, present information about themselves, friends and family.
Present information about their routine, school life and outings at a café or restaurant.

*Written Communication*
Write simple accounts and dialogues on a range of studied topics.

**Understanding Language**

Listen, read and respond to simple written or oral accounts connected to the topics studied.

**Understanding Culture**

Write or discuss cultural and geographical aspects of France and the French Speaking Communities of the Pacific and Indian Oceans, and the influence of the French explorers in Australia.

SCOPE

- Alphabet/Numbers to 100
- Punctuation/Accents
- Greetings/Introductions
- Self and others: Asking and giving information
- School: School subjects/timetable
- Classroom objects/classroom instructions
- Likes and dislikes
- Friends/Nationalities
- Descriptions (physical)
- Dates: Namedays and birthdays
- Immediate and extended family and pets
- Resemblance/Age/Professions
- City and neighbourhood buildings

ASSESSMENT

**Oral/Interactions**
Conversations, role plays and presentations

**Listening/Reading and Responding**
Identifying key points and responding to written and oral texts related to the topics studied

**Writing**
Simple dialogue/narrative essays in French

**Cross domain**
Vocabulary/grammar (regular class tests)

**Culture and Society**
Summaries in English connected to topics studied

**Examination**
French Year 9

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 French</td>
</tr>
</tbody>
</table>

GOALS

- To extend students’ abilities to communicate in written and spoken French through a range of topics and situations.
- To extend students’ understanding of the grammar of French.
- To extend students’ understanding of the environment, modern society and culture of France and countries where French is spoken.

LEARNING OUTCOMES

Students will participate in activities across the three strands of language:

**Communication**
Engage in conversations and role plays.
Present information about sport and leisure activities, weather, life in France, celebrations, and compare these with life in Australia.

**Understanding Language**
Write in French using a range of discourse forms on topics listed, including processing information tasks (reading and listening).

**Understanding Culture**
Write about or discuss aspects of life in France or a French speaking country eg. New Caledonia, introduced through documentaries, magazines and personal research.

SCOPE

Housework/Daily routines
Weekend activities/Sports
Past activities
Cheering at sporting events
Sickness/Health
Paris sites
Holidays/Leisure activities/Weather
French-speaking countries (New Caledonia)
French political figures/French history – the French Revolution
Festivals and traditions (celebrating Christmas etc.)

French Year 9

ASSESSMENT

Oral/Interactions
Conversations, role plays and presentations

Listening/Reading and Responding
Processing information from written and oral texts

Writing
Writing letters
Dialogue/narrative essays in French

Cross domain
Vocabulary/grammar (regular class tests)

Culture and Society
Summaries in English connected to topics studied

Examination
<table>
<thead>
<tr>
<th>Indonesian</th>
<th>Year 8</th>
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</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Semester</td>
</tr>
<tr>
<td><strong>Subject classification</strong></td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>There are no prerequisites. This course is designed for students with little or no background in Indonesian.</td>
</tr>
</tbody>
</table>

**GOALS**

- To extend students’ literacy, cognitive, social and learning skills.
- To extend students with the basic grammar principles of Bahasa Indonesia and language as a system.
- To promote students’ development of spoken and written communicative skills in Bahasa Indonesia through a range of topics and situations.
- To introduce students to the geography, culture and contemporary society of Indonesia.

**LEARNING OUTCOMES**

Students will participate in activities across the three strands of language:

- **Communication**
  Engage in simple conversations and role plays.
  Present information about themselves, their routine and school life.
  Process spoken information into written form.

- **Understanding Language**
  Write simple accounts and dialogues on a range of topics, using rehearsed language patterns.
  Extract information and meaning from text on familiar topics.

- **Understanding Culture**
  Write about or discuss aspects of the physical geography and the modern culture of Indonesia.

**SCOPE**

Indonesia, our Neighbour
Greetings/Social Interaction
The Family
School Life in Indonesia
Shopping

**ASSESSMENT**

**Oral/Interaction**
Conversations, role plays and presentations

**Writing**
Personal reports and accounts, short compositions

**Reading and Responding**
Recognising meaning of words, questions and answers, grammatical exercises

**Culture and Society**
Reports in English

**Examination**

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<table>
<thead>
<tr>
<th>Indonesian</th>
<th>Year 9</th>
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</thead>
<tbody>
<tr>
<td><strong>Length</strong></td>
<td>Full Year</td>
</tr>
<tr>
<td><strong>Subject classification</strong></td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Satisfactory completion of Year 8 Indonesian</td>
</tr>
</tbody>
</table>

**GOALS**

- To extend students’ ability to communicate in written and spoken Indonesian, through a range of topics and situations.
- To extend students’ understanding of the grammar of Bahasa Indonesia.
- To extend students’ cognitive, social and learning skills.
- To extend students’ understanding of the environment, modern society and culture of Indonesia.

**LEARNING OUTCOMES**

Students will participate in activities across the three strands of language:

- **Communication**
  Engage in conversations and role plays.
  Present information about their home, school and daily life, and compare these with life in Indonesia including processing information tasks.

- **Understanding Language**
  Write in Indonesian using a range of discourse forms on topics listed, including processing information tasks. Recognise meaning from different contexts and infer meaning from unfamiliar texts.

- **Understanding Culture**
  Write about or discuss aspects of life in Indonesia introduced through film, video documentaries, newspapers and magazines and through personal research.

**SCOPE**

Workplaces in Indonesia
Weekends and leisure
Sightseeing in Jakarta
Shadow puppetry

**ASSESSMENT**

**Oral/Interaction**
Conversations, role plays and presentations, shadow puppet performance

**Writing**
Letter writing and personal accounts

**Reading and Responding**
Processing information, recalling key points, questions/answers on texts, grammatical exercises

**Culture and Society**
Reports in English

**Examination**
Italian  Year 8

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>For 2015 there are no prerequisites. This course is designed for students with little or no background in Italian.</td>
</tr>
</tbody>
</table>

**GOALS**

- To familiarise students with the writing system and pronunciation of standard Italian.
- To familiarise students with the basic grammar principles of Italian.
- To promote students’ development of spoken and written communicative skills in Italian through a range of topics and situation.
- To introduce the students to the geography, culture and contemporary society of Italy.

**LEARNING OUTCOMES**

Students will participate in activities across the three strands of language:

**Communication**
Engage in simple conversations and role plays.
Present information about themselves, their routine and school life.

**Understanding language**
Read and write simple accounts and dialogues on a range of topics.

**Understanding Culture**
Write about or discuss aspects of the physical geography, the modern history and culture of Italy, and the life and experience of the Italian community in Australia.

**SCOPE**
Greetings and introductions
Home and Family
School and classroom
Daily routines
Italian food
Weekend and leisure
Italian fashion

**ASSESSMENT**

**Oral**
Conversations, role plays and presentations

**Writing**
Personal reports and accounts

**Culture and Society**
Projects and summaries in English

**Examination**

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Italian  Year 9

<table>
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<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 Italian</td>
</tr>
</tbody>
</table>

**GOALS**

- To extend students’ ability to communicate in spoken and written Italian across a range of activities, topics and situations.
- To extend students’ understanding of the grammar principles of Italian.
- To extend students’ knowledge of the geography, culture and contemporary society of Italy.
- To provide students with opportunities for individual and group activities to broaden their knowledge and use of spoken and written Italian.

**LEARNING OUTCOMES**

Students will participate in activities across the three strands of language:

**Communication**
Conversations and role plays, presenting information about themselves, their leisure time and home life, and comparing these with life in Italy.

**Understanding Language**
To present ideas and information on a range of topics, and reading texts in Italian and responding in Italian or English.

**Understanding Culture**
Write about or discussing aspects of the physical geography, the modern history and culture of Italy, and aspects of modern society in Italy and the Italian community in Australia.

**SCOPE**
Home life
Shopping
Italian festivals
Weekends and leisure
Sport
Culture and society - life in Italy today

**ASSESSMENT**

**Oral**
Conversations, role plays and presentations

**Writing**
Letters, personal reports and responding to texts

**Culture and Society**
Reviews and reports in English

**Examination**
### Latin Year 8

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<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>For 2015 there are no prerequisites. This course is designed for students with little or no background in Latin.</td>
</tr>
</tbody>
</table>

**GOALS**

- To promote students’ interest in and awareness of a language which, in terms of vocabulary, syntax and structure, provides the basis for much of our own language.
- To develop students’ understanding of the culture and ways of life in Roman society.
- To develop students’ understanding of language as a system.
- To assist students to acquire transferable cognitive, social and learning skills.
- To extend students’ general knowledge and literacy.

**LEARNING OUTCOMES**

Students will acquire the knowledge of grammar, vocabulary and culture and will be able to use Latin to:

- translate set pieces from text and non-text resources into an English style that is appropriate to the year level of the student;
- understand and respond in written or oral English, to short prose pieces on familiar topics containing simple, familiar language;
- research and present information related to domestic and social life in Ancient Rome.

**SCOPE**

- Roman family life, including the role of women and children
- Clothes
- Classes and groups in society, including the institution of slavery
- Travel - by land and sea

**ASSESSMENT**

- Listening/Reading and Responding
  - Processing information on texts, grammatical exercises, questions and answers

- Culture and Society
  - Projects and reports

- Examination

### Latin Year 9

<table>
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<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Languages Other Than English</td>
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<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 Latin</td>
</tr>
</tbody>
</table>

**GOALS**

- To extend students’ understanding and appreciation of a language which provides the basis for much of our own language.
- To develop students’ interest in and awareness of the culture and life of ancient Roman society.
- To continue to extend students’ knowledge of the grammatical principles of Latin, and develop their ability to both read Latin fluently and translate with ease.
- To consolidate and extend their knowledge of grammar, vocabulary and culture.
- To understand and respond in written or oral English, to a variety of prose pieces.
- To translate set pieces from a range of sources, including texts studied, into natural, accurate English.
- To research and present information related to the culture and life of ancient Roman society.

**SCOPE**

- Stories from The Aeneid
- The Olympian Gods
- Roman religion
- From monarchy to republic

**ASSESSMENT**

- Frequent short tests on vocabulary and grammar
- Translation of prose passages
- Oral: presentations, reading skills
- Aural: dictations, aural comprehensions
- Unseen comprehension
- Examination
GOALS
At Saint Ignatius’ College we place an emphasis on learning foreign languages and expect that students will attempt at least one language throughout Years 7–9. However, if a student has experienced difficulty in learning a language, then discussion between the student’s family and his/her teacher should take place. It is not acceptable for capable students to abandon their language studies simply because they have found the subject demanding.

While discipline and perseverance can see a student through a difficult stage, we acknowledge that for some students continuing their language studies may prove too difficult. For such students in Year 9, an alternate offering is Literacy and Numeracy Support (LANS), which allow extra time to be spent on strengthening knowledge and skills introduced across the curriculum.

In some cases, a student experiencing significant learning difficulties may be considered eligible for this curriculum offering in lieu of an elective other than language.

SCOPE
The aim of this program is to provide students with additional time to work on core curriculum areas and access individualised and/or small group teaching of essential skills for learning, within the context of subjects. Students may receive assistance to develop their skills in a number of key practices considered integral to academic success, such as:

- Organisation and time management
- Interpreting task requirements
- Planning techniques for the completion of assessment tasks
- Research methods
- Note taking and summarising content from non-fiction sources
- Recognising and applying features of a variety of written genres
- Editing and proof-reading techniques
- Utilising software to support and improve learning
- Incorporating teacher feedback from drafts into final submissions

ASSESSMENT AND REPORTING
Given the nature and aim of this course no assessment will be undertaken by the students and as such they will not be awarded an attainment grade in their report. Only an application grade and a comment will be given as part of term and semester reports.

Entry to this course is by invitation from the Head of Adaptive Education in consultation with the Deputy Head – Curriculum and the Head of Languages. Student eligibility will be based on results from independent assessments which identify a Learning Disability or Specific Learning Difficulty. Academic and application grades are also considered in conjunction with results from internal standardised tests undertaken by the Adaptive Education Department.
Mathematics Year 8

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<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

GOALS
- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop a solid understanding of the number concepts and processes.
- To develop students’ grasp of space, measurement and algebra and enhance their confidence in using Mathematics to interpret information and make decisions.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To foster the use of appropriate technology as a problem solving tool.
- To provide support and remediation for students who experience difficulties with the Mathematics programme.
- To develop investigative methods and an ability to clearly communicate mathematical thinking.

SCOPE
Number and Algebra
- Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

Measurement and Geometry
- Using units of measurement, Geometric Reasoning

Statistics and Probability
- Chance, Data representation and interpretation

ASSESSMENT
Continuous assessment based on:
- Problem solving
- Group tasks
- Folio tasks
- Common topic tests
- Mathletics
- Examination
- Bookwork

OTHER INFORMATION
Throughout the year, students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and the SA Schools Mathematics Competition. Students also use Mathletics – an on-line Mathematics resource.

A graphics calculator (Casio) is required for some topics.

Mathematics Year 9

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<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Satisfactory completion of Year 8 Mathematics</td>
</tr>
</tbody>
</table>

GOALS
- To foster an interest in Mathematics and an awareness of the impact and relevance of Mathematics in everyday life.
- To develop a solid understanding of the number concepts and processes.
- To develop students’ grasp of space, measurement and algebra and enhance their confidence in using Mathematics to interpret information and make decisions.
- To inspire students to engage in Mathematical study needed for further education and careers.
- To provide students with the opportunity to fully develop their potential, eg provision for special extension programmes.
- To foster the use of appropriate technology.
- To provide support and remediation for students who experience difficulties with the mathematics programme.
- To increase the rigor in the students’ approach to investigation and communication of problem-solving methods.

SCOPE
Number and Algebra
- Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

Measurement and Geometry
- Using units of measurement, Geometric Reasoning, Pythagoras and trigonometry

Statistics and Probability
- Chance, Data representation and interpretation

ASSESSMENT
Continuous assessment based on:
- Problem solving
- Folio tasks
- Group tasks
- Mathletics
- Common topic tests
- Examination
- Bookwork

OTHER INFORMATION
Throughout the year, students have the opportunity to participate in various enrichment activities including the Australian Mathematics Competition and the SA Schools Mathematics Competition. Students also use Mathletics – an online Mathematics resource.

A graphics calculator (Casio) is required for some topics. A graphics or scientific calculator is also required for the Australia-wide National Assessment Program for Literacy and Numeracy (NAPLAN) testing.
Music  

Year 7  

<table>
<thead>
<tr>
<th>Length</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>The Arts</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

GOALS

- To engage students in the creation, presentation and manipulation of music through practically based activities.
- To stimulate interest and encourage students in the mastery of percussion and other instruments.
- To develop students’ ensemble and singing skills.
- To develop students’ awareness and appreciation of music from around the world.

SCOPE

Students study in four areas:

**Percussion**
Students will participate in class tuition on a variety of percussion instruments, including Latin-American instruments, African djembes and drum kit.

**Musical Instruments**
Students will learn about the families of instruments in orchestras, bands and music of other cultures. Students will design and build simple musical instruments using everyday objects from home, then devise and perform group compositions using these instruments.

**Musicianship**
Students will learn through listening and involvement about different types of musical style, genre, instrumentation, and theoretical notions. Students will also develop their aural acuity.

**Singing**
Students will actively participate in class singing, leading to a performance at the end of the Semester.

ASSESSMENT

Assessment is predominantly based on participation. There will be formally assessed tasks based on tests, assignments and class participation.

Music  

Year 8  

<table>
<thead>
<tr>
<th>Length</th>
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<tbody>
<tr>
<td>Subject classification</td>
<td>The Arts</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Nil</td>
</tr>
</tbody>
</table>

GOALS

- To engage students in the creation, presentation, appreciation and manipulation of music through practically-based activities and instrumental study.
- To enable students to access a working knowledge of theoretical concepts.
- To develop and/or enhance students’ awareness and appreciation of music.
- To develop or stimulate interest in developing students’ musical skills and abilities.

SCOPE

Students study in four areas:

**Musicianship (full year)**
Students participate in practical and theoretical activities which develop their understanding of theory notions and their aural acuity.

**Band/Instrumental (semester)**
Students are given an instrument to learn, play and look after for a full semester. Students will have a weekly group lesson with a specialist tutor and participate in the Year 8 Concert Band during class time, leading to a performance at the end of the Semester.

**Keyboard (semester)**
Students will participate in class tuition on the keyboard, developing skills in reading, playing and co-ordination.

**Composition/computing (semester)**
Students will compose group and individual pieces for percussion. They will also use ‘Sibelius’ software to write a short film score.

ASSESSMENT

Assessment will be accumulative and based on:

Assessment tasks
Tests
Participation

in the above four areas of study.
Music  Year 9

<table>
<thead>
<tr>
<th>Length</th>
<th>Full Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject classification</td>
<td>The Arts</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Students undertaking this course must have some experience on an instrument or in voice, or will be commencing study on an instrument or in voice this year. Successful completion of Year 8 Music course, or a basic understanding of Grade 1 Theory.</td>
</tr>
</tbody>
</table>

GOALS
- To further develop students’ solo and ensemble performance skills.
- To develop student awareness of musical styles and genres.
- To engage students in the creation and manipulation of music through composition, arranging and analysis.
- To prepare students for senior music studies.

SCOPE
Students study in three areas:

Performance
Students will participate in solo and ensemble masterclasses, and are required to be involved in any music co-curricular ensemble.

Musicianship
Based primarily on AMEB second grade theory, students will also be introduced to modern harmony and will develop their aural acuity.

Units
One unit is covered each semester and each is designed to engage students in a variety of listening, creating, and performing activities.

The Units are:
Music Technology
Music Appreciation

ASSESSMENT
Assessment is accumulative and weighted according to the following design:

| Performance | 50% |
| Theory | 30% |
| Units | 20% |

Assessment is based on:

Tests
Assignments
Class and co-curricular ensemble participation
Examination

Personal Development  Year 7

<table>
<thead>
<tr>
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<tbody>
<tr>
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GOALS
- Expand students’ knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations.
- Investigate how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships, and the factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours, and actions.
- Support students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.
- Demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.
- Develop more complex skills and understanding in a range of physical activity settings.
- Analyse how body control and coordination influence movement composition and performance, and learn to transfer skills and concepts across a variety of movement contexts.
- Explore the important role that games and sports play in shaping cultures and identities.
- Reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Personal Development at Year 7 involves both practical and theory lessons. The curriculum aims to contribute significantly to the “total development of each individual person” in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Investigate and analyse various social and emotional changes they experience as they transition through life, how these changes impact themselves and others, and identify strategies to manage them.
- Examine and evaluate personal, environmental and social factors that can influence people about their physical and mental health and well-being, including the benefits to a diverse array of communities.
- Investigate and develop skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
- Recognize the influence particular people (and groups of people) can have on their behaviours, beliefs, decisions and actions and how this can impact on others within the community.
- Using external sources, students investigate and plan how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.
Personal Development  Year 7

- Develop, refine and/or transfer movement and performance skills by responding to feedback, progressing to more complex movements; which displays a range of ways to alter force and speed.
- Select, design and apply rules, procedures and scoring systems to participate safely, fairly and ethically; which also enhance team cohesion and success.
- Select, implement and maintain physical activity routines to enhance personal and community fitness, health and well-being.
- Identify and discuss the cultural and/or historical significance of a range of physical activities.
- Engage in problem solving skills to develop and apply strategies when working in groups and teams; demonstrating leadership, effective communication and positive movement outcomes.

SCOPE

Theory

A Healthy Lifestyle
Major concepts include: Illness and injury, lifestyle risk factors, wellbeing and safety.

Decision Making and Communication
Major concepts include: Communication skills; decision making, assertiveness, bullying and harassment, personal needs, goal setting, peer influences.

Values Education - (incorporates Life Education Van visit)
Major concepts include: Legal and illegal drugs; saying 'no' in a variety of scenarios - attitudes, values and skills, and decision making.

Made in the Image of God
Major concepts include: Relationships; male and female reproductive systems; life creation; personal values.

Issues in Sport
Major concepts include: Contemporary issues in a range of sports; good sportsmanship; knowledge of rules.

Sport & Culture
Investigate the influence sport has on a variety of cultures and how it contributes to the identity of those cultures and society as a whole.

Practical

Athletics
Sport Education
Gymnastics
Invasion Games – Field (Ultimate Frisbee & Flag Vortex)
Invasion Games – Court (Netball & Basketball)
Net/Wall Games (Table Tennis & Bat Tennis)
Sport & Culture - Practical

ASSESSMENT

Theory 40%
Bookwork
Homework tasks
Tests
Common Assessment Tasks
Classroom participation

Practical 60%

Students should:
- participate in all lessons in correct College PE uniform
- display satisfactory skill development
- display a satisfactory knowledge of rules, tactics and movement patterns
- be able to work successfully with peers, showing respect and care for others and for equipment
The Personal Development Curriculum aims to enable students to:

- Expand students’ knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations.
- Investigate how to take positive action to enhance their own and others’ health, safety and wellbeing. They do this as they examine the nature of their relationships, and the factors that influence people’s beliefs, attitudes, opportunities, decisions, behaviours, and actions.
- Support students to refine a range of specialised knowledge, understanding, and skills in relation to their health, safety, wellbeing and movement competence and confidence.
- Demonstrate a range of help seeking strategies that support them to access and evaluate health and physical activity information and services.
- Develop more complex skills and understanding in a range of physical activity settings.
- Analyse how body control and coordination influence movement composition and performance, and learn to transfer skills and concepts across a variety of movement contexts.
- Explore the important role that games and sports play in shaping cultures and identities.
- Reflect on and refine a range of personal and social skills as they participate in a range of physical activities.

Personal Development at Year 8 involves both practical and theory lessons. The curriculum aims to contribute significantly to the “total development of each individual person” in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

- Investigate and analyse various social and emotional changes they experience as they transition through life, how these changes impact themselves and others, and identify strategies to manage them.
- Examine and evaluate personal, environmental and social factors that can influence people about their physical and mental health and well-being, including the benefits to a diverse array of communities.
- Investigate and develop skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
- Recognize the influence particular people (and groups of people) can have on their behaviours, beliefs, decisions and actions and how this can impact on others within the community.
- Using external sources, students investigate and plan how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.

GOALS

- Develop, refine and/or transfer movement and performance skills by responding to feedback, progressing to more complex movements; which displays a range of ways to alter force and speed.
- Select, design and apply rules, procedures and scoring systems to participate safely, fairly and ethically; which also enhance team cohesion and success.
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- Identify and discuss the cultural and/or historical significance of a range of physical activities.
- Engage in problem solving skills to develop and apply strategies when working in groups and teams; demonstrating leadership, effective communication and positive movement outcomes.

SCOPE

Theory:
**Nutrition**
Major concepts include: Healthy Eating: analysing diet choices; five basic good groups. Healthy behaviour/lifestyle choices.

**Fitness and Exercise**
Major concepts include: Circulatory and respiratory systems; health and sport related components of fitness; benefits of being fit; testing, improving and maintaining fitness.

**Smoking and Your Health**
Major concepts include: Facts about tobacco; motivation for smoking; short and long term effects of smoking; strategies to avoid smoking; facts about marijuana. Includes ‘Life Education’ visit

**Made in the Image of God**
Major concepts include: Relationships; male and female reproductive systems; life creation; personal values. Self Esteem and Identity: accepting strengths and weaknesses; areas of growth and development (spiritual, physical, emotional, social, intellectual); how self-concept can influence behaviour; confidence, success and goal setting.

**Sport in Australia**
Students investigate the history and significance of sport in Australia, and how it has contributed to shaping the nation socially, economically and politically, over the past 200 plus years.

**Practical**

- **Athletics**
- **Sport Education**
- **Invasion Games – Field** (Soccer/Futsal & Gaelic Football)
- **Striking/Fielding Games** (Hockey & Cricket)
- **Net/Wall Games** (Handball, Catchball, Volleyball)
- **Dance**

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Personal Development Year 8

ASSESSMENT

Theory 40%

Bookwork
Homework tasks
Tests
Common Assessment Tasks
Classroom participation

Practical 60%

Students should:
• participate in all lessons in correct College PE uniform
• display satisfactory skill development
• display a satisfactory knowledge of rules, tactics and movement patterns
• be able to work successfully with peers, showing respect and care for others and for equipment

Personal Development Year 9

Length Full Year

Subject classification Health & Physical Education

Prerequisites Nil

GOALS

• The curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations.
• Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle.
• They experience different roles that contribute to successful participation in physical activity by all.
• Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.
• Students learn to apply more specialised movement skills and complex movement concepts and strategies in a range of movement contexts and environments.
• They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others’ movement performances.
• Students analyse how physical activity and sport participation can 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 the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

Personal Development at Year 9 involves both practical and theory lessons. The curriculum aims to contribute significantly to the “total development of each individual person” in accordance with Jesuit Educational Philosophy.

The Personal Development Curriculum aims to enable students to:

• Investigate and analyse factors that shape and influence their experiences as they transition through life, how these changes impact their own and others behaviours and well-being, and identify strategies to manage them.
• Plan, practice and priorities responses to personal, environmental and social factors (such as discrimination, prejudice, harassment, and health and safety) that influence people about their physical and mental health and well-being.
• Explore, develop and rehearse skills which will assist in the development of relationships, health and well-being, and how they can use these skills to assist and support others within the community.
• Critique the effectiveness people, groups and organizations can have on behaviours, beliefs, decisions and actions and how this can impact on others within the community.
Personal Development Year 9

- Explore and devise plans on how they can support and/or contribute to the health and well-being of the wider community, including how to build a sense of connection within communities.
- Develop movement and performance skills by responding to feedback, demonstrating more complex movements; which displays a range of ways to alter force and speed, all in an effort to improve performance.
- Develop, implement and evaluate movement concepts, strategies and tactics for successful outcomes in games and sports.
- Investigate how social, cultural and economic factors and prior experiences can enhance or hinder personal and community fitness, health and well-being across a lifespan.
- Explore and critique different components of fitness to plan and implement personalized programs for maintaining and improving physical activity and fitness levels.
- Devise and implement strategies, drawing on the skills and abilities of individuals, when working in groups and teams; to develop innovative solutions to complex movement challenges, where effective communication and the encouragement of others will assist in the overall performance of all.

SCOPE

Theory

Body Systems
Major concepts include: the muscular and skeletal systems; the circulatory and respiratory systems and their relationships to health and exercise;

Body Image
Major concepts include: body shapes and stereotypes; factors influencing body image; the influence of the media.

Sports Injuries
Major concepts include: prevention, identification, assessment and treatment of common sporting injuries.

Alcohol
Major concepts include: Alcohol as part of our culture: potential harm and harm minimisation; prevalent myths; facts; dilemmas and decisions.

Sport in Society
Major concepts include: exploration of issues relating to sport which have and have had an influence on society. These include drugs, media, politics, culture and economics.

Practical

Invasion Games – Field (Flag Football & Tag Rugby)
Invasion Games – Court (Korfball & European Handball)
Striking/Fielding Games (Floor Hockey)
Net/Wall Games (Speedminton & Badminton)
Fitness – Training Methods & Principles
Game Design
Self Defence

ASSESSMENT

Theory 40%

Bookwork
Homework tasks
Tests
Common Assessment Tasks
Classroom participation
Examination

Practical 60%

Students should:
- participate in all lessons in correct College PE uniform
- display satisfactory skill development
- display a satisfactory knowledge of rules, tactics and movement patterns
- be able to work successfully with peers, showing respect and care for others and for equipment
GOALS

At the end of Middle Years Science courses, students should demonstrate:

- an ability to explain everyday phenomena and solve practical problems;
- development of communication and co-operation;
- knowledge of key ideas of Science;
- recognition of the coherence of Science;
- knowledge of interactions between science, technology and society;
- awareness of interactions between people and their environment;
- scientific literacy (i.e. the ability to understand popular scientific reports).

In any overall Science program there is a continual development and reinforcing of student interests and skills. Of these skills, some are indirectly acquired whilst others are deliberately planned. Some of the skills include:

Problem solving skills
Experimental design skills
Data collection and processing skills
Data recording and processing skills
Data interpretation skills
Communication skills

GOALS

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous;
- showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

LEARNING OUTCOMES

During Year 7, students will develop the following:

- an ability to explain simple everyday phenomena using basic scientific terms;
- communication and cooperative skills through laboratory group work;
- basic ideas of scientific methodology;
- an ability to design and carry out simple experiments;
- an ability to collect and display data in an appropriate way;
- an ability to apply the design, construct and evaluate approach to plan and construct projects;
- an ability to be a competent, creative and critical user of information communication technologies.
**Science Year 7**

**TOPICS**
- Investigating Science
- Classification
- Properties of a Substance
- Earth Resources
- Mixtures
- Habitats and Interactions
- Forces
- Machines
- Exploration in Space

**ASSESSMENT**
- Written tests
- Projects
- Posters
- Oral presentations
- Laboratory work
- Practical reports
- End of year examination

**Science Year 8**

<table>
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<tr>
<th>Length</th>
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<tbody>
<tr>
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**GOALS**

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

**LEARNING OUTCOMES**

During Year 8, students will develop the following:

- an ability to explain simple everyday phenomena using basic scientific terms;
- an ability to solve practical problems;
- communication and cooperative skills through laboratory group work;
- recognition of the coherence of the "scientific method" as a way of solving a variety of problems;
- recognition of the interaction between science, technology and society;
- recognition of the interaction between people and their environment;
- an ability to design and carry out simple experiments;
- an ability to collect and display data in an appropriate way;
- an ability to understand popular scientific reports as a way of developing their scientific literacy;
- an ability to be a competent, creative and critical user of information communication technologies.
### Science Year 8

**TOPICS**

- Working with Scientific Data
- Using Energy
- Physical and Chemical Change
- Elements and Compounds
- Rocks
- Exploration and Mining
- Growth and Reproduction
- Cells
- Living Systems

**ASSESSMENT**

- Written tests
- Projects
- Posters
- Oral presentations
- Laboratory work
- Practical reports
- End of year examination

### Science Year 9

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**GOALS**

Science aims to develop in all students the capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds;
- communicating scientifically to different audiences for a range of purposes;
- using science to link with, and across, other subjects, with lifelong learning, work and community ideas;
- a positive attitude towards science which involves being open to new ideas and being intellectually honest and rigorous;
- showing commitment to scientific reasoning and striving for objectivity;
- pursuing and respecting evidence to confirm or challenge current interpretations;
- an appreciation that science is evolutionary in nature.

These Goals can be addressed by considering the National Curriculum Aims throughout the Science curriculum. The aims and frame the knowledge, capabilities and dispositions that the students develop. They are the overarching qualities that continue to be developed in increasingly complex ways and include: questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

**LEARNING OUTCOMES**

During Year 9, students will develop the following:

- an ability to explain common everyday phenomena;
- an ability to solve practical problems by designing and carrying out simple experiments;
- communication and cooperative skills through laboratory group work;
- recognition of the coherence of the "scientific method" as a way of solving a variety of problems;
- recognition of the interaction between science, technology and society;
- recognition of the interaction between people and their environment;
- developing a range of communication skills including written and oral forms;
- an ability to collect, display and interpret data in an appropriate way;
- an ability to understand popular scientific reports as a way of developing their scientific literacy;
- an ability to apply the design, construct and evaluate process to plan and construct projects from design briefs;
- an ability to be a competent, creative and critical user of information communication technologies.
Science Year 9

SCOPE

The Atom
Heat, Light and Sound
Important Materials
Electromagnetic Radiation
Body Co-ordination
Electrical Systems
Plate Tectonics
Ecosystems
Disease

ASSESSMENT

Written tests
Projects
Posters
Oral presentations
Laboratory work
Practical reports
Examination