



ST. MARY'S  
COLLEGE MARYBOROUGH



# YEAR 7/8 CURRICULUM HANDBOOK

## INTRODUCTION

### Year 7 & 8

St Mary's College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

St Mary's believe that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence and self-esteem.

Year 7 & 8 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area.

The staff at St Mary's College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

**Stephan le Roux**

**Principal**

## CURRICULUM STRUCTURE

During the Middle Phase of learning, students in Year 7 and Year 8 study up to ten subjects across the year, which includes core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We also have an Extension Program that enhances all learning with topics such as study skills, time management, safe use of technology, careers and many other areas.

The core subjects of Religious Education, English, Mathematics, Science, Health & Physical Education, History, Humanities, Digital Technologies and Japanese are studied in both Year 7 and Year 8. There is a combination of year-long subjects and semester long subjects.

The specialised elective areas of Performing Arts, Visual Arts, Design Technology and Food and Textiles Technology are spread over the two-year cycle with each area studied once for a whole semester. All students will have completed the same subjects by the end of Year 8.

This curriculum handbook outlines the skills, knowledge and assessments for each of the key learning areas and individual subjects.

## CORE SUBJECTS

7 Religious Education	
<b>Rationale:</b>	<p>The Religion Education program involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to our specific context.</p> <p>In Year 7, students learn about the beliefs, values and practices of Christian communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam). They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.</p>
<b>Learning Focus:</b>	<p><b>SACRAMENTS AND SACRAMENTALITY</b> What does it mean to be sacramental?</p> <ul style="list-style-type: none"> <li>• Being in a Catholic Community</li> <li>• Christ's Paschal Mystery</li> <li>• Sacraments supporting the Journey of Faith</li> </ul> <p><b>POWER OF WORDS</b> How can something written so long ago still matter today?</p> <ul style="list-style-type: none"> <li>• Words are Powerful</li> <li>• Cultural Contexts of the New Testament</li> <li>• Creeds connect believers across time</li> </ul> <p><b>WHERE IT ALL BEGAN</b> What is our common ground?</p> <ul style="list-style-type: none"> <li>• Legacies of the early Church</li> <li>• Abrahamic Faiths</li> <li>• The influence of culture and time on Christianity</li> </ul> <p><b>DOING GOOD</b> What if everyone did that?</p> <ul style="list-style-type: none"> <li>• Relationship between God and humankind</li> <li>• Principles of Christian morality?</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Students explore and investigate topics, explain understanding, analyse information and elaborate on how we can respond in folio tasks across each learning focus.</p> <p>Folio tasks include tweeting, completing graphic organisers when analysing, constructing paragraphs, organising findings and build digital posters to inform.</p>

8 Religious Education	
<b>Rationale:</b>	<p>The Religious Education program involves four strands: <i>Sacred Texts, Beliefs, Church and Christian Life</i>. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.</p> <p>In Year 8, students engage with a variety of images and words that express the mystery of the Trinity. They are introduced to the theme of covenant, as unique relationship between God and God's people. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE. They develop their understanding of the many ways in which the Church is present and active in the world today. Students continue to develop their understanding of prayer in the Christian tradition.</p>
<b>Learning Focus:</b>	<p><b>COVENANT</b> What is the significance of covenants in the Old Testament?</p> <ul style="list-style-type: none"> <li>• Covenant</li> <li>• Identifying and interpreting covenants in the Old Testament</li> <li>• Trinity</li> </ul> <p><b>MOVERS AND SHAKERS</b> Who rocked the Church?</p> <ul style="list-style-type: none"> <li>• Key figures of the Church and how they changed the Church.</li> <li>• Exploration of evidence of these reforms still being visible today</li> </ul> <p><b>MISSION MATTERS</b> Jesus' Mission today... Mission Possible?</p> <ul style="list-style-type: none"> <li>• Christians are challenged to live out the mission of Jesus</li> </ul> <p><b>CHURCH AND UNITY</b> What is the significance of initiation for the faith journey of believers?</p> <ul style="list-style-type: none"> <li>• Believers of the Abrahamic faiths</li> <li>• Sacraments of Initiation</li> <li>• True meaning of Christianity</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Students identify, explain, examine, analyse, research and present findings in response to folio tasks across each learning focus.</p> <p>Folio tasks include paragraph writing, creating an interactive timeline, present findings in PowerPoint and Sway, complete graphic organisers for analysis and work in groups to investigate and present findings</p>

7 English	
<b>Rationale:</b>	The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>FOCUS ON WRITING</b></p> <ul style="list-style-type: none"> <li>• Persuasive Writing – read, interpret and create</li> <li>• Imaginative Writing – read, interpret and create</li> <li>• Informative Writing – read, interpret and create</li> <li>• NAPLAN preparation – skills for language, literacy and comprehension</li> </ul> <p><b>POETRY STUDY</b></p> <ul style="list-style-type: none"> <li>• Understand basic poetic techniques</li> <li>• Analyse a variety of poetry forms</li> <li>• Create original poetry inspired by a variety of stimuli</li> </ul> <p><b>NOVEL STUDY</b></p> <ul style="list-style-type: none"> <li>• Understand basic conventions of novel</li> <li>• Read, discuss and interpret literature</li> <li>• Close analysis of selected extracts</li> <li>• Create imaginative responses inspired by literary text</li> </ul> <p><b>FILM STUDY</b></p> <ul style="list-style-type: none"> <li>• Understand key film techniques</li> <li>• Close analysis of selected scenes</li> <li>• Identify and analyse the use of film techniques to convey social messages</li> <li>• Analyse how viewers are positioned to respond to these representations</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Narrative Writing</p> <p>Persuasive Writing</p> <p>Extended Analytical Response</p> <p>Multimodal Response</p>

8 English	
<b>Rationale:</b>	English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. English helps develop the language, literature and literacy skills.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>PERSUASION</b></p> <ul style="list-style-type: none"> <li>• Understand how rhetorical devices are used to persuade and develop meaning</li> <li>• Understand the effect of nominalisation in the writing of informative and persuasive texts</li> <li>• Construct persuasive text from stimulus</li> </ul> <p><b>POETRY</b></p> <ul style="list-style-type: none"> <li>• Develop understanding of poetic techniques</li> <li>• Analyse a variety of poetry texts</li> <li>• Create poetry based on knowledge of poetic techniques</li> <li>• Create an imaginative response to poetry</li> </ul> <p><b>NOVEL STUDY</b></p> <ul style="list-style-type: none"> <li>• Analytical Exposition expressing personal interpretation</li> <li>• Creative response to novel</li> </ul> <p><b>FILM ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning</li> <li>• Creative and analytical response to film</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Narrative Writing</p> <p>Persuasive Writing</p> <p>Extended Analytical Response</p> <p>Multimodal Response</p>

7 Mathematics	
<b>Rationale:</b>	Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>WHOLE NUMBER AND INTEGERS</b></p> <ul style="list-style-type: none"> <li>Investigate index notation and represent prime and composite numbers</li> <li>Investigate and use square roots of perfect square numbers</li> <li>Compare, order, add and subtract integers</li> </ul> <p><b>FRACTIONS AND DECIMALS</b></p> <ul style="list-style-type: none"> <li>Compare fractions and connect with decimals and percentages</li> <li>Solve problems involving addition, subtraction, multiplication and division</li> <li>Make connections between fractions and decimals</li> </ul> <p><b>MONEY AND PERCENTAGE</b></p> <ul style="list-style-type: none"> <li>Investigate and calculate the 'best buys'</li> </ul> <p><b>STATISTICS AND PROBABILITY</b></p> <ul style="list-style-type: none"> <li>Construct sample spaces</li> <li>Calculate mean, median, mode and range for sets of data</li> <li>Construct and compare different data displays</li> </ul> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>Calculate the perimeter, area and volume of different shapes</li> </ul> <p><b>GEOMETRY</b></p> <ul style="list-style-type: none"> <li>Describe translations, reflections in an axis and rotations of multiples of <math>90^\circ</math> on the Cartesian plane using coordinates</li> <li>Identify corresponding, alternative and co-interior angles when two straight lines are crossed by a transversal</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>Create algebraic expressions and evaluate them</li> <li>Apply the associative, commutative and distributive laws to aid mental and written computations</li> </ul> <p><b>LINEAR AND NON-LINEAR</b></p> <ul style="list-style-type: none"> <li>Given coordinates, plot points on the Cartesian plane and find coordinates for a given point</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Folio Tasks</p> <p>Mathematical Investigation: Report</p> <p>Supervised Assessment</p>

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<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>PERIMETER AREA AND VOLUME</b></p> <ul style="list-style-type: none"> <li>• Use measurement units and conversions for area and volume</li> <li>• Calculate perimeters and areas of parallelograms, trapeziums, rhombuses, kites, circles</li> </ul> <p><b>NUMBER</b></p> <ul style="list-style-type: none"> <li>• Special types of number</li> <li>• Index notation and laws</li> <li>• Number and place value operations with integers</li> </ul> <p><b>GEOMETRY</b></p> <ul style="list-style-type: none"> <li>• Geometric reasoning congruence in plane shapes (especially triangles), using transformations and properties of quadrilaterals</li> </ul> <p><b>PROBABILITY</b></p> <ul style="list-style-type: none"> <li>• Chance, probabilities of single events and complementary events.</li> <li>• Two-way tables, Venn diagrams</li> </ul> <p><b>RATES AND RATIOS</b></p> <ul style="list-style-type: none"> <li>• Solve a range of problems involving rates and ratio</li> </ul> <p><b>STATISTICS</b></p> <ul style="list-style-type: none"> <li>• Data representation and interpretation Data collection methods</li> <li>• Sampling, properties of samples with outliers</li> </ul> <p><b>ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Patterns and algebra</li> <li>• Simplify algebraic expressions</li> <li>• Distributive law, factorising</li> </ul> <p><b>LINEAR AND NON-LINEAR RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Finding the rule for a linear relationship</li> <li>• Solving linear equations graphically and algebraically</li> <li>• Checking with substitution</li> </ul> <p><b>PERCENTAGES AND MONEY</b></p> <ul style="list-style-type: none"> <li>• Real numbers, percentages, including percentage change</li> <li>• Money and financial mathematics including profit and loss.</li> </ul> <p><b>MEASUREMENT AND TIME</b></p> <ul style="list-style-type: none"> <li>• Use units of measurement</li> <li>• Understand duration, 12/24 hour time and time zones</li> </ul>
<b>Outcomes / Assessment:</b>	Supervised Tests Mathematical investigations



7 Science	
<b>Rationale:</b>	Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>• Recognising the differences between pure substances and mixtures</li> <li>• Investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation</li> </ul> <p><b>EARTH SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Investigating natural phenomena such as lunar and solar eclipses, seasons and phases of the moon</li> <li>• Comparing renewable and non-renewable energy sources</li> </ul> <p><b>PHYSICS</b></p> <ul style="list-style-type: none"> <li>• Investigating the effects of applying different forces to familiar objects</li> <li>• Investigating simple machines such as lever or pulley systems</li> </ul> <p><b>BIOLOGY</b></p> <ul style="list-style-type: none"> <li>• Classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species</li> <li>• Constructing and interpreting food webs to show relationships between organisms in an environment</li> </ul> <p><b>DIGITAL TECHNOLOGIES</b></p> <ul style="list-style-type: none"> <li>• Investigating how digital systems represent text, image and audio data in binary</li> <li>• Defining real-world problems considering functional requirements and economic, environmental, social, technical and usability constraints</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Experimental Reports</p> <p>Research Tasks</p> <p>Supervised Tests</p> <p>Assignment</p>

8 Science	
<b>Rationale:</b>	In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems. Students explore changes in matter at a particle level and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>PHYSICS AND EARTH SCIENCE</b></p> <ul style="list-style-type: none"> <li>Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.</li> <li>Compare processes of rock formation, including the timescales involved.</li> </ul> <p><b>CHEMISTRY</b></p> <ul style="list-style-type: none"> <li>Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.</li> </ul> <p><b>BIOLOGY</b></p> <ul style="list-style-type: none"> <li>Investigate the circulatory, respiratory, digestive and reproductive systems</li> <li>Explore cells and their importance of life</li> </ul> <p><b>DIGITAL TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>Explain how the features of technologies influence design and production decisions in game design.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Experimental Investigation Reports</p> <p>Supervised Exams</p> <p>Extended Research Task</p> <p>Folio Tasks</p>

## 7 Health and Physical Education

<b>Rationale:</b>	<p>Health and Physical Education provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students are given the opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.</p> <p>The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.</p> <p>In Health and Physical Education students are provided with opportunities to learn through movement which enable them to develop and practise fundamental movement skills through active play and structured movement activities.</p>												
<b>Learning Focus:</b>	<p>In this subject, students will study the following theory units through the described content:</p> <p><b>STEREOTYPES AND GENDER EQUITY</b></p> <ul style="list-style-type: none"> <li>• Students investigate how stereotypes effect the way that people/persons or groups are portrayed</li> <li>• Students learn that stereotypes are often based on inaccurate information</li> <li>• Students learn that, as whole people, boys and girls are equal and have both strengths and limitations</li> </ul> <p><b>RYTHMIC MOVEMENT</b></p> <ul style="list-style-type: none"> <li>• Students describe how their body responds to movements</li> <li>• Students investigate how the elements of effort, space, time, objects and people can enhance movement sequence</li> </ul> <p><b>GAME DEVELOPMENT AND SAFETY</b></p> <ul style="list-style-type: none"> <li>• Students are guided to use clues to recognise safe and unsafe situations and identify possible actions</li> <li>• Students learn strategies including persistence, to react to and report unsafe situations.</li> <li>• Students demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.</li> </ul> <p><b>AUSTRALIAN SPORTING HEREOS</b></p> <ul style="list-style-type: none"> <li>• Students learn about how there are many attributes, other than a skill, that should be considered when labelling someone as a sporting hero</li> <li>• Students investigate the variety of sporting heroes that have established themselves in Australian history</li> </ul> <p>In this subject, students may study any of the following practical units:</p> <table border="0" style="width: 100%;"> <tr> <td>- Rhythmic Movement</td><td>- Oz Tag</td></tr> <tr> <td>- Touch Football</td><td>- Netball/Basketball</td></tr> <tr> <td>- Softball</td><td>- AFL</td></tr> <tr> <td>- Gaelic Football</td><td>- Futsal/Soccer</td></tr> <tr> <td>- Volleyball</td><td>- Fitness</td></tr> <tr> <td>Athletics</td><td></td></tr> </table>	- Rhythmic Movement	- Oz Tag	- Touch Football	- Netball/Basketball	- Softball	- AFL	- Gaelic Football	- Futsal/Soccer	- Volleyball	- Fitness	Athletics	
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<b>Outcomes / Assessment:</b>	<p>Folio Tasks Supervised Exam Group Performance</p>												

<b>8 Health and Physical Education</b>											
<b>Rationale:</b>	<p>Year 8 Health and Physical Education expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.</p>										
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MENTAL HEALTH</b></p> <ul style="list-style-type: none"> <li>• Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity</li> <li>• Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity</li> <li>• Practise and apply strategies to seek help for themselves or others</li> </ul> <p><b>EATING FOR PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• Investigate and select strategies to promote health, safety and wellbeing</li> <li>• Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities</li> <li>• Evaluate health information and communicate their own and others' health concerns</li> </ul> <p><b>TRAINING SYSTEMS</b></p> <ul style="list-style-type: none"> <li>• Practise, apply and transfer movement concepts and strategies with and without equipment</li> <li>• Evaluate and justify reasons for decisions and choices of action when solving movement challenge</li> </ul> <p><b>SPORTS SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Students investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.</li> <li>• They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.</li> </ul> <p>In this subject, students may study any of the following practical units:</p> <table border="0"> <tr> <td>• Athletics</td><td>- Oz Tag</td></tr> <tr> <td>• Touch Football</td><td>- Netball/Basketball</td></tr> <tr> <td>• Softball</td><td>- AFL</td></tr> <tr> <td>• Gaelic Football</td><td>- Futsal/Soccer</td></tr> <tr> <td>• Volleyball</td><td>- Fitness</td></tr> </table>	• Athletics	- Oz Tag	• Touch Football	- Netball/Basketball	• Softball	- AFL	• Gaelic Football	- Futsal/Soccer	• Volleyball	- Fitness
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<b>Outcomes / Assessment:</b>	<p>Mental Health – Assignment  Eating for performance – Assignment  Training Systems – Supervised Exam  Sports Science – Multi-modal presentation</p>										

<b>7 Humanities</b>	
<b>Rationale:</b>	Humanities is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.
<b>Learning Focus:</b>	<p>In this subject, students will study the following unit through the described content:</p> <p><b>PLACE AND LIVEABILITY</b></p> <ul style="list-style-type: none"> <li>• Identify how people's reliance on places influence their perception of them</li> <li>• Examine the effect of uneven distribution of resources and services on the lives of people</li> <li>• Evaluate possible approaches that can be used to improve the availability of resources and access to services</li> </ul> <p><b>ECONOMICS AND BUSINESS</b></p> <ul style="list-style-type: none"> <li>• Investigate the relationship between consumers and producers in the market</li> <li>• Compare the importance of personal, organisational and financial planning for consumers and businesses</li> <li>• Evaluate how entrepreneurial behaviour contributes to a successful business</li> </ul> <p><b>CIVICS AND CITIZENSHIPS</b></p> <ul style="list-style-type: none"> <li>• Identify how is Australia's system of democratic government is shaped by the Constitution</li> <li>• Examine the diversity of Australian society</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Folio Tasks</p> <p>Power point Presentation</p>

8 Humanities	
<b>Rationale:</b>	In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>LANDFORMS AND LANDSCAPES</b></p> <ul style="list-style-type: none"> <li>Investigate geomorphology through a study of landscapes and their landforms.</li> <li>Examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.</li> <li>Investigate studies drawn from Australia and throughout the world.</li> </ul> <p><b>ECONOMICS AND BUSINESS</b></p> <ul style="list-style-type: none"> <li>Develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation.</li> <li>Investigate the rights, responsibilities and opportunities that arise for businesses, consumers and governments along with the influences on the ways individuals work now and into the future.</li> </ul> <p><b>CIVICS AND CITIZENSHIPS</b></p> <ul style="list-style-type: none"> <li>Identify the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.</li> <li>Investigate how laws are made and the types of laws used in Australia.</li> <li>Examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Folio Tasks</p> <p>Stimulus Response Exam</p> <p>Business Report</p> <p>Power Point presentation</p>

7 Japanese	
<b>Rationale:</b>	Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world. Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents.
<b>Learning Focus:</b>	<p>In this subject, students will study the following unit through the described content:</p> <p><b>HELLO</b></p> <ul style="list-style-type: none"> <li>• Read and write Hiragana script.</li> <li>• Interact with others in Japanese.</li> <li>• Communicate by giving and responding to classroom instructions.</li> <li>• Comprehend everyday greetings.</li> </ul> <p><b>PLEASED TO MEET YOU</b></p> <ul style="list-style-type: none"> <li>• Introduce self and friends.</li> <li>• Count and write numbers in Japanese (1-99).</li> <li>• Recognise Hiragana script and Kanji numbers.</li> <li>• Interpret simple written and spoken passages in Japanese.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>By the end of Year 7, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They comprehend and respond to familiar questions and instructions, using rehearsed and some spontaneous language. Students read texts in hiragana, with some kanji for numbers, high-frequency nouns, adjectives and verbs.</p> <p>Students are assessed through a variety of communicative tasks (two assessment items per term). These include:</p> <p>Listening comprehension tasks: listen to phone conversations, speeches and instructions.</p> <p>Reading comprehension tasks: responding to a range of written material such as word puzzles, cartoon strips, personal profiles and business cards.</p> <p>Speaking tasks: conversing with the teacher or other students; presenting a prepared speech on a familiar topic.</p> <p>Writing tasks: write signs, personal profiles and posters.</p>

8 Japanese	
<b>Rationale:</b>	Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world. Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>MY BEST FRIENDS</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall Hiragana script and Kanji numbers.</li> <li>• Identify and ask about people, places and things.</li> <li>• Compose written and spoken texts describing people, places and things.</li> <li>• Interpret simple texts in the written and spoken forms.</li> </ul> <p><b>FAMOUS PEOPLE</b></p> <ul style="list-style-type: none"> <li>• Introduce self.</li> <li>• Express information about others.</li> <li>• Count large numbers in Japanese (1-200).</li> <li>• Recognise and recall Hiragana script and Kanji numbers.</li> <li>• Interpret simple written and spoken passages in Japanese.</li> </ul>
<b>Outcomes / Assessment:</b>	<p>By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use rehearsed language related to their personal world to convey information in both written and spoken texts. Students read and write texts in hiragana, with some kanji for numbers, high-frequency nouns, adjectives and verbs.</p> <p>Students are assessed through a variety of communicative tasks (two assessment items per term). These include:</p> <p>Listening comprehension tasks: listen to interviews, phone conversations, speeches and word puzzles.</p> <p>Reading comprehension tasks: responding to a range of written material such as business cards, personal profiles, word puzzles and posters.</p> <p>Speaking tasks: conversing with the teacher or other students; presenting a prepared speech on a familiar topic.</p> <p>Writing tasks: write business cards, comic strips, personal profiles and posters.</p>



## SPECIALISED SUBJECTS – THE ARTS

Performing Arts	
<b>Rationale:</b>	In Performing Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of Drama and Music. They acquire knowledge, skills and understanding specific to these subjects and develop critical understanding that informs decision-making and aesthetic choices. Through studying Performing Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. Students learn to manipulate the elements of music and drama, and stylistic conventions to create, interpret, rehearse and perform whilst demonstrating technical and expressive skills.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>STAGING A PLAY</b></p> <ul style="list-style-type: none"><li>• Build on their understanding of role, character and relationships</li><li>• Use voice and movement to sustain character and situation</li><li>• Use focus, tension, space and time to enhance drama</li><li>• Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama</li><li>• Evaluate the directors' intentions and expressive skills used by actors in drama they view and perform</li></ul> <p><b>POPULAR MUSIC</b></p> <ul style="list-style-type: none"><li>• Build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing</li><li>• Recognise rhythmic, melodic and harmonic patterns and beat groupings</li><li>• Understand their role within an ensemble and control tone and volume</li><li>• Perform with expression and technical control</li><li>• Explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music</li></ul>
<b>Outcomes / Assessment:</b>	Short Answer Responding Task Group Performances Composition

<b>Visual Arts</b>	
<b>Rationale:</b>	<p>Students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.</p> <p>Students produce representations of social values and points of view in media artworks for audiences and contexts. They use genre and media and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and to achieve their intentions.</p>
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>INTRODUCTION TO VISUAL ARTS</b></p> <ul style="list-style-type: none"> <li>• Students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.</li> <li>• They explain how an artwork is displayed to enhance its meaning.</li> <li>• They evaluate how they and others are influenced by artworks from different cultures, times and places.</li> <li>• Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks.</li> <li>• They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</li> <li>• Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Assessment:</p> <p>Experimental Folio</p> <p>Responding to Art – Analysis</p> <p>Making task – Mixed Media Artwork</p>

## SPECIALISED SUBJECTS – TECHNOLOGIES

<b>Design Technology (Industrial)</b>	
<b>Rationale:</b>	In Design, students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.
<b>Learning Focus:</b>	<p>In this subject, students will study the following units through the described content:</p> <p><b>RESEARCH AND PLAN</b></p> <ul style="list-style-type: none"> <li>Investigating traditional and contemporary design and technologies,</li> <li>identifying needs and new opportunities for design and enterprise, for example promotion and marketing of designed solutions</li> <li>Investigating how ethics, social values, profitability and sustainability considerations impact on design and technologies,</li> <li>Experimenting to select the most appropriate principles and systems on which to base design ideas,</li> <li>Investigating influences impacting on manufactured products and processes such as historical developments, society, new materials, control systems and biomimicry</li> </ul> <p><b>DEVELOP AND EVALUATE</b></p> <ul style="list-style-type: none"> <li>Identifying factors that may hinder or enhance project development,</li> <li>Build producing prototypes and jigs to test functionality, including the use of rapid prototyping tools such as 3D printers</li> <li>Investigating components, tools and equipment</li> <li>Examining, testing and evaluating a variety of suitable materials, components, tools and equipment for each design project,</li> <li>Evaluating designed solutions and processes and transferring new knowledge and skills to future design projects</li> </ul>
<b>Outcomes / Assessment:</b>	<p>Short Answer Responding Task</p> <p>Technical Sketches</p> <p>Multimodal Presentations</p> <p>Portfolio of complete design process</p>

<b>Food and Textiles Technology</b>	
<b>Rationale:</b>	<p>Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments. Through the practical application of technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.</p>
<b>Learning Focus:</b>	<p><b>FOOD – HEALTHY SAVOURY PARCEL</b></p> <ul style="list-style-type: none"> <li>• Students examine the AGHE and reflect on their own eating habits.</li> <li>• Students develop an understanding of the long-term effects on a person's health in relation to food choices.</li> <li>• Students explore healthy snacks from other cultures and participate in practical cooking of same.</li> <li>• Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating from other cultures.</li> </ul> <p><b>DESIGN CHALLENGE:</b> To design, produce and evaluate a healthy savoury parcel that incorporates food technologies from two cultures.</p> <p><b>TEXTILES - SUSTAINABILITY</b></p> <ul style="list-style-type: none"> <li>• Students investigate the sustainability of plastic bags and develop an understanding of the detrimental effect of plastic bags on the environment.</li> <li>• Students identify a need where they would normally use a plastic bag. Using the identified need students apply design thinking as they develop a solution and create a container to replace a plastic bag.</li> <li>• Students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.</li> <li>• Students explore factors, including sustainability that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.</li> </ul> <p><b>DESIGN CHALLENGE:</b> Students design and produce a container using recycled materials that satisfies a need and uses recycled materials</p>
<b>Outcomes / Assessment:</b>	<p>Folio Tasks Design Product</p>

## Version history

Version	Date of change	Update
1	September 2018	Finalised subjects.