



**2018**

# Junior Secondary Subject Information Handbook

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# *Welcome to Junior Secondary*

Kepnock State High School is an innovative learning community that engages and supports students in a futures-oriented education, challenging them to excel and become respectful and responsible lifelong learners. Our Junior Secondary is committed to the school's vision of creating:

*"A creative, confident and resilient community of learners prepared for the future."*

The world our students are entering is one of constant change. Preparing students to become future citizens requires a curriculum and cultural commitment to ensuring our students are resilient and confident participants within our global community.

Our Junior Secondary curriculum is designed with the adolescent learner in mind. It employs teaching strategies and organisational structures that have been selected and designed to meet the unique needs of early adolescents in the 21st Century. We acknowledge that Junior Secondary students require a curriculum that is meaningful, connected to their world, challenging, achievable and rigorous. The key to achieving all of this is building positive and supportive relationships that encourage self-respect, responsibility and resilience.

Our Junior Secondary offers all students the best preparation for their future by providing them with a wide range of educational experiences that lead to multiple pathways in Years 10, 11 and 12. The Junior Secondary curriculum has been developed with the input from the Primary School teachers from the Coral Coast Cluster of which Kepnock is a part. This collaboration ensures a seamless and aligned curriculum that reflects not only where the students are headed, but also what they have experienced previously, creating learners who are independent, responsible and dynamic.

Teachers of classes in Junior Secondary are committed to using engaging pedagogical practices that are responsive to the developmental needs of the students and provide the skills which enable them to be independent lifelong learners. The Year Level Co-ordinators provide a supportive context for students as they move through this important stage in their learning journey.

This booklet has been designed to assist parents/carers and students in understanding the range of subjects available for study across their Junior Secondary years at Kepnock State High School. When reading through this booklet it is important to consider your student's strengths, interests and abilities as well as their future aspirations and needs. Parents/carers and students will be supported in the subject selection process through access to a range of in-school education and career planning activities. Subject selection information sessions will provide opportunities for parents/carers and students to meet with staff to hear more about the programs on offer. Staff will also be available to assist parents/carers and students one-on-one with selections.

We look forward to sharing your child's Junior Secondary learning journey and supporting them as they progress through one of the most challenging and exciting periods of their lives.

# Tailored Learning Opportunities

Kepnock State High School recognises that not all students are the same and prides itself on delivering tailored learning opportunities that cater to a wide range of learning styles and abilities. In order to achieve this differentiation the Junior Secondary classes have been scaffolded into four levels:

- Academic Challenge and Excellence (ACE) Classes
- Core Classes
- Focus Classes
- Special Education Program

Further information on these classes is outlined below.

## **Academic Challenge and Excellence Program (ACE)**

### Foundation ACE (Year 7)

Students, who have shown high levels of ability across their subjects and have shown exemplary standards of effort and behaviour in Year 6, are able to apply for the Foundation ACE program. This program offers students joining the Kepnock community in Year 7 the chance to participate in extension learning opportunities beyond those completed in Core classes. Students in Foundation ACE are expected to demonstrate outstanding effort and behaviour across all their subjects and within the school community at all times.

**NOTE:** Being part of Foundation ACE does not guarantee a place in the Year 8 and 9 ACE programs.

### ACE Year 8 and 9

Students who have shown high levels of aptitude for academic study in Year 7 are able to apply for our unique Academic Challenge and Excellence Program (ACE). This program offers high performing students the opportunity to be part of a class that will be challenged to go above and beyond the standard classroom activities and learning expectations of their year level. In some subjects this may mean an accelerated learning pathway resulting in them completing some of their studies in Year 11 making Year 12 available for an early beginning to university course work, selectively updating past assessment or using the time to support their learning in subjects that they find challenging. The following subjects currently offer an ACE course:

- English
- Mathematics
- Science

Students in Foundation ACE and ACE must study either German or Japanese in Years 7-9.

### ***Core Classes***

Core classes offer students the opportunity to experience learning tailored to their ability levels. These classes offer students numerous opportunities to engage with a curriculum designed to hone their strengths while supporting them to improve in areas of challenge.

Students in the Core Classes have the option of taking either a two (Years 7-8) or three year (Years 7-9) language course in German or Japanese.

### ***Focus Classes***

Focus classes are designed for students who require additional support in their learning. These classes have fewer students and greater access to Learning Support and Special Needs staff. These adjustments provide the students with increased student-teacher time.

Assessment, curriculum and pedagogy are scaffolded to support the learning of each Focus student. For some students this may include modification of the assessment tasks to cater to their specific learning needs. The goal of every student in a Focus class is to achieve their very best with the assistance of the teacher and support staff.

Students in the Focus classes do not study a language, instead devoting the curriculum time to additional English and Mathematics lessons, thus ensuring they achieve appropriate standards of literacy and numeracy. Students may have an Individual Curriculum Plan (ICP) developed in order to meet their specific learning needs.

### ***Health and Physical Education Sports Development Program***

Health and Physical Education offers an extension pathway from Years 7 to 10. Students keen to explore their potential, both academically and physically, will be identified in Year 6 through fitness testing. They will also demonstrate consistent academic success and involvement in Kepnock's extracurricular sporting program.

### ***Instrumental Music Program***

International and Australian research shows music education can make significant differences to students' abilities. Students who are active music-makers are more likely to have improved maths and language performance, better reasoning capacity and problem-solving skills, better time management and self-discipline, improved memory and concentration, better social and team skills.

The KSHS Instrumental Music Program extends these benefits, providing students with a performance focus within their music studies to strengthen and further increase their skills on their chosen instrument, and broadening their analysis and composing skills. If your student already has proficiency on an instrument, why not choose our Instrumental Music Program?

Students who demonstrate skill and passion in the area of music and already play a musical instrument are invited to apply. Students must be highly creative and motivated to pursue further study in the Arts. Instruments can include: violin, viola, cello, double bass, bass guitar, flute, oboe, bassoon, clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion. We also provide beginners lessons and ensembles for those who would like to learn a new instrument. All students are expected to devote time for practice on a regular (daily) basis.

# Special Education Program

What is the Special Education Program?

Keppock State High School Special Education Program (SEP) supports students with disabilities to access school programs.

The Special Education Program operates under Education Queensland's inclusion policy providing support both in-class and for alternative subjects where required. Some students require very little support so are monitored by class teachers and/home contacts.

At Keppock we are primarily concerned with providing access and participation for our full range of students through excellence in learning and teaching—thus maximizing learning outcomes.

**Case Management:** All students are assigned a case manager at school. Case managers are SEP teachers. The role of the case manager is to communicate with students, parents and teachers to ensure the best possible outcomes for the individual student.

For students who require alternate programs based within the SEP, the case manager will often be the classroom teacher.

Individual Support Plans are developed each year by the case manager and school team to identify goals for the year. Support varies according to the needs of the individual.

What programs do we run for students in Years 7 to 9 ?

- Transition programs establish links with primary school throughout Years 5 and 6 to assist students to gain an insight into high school life and options for study
- A variety of Alternate and Modified subjects are provided in all learning areas for students who need adjustments to access academic work
- All students have the opportunity to participate in all aspects of school life including leadership roles within the school
- Community access and transition to life outside school is a focus of many programs. Students aged 14 years old and above are given a chance to experience what it is like to work in a real work environment through our Work Experience Program. The students are placed in an area of their choice to learn on-the-job skills. In Senior School, Vocational Programs such as Certificates in Work Practices, Automotive or Sport and Recreation are added to programs
- Independent living skills such as personal grooming and social skills are designed to meet all students' needs

What other services are provided ?

- Before school and at lunchtime our games room opens to the school community
- The SEP has a Guidance Officer available for appointments for students and parents one day a week
- School personnel such as the School Based Youth Health Nurse and School Based Police Officer run education programs for all students
- Education Queensland Therapists and Advisory Teachers are accessed through the SEP
- Support is provided to access external organisations and support networks
- Our Para-Athlete team has been very successful over the past few years. Students have the option of attending coaching sessions as part of their school program
- Social skills sessions are provided to assist students with interpersonal skills - communication, decision making, problem-solving, critical and creative thinking, and cooperation; and intrapersonal skills - self-awareness, self-management, persisting with challenges and striving for enhanced performance

# Curriculum Introduction

At Kepnock State High School, we offer a wide range of flexible pathways through our Junior Secondary School that link with opportunities in Senior School and beyond. The Years 7 – 9 Curriculum is designed according to the Australian Curriculum. Students experience a wide range of content across eight Key Learning Areas: The Arts, English, Humanities, Health and Physical Education, Languages, Mathematics, Science, and Technology.

- Our Junior Secondary philosophy acknowledges that students need to experience a smooth transition into high school with fewer teachers. We endeavour, timetabling permitting, to allocate the same teachers across a range of Core Subjects.
- The PE@K Program (Positive Experiences at Kepnock) is designed to assist students with their personal wellbeing and development. Each lesson explores a key value giving students the skills to behave in a meaningful, purposeful and safe way within the school and their community. PE@K explores topics such as resilience, anti-bullying, empowerment & confidence for all students
- The Core Subjects of English, Humanities (History and Geography), Mathematics, Science and Health and Physical Education are studied by all students, for the full year, from Years 7 - 9
- Intensive Literacy and Numeracy (iLaN) lessons focus on the core skills of reading, writing, spelling, and vocabulary and number skills. These lessons are informed by data and aim to improve student ability across all subject areas by providing students with the skills necessary to interact confidently with knowledge in all its forms
- Japanese and German language are offered at Kepnock State High School. Students are able to choose one of these, but not both. Students identified with low literacy skills may be exempted from studying Languages (based on NAPLAN results)
- The Arts are universal forms of symbolic creation, expression and social exchange. Through Dance, Drama, Media Arts, Music and Visual Arts we express and communicate what it is to be human and we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations. Students study all aspects of The Arts in Years 7 and 8. In Year 9, students elect one area to study per semester (two Arts subjects across the year)
- Technology education plays a vital role in preparing students to appropriately respond to technical advances and to shape technological futures. Technology is a broad field of study that draws from a range of disciplines and community activities including engineering, manufacturing, hospitality/home economics, agriculture, and information and communications technology. Technology is used to design products, processes and services to meet human needs and wants, capitalize on opportunities and extend human capabilities. In the area of Technology, students in Year 7 & 8 study each of the technology subjects across the year. In Year 9, students elect one area to study per semester (two technology subjects across the year)

# Year 7, 8 & 9 Course Outline

In addition to English, Mathematics, Science, HPE, Humanities and a Language, students will study the following:

	<i>Term 1</i>	<i>Term 2</i>	<i>Term</i>	<i>Term 4</i>
Year 7	For Term 1 & 2 students will be engaged in a combination of areas:		1 Lesson IHA/PE@K	
	areas: ing <ul style="list-style-type: none"> <li>• IHA</li> <li>• ILAN</li> <li>• PE@K</li> </ul>			
	Arts /Technology Arts and 1 subject for semester	(students only do 1 Technology rotation 1)	Arts subject 2	Arts Subject 3
		Technology Subject 2	Technology Subject 3	
Year 8	Arts subject 4	Subject subject 5	The Arts subjects	Visual Arts, Dance, Drama, Music, Media Arts
	Technology Subject 4	Technology Subject 5	Technology Subjects	Agriculture, Business Studies, Home Economics, Industrial, Design & Technology, Information Technology
Year 9	Own choice of Arts subject (cannot repaeat Year 8 semester 2 electives)		Own choice of Arts subject ( can repeat year 8 semester 2 electives)	
	Own choice of Technology subject (can repart year 8 semester 2 electives)		Own choice of Technology subject (can repeat Year 8 semester 2 electives)	

IHA - Inter-house activities

PE@K - Positive Experiences at Kepnock

ILaN - Intensive Literacy & Numeracy



# The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.

## General Capabilities

### Literacy

The Arts provides students with the opportunity to use literacy to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own and others' artworks. Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of The Arts vary according to context and they develop their ability to use language dynamically and flexibly.

### Numeracy

The Arts provides students with the opportunity to select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across The Arts subjects, students recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own or others' artworks, such as diagrams, charts, tables, graphs and motion capture.

### Critical and Creative Thinking

In the Arts critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They consider possibilities and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. They consider and analyse the motivations, intentions and possible influencing factors and biases that may be evident in artworks they make to which they respond. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

### Personal and Social Capability

In The Arts, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience, students develop and apply personal skills and dispositions such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They also learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

# The Arts - Dance

## What is Dance?

Dance is expressive movement with purpose and form. Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

## Learning Goals by the end of Year 9

After studying Dance students will

- Know and understand how to identify, analyse and evaluate the elements of dance, choreographic devices and production elements in different styles of dance
- Be able to apply this knowledge in dances they make and perform to communicate intent
- Know and understand how to choreograph dances, select and organise the elements of dance and choreographic devices
- Be able to perform dances with confidence, clarity and with technical and expressive skills appropriate to dance styles and genres

## Areas that students will be assessed in across Year 7 to 9

- Making in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing
- Responding in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting on, analysing, appreciating and evaluating
- In both strands, students engage with the elements of dance by learning the processes of choreography, performance and appreciation

## Aims of the Year 7-9 Dance course

- Body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Choreographic and performance skills and appreciation of their own and others' dances
- Aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- Respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences

## **Year 7-9 Course Outlines**

### **Year 7 or 8 (Unit One) focuses on**

- Elements of dance
- Application and analysis choreographic devices
- Making and responding to dance

#### **Sample Year 7/8 Assessment Items**

- Classwork
- Assignments– Choreography conveying an intention and short response tasks

### **Year 8 (Unit Two & Three) focuses on**

- Popular dance/Hip Hop
- General safe dance practices
- Production elements
- Technical and expressive dance skills

#### **Sample Year 8 Assessment Items**

- Classwork
- Assignments– conveying a story/theme through choreography, filmed performance in front of a live audience and responding tasks including short response and multiple choice

### **Year 9 (Unit One – Four) focuses on**

- Body awareness and styles of Dance
- Choreographic skills, choreographic devices and interpersonal skills
- Performance and expressive skills

#### **Sample Year 9 Assessment Items**

- Classwork
- Assignments – filmed choreography and performance tasks in front of a live audience, demonstrating a specific genre, portfolios, responding essays and short response tasks

# The Arts - Drama

## What is Drama?

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

## Learning Goals by the end of Year 9

After studying Drama students will

- Know and understand how to identify, analyse and evaluate how the elements of drama are used, combined and manipulated in different forms and styles
- Be able to apply this knowledge in drama they devise, interpret, perform and view
- Know and understand how to select, use and manipulate the elements of drama, narrative and structure in directing and acting to engage audiences and to communicate meaning
- Be able to use performance skills and design elements to shape and focus theatrical effect for an audience and refine performance and expressive skills in voice and movement to convey dramatic action

## Areas in which students will be assessed across Years 7 to 9

- Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations.
- Responding in Drama involves students being audience members and listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' drama works
- Both making and responding involve developing practical and critical understanding of how the elements of drama can be used to shape and structure drama that engages audiences and communicates meaning

## Aims of the Year 7-9 Drama course

- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- Knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- Knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences

## **Year 7-9 Course Outlines**

### **Year 7 or 8 (Unit One) focuses on**

- Identifying and analysing how the elements of drama are used and combined
- Collaborating to devise, interpret and perform drama

#### **Sample Year 7/8 Assessment Items**

- Classwork
- Assignments – performance in front of live audience and multimodal responding task

### **Year 8 (Unit Two & Three) focuses on**

- Performing and analysing dramatic action based on real or imagined events
- Evaluating how dramatic meaning is communicated from different cultures, times and places
- Indigenous cultures and storytelling
- Communication skills
- How to select and use the elements of drama, narrative and structure to engage audiences

#### **Sample Year 8 Assessment Items**

- Classwork
- Assignments – script and story writing, presenting a script in front of an audience and analysing and evaluating live/pre-recorded performances

### **Year 9 (Unit One – Four) focuses on**

- Interpreting roles, characters and relationships to define motivation and purpose, using specific vocal and physical techniques
- Manipulating drama elements to create tension, status and to express ideas
- Creating and interpreting dramatic action and texts through specific styles

#### **Sample Year 9 Assessment Items**

- Classwork
- Assignments – portfolios, essays, presenting scripts in various genres, short responses and response to stimulus

# The Arts – Media Arts

## What is Media Arts?

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

## Learning Goals by the end of Year 9

After studying Media Arts students will

- Know and understand how to identify, analyse and evaluate how representations of social values and points of view are portrayed
- Be able to apply this knowledge in media artworks they make and view
- Know and understand genre and media conventions and how to shape technical and symbolic elements for specific purposes and meaning in media artworks they make and view
- Be able to collaborate with others in design and production processes, control equipment and technologies to refine techniques and processes

## Areas in which students will be assessed across Years 7 to 9

- Making in Media Arts involves using communications technologies to design, produce and distribute media artworks
- Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture
- In making and responding students engage with the key concepts (technologies, representations, audiences, institutions and languages), story principles and elements of media (technical and symbolic)

## Aims of the Year 7-9 Media Arts course

- Enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communication practice that surround them
- Creative and critical thinking, and exploring perspectives in media as producers and consumers
- Aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- Knowledge and understanding of their active participation in existing and evolving local and global media cultures

## **Year 7-9 Course Outlines**

### **Year 7 or 8 (Unit One) focuses on**

- Exploring Media Arts as an art form within storytelling
- Understanding and using storytelling techniques
- Examining how audiences make meaning and engage with stories
- Identifying and analysing representations of gender and cultural beliefs

#### **Sample Year 7/8 Assessment Items**

- Classwork
- Assignments – still and moving images such as animations and storyboards, sound editing and/or print materials and responding tasks

### **Year 8 (Unit Two & Three) focuses on**

- Constructing meaning in short films through filming and editing moving images and sound
- Considering specific audiences and genre conventions to create a point of view
- Manipulating, analysing and evaluating media languages, symbolic and technical elements to shape representations of social values and points of views

#### **Sample Year 8 Assessment Items**

- Classwork
- Assignments – filming and editing skills, short films, documentaries and still images , treatment and script writing, storyboarding and responding tasks

### **Year 9 (Unit One – Four) focuses on**

- Constructing and reconstructing meaning by using still and moving images, sounds and words
- Analysis, evaluation and creation of representations of different beliefs and ideas in media texts
- How media texts are influenced by regulations and by contexts of audiences, producers and institutions
- How to shape technical and symbolic elements for specific purposes and meaning
- Technology used to create special effects in film and their effect upon audiences

#### **Sample Year 9 Assessment Items**

- Classwork
- Assignments – camera licence, animations, short films, transmedia storytelling, visual and special effects and responding tasks

# The Arts – Music

## What is Music?

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

## Learning Goals by the end of Year 9

After studying Music students will

- Know and understand how to identify, analyse and evaluate how the elements of music are used in different styles
- Be able to apply this knowledge in their performances and compositions to manipulate the elements of music and stylistic conventions
- Know and understand how to use aural skills to recognise elements of music, music terminology and symbols in music they perform and compose
- Be able to interpret, rehearse and perform songs and instrumental pieces in a range of forms and styles demonstrating technical and expressive skills

## Areas in which students will be assessed across Years 7 to 9

- Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing
- Responding in Music involves students being audience members listening to, enjoying, reflecting on, analysing, appreciating and evaluating their own and others' musical works
- Both making and responding involve developing aural understanding of the elements of music through experiences in listening, performing and composing. Students learn to make music using the voice, body, instruments, found sound sources, and information and communication technology.

## Aims of the Year 7-9 Music course

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians
- Skills to compose, perform, improvise, respond and listen with intent and purpose
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- An understanding of music as an aural art form as they acquire skills to become independent music learners



## **Year 7-9 Course Outlines**

### **Year 7 or 8 (Unit One) focuses on**

- Identifying and analysing how the musical elements are used within music
- How to evaluate musical choices to enhance their performances
- Exploring the importance of Indigenous music and its ongoing influence on students' world perspective

### **Sample Year 7/8 Assessment Items**

- Classwork
- Assignments –small ensemble performances, analysis of musical pieces and examination of musical elements

### **Year 8 (Unit Two & Three) focuses on**

- Playing instruments individually and through ensemble
- Listening and composing using music elements to express and explain ideas
- Consider specific audiences for performance and composition
- Specific purposes of music for individual and audiences

### **Sample Year 8 Assessment Items**

- Classwork
- Assignments – group ensembles, individual performances, responding to aural and written musical examples, composing simple melodies and rhythms

### **Year 9 (Unit One – Four) focuses on**

- Specific musical elements to create and analyse music
- How pitch, tonalities and harmonies can influence how music is communicated
- Different genres and styles of music
- How technology influences and manipulates traditional and non-traditional genres and styles, communication and interaction with music

### **Sample Year 9 Assessment Items**

- Classwork
- Assignments – individual performances, responding to aural and written musical examples, manipulating through various techniques to create and compose music

# The Arts – Visual Arts

## What is Visual Arts?

Visual Arts includes the fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. The Visual Arts encourages students to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

## Learning Goals by the end of Year 9

After studying Visual Arts students will

- Know and understand how to identify, analyse and evaluate how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making
- Be able to evaluate artworks and displays from different cultures, times and place and evaluate how they and others are influenced by these works
- Know and understand how to plan their art making in response to exploration of techniques and processes used in their own and others' artworks
- Be able to demonstrate use and manipulation of visual connections, materials, techniques and processes to communicate meaning, represent ideas and subject matter in their artworks.

## Areas in which students will be assessed across Years 7 to 9

- Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms
- Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate and evaluate their own and others' visual artworks
- Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning

## Aims of the Year 7-9 Visual Arts course

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

## **Year 7-9 Course Outlines**

### **Year 7 or 8 (Unit One) focuses on**

- Designing and creating a variety of 2D and 3D artworks based on the elements of Art
- Identifying and analysing how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their own art-making
- Evaluating how they and others are influenced by artworks from different cultures, times and places
- Understanding how to plan their art making in response to exploration of techniques and processes used in their own and others' artworks

### **Sample Year 7/8 Assessment Items**

- Classwork completed in a visual journal
- Assignments – practical 2D (drawing, painting & printmaking) and 3D (sculpture) artworks and written responses

### **Year 8 (Unit Two & Three) focuses on**

- Manipulating visual arts elements, concepts, processes and forms (both 2D and 3D)
- Considering specific audiences and specific purposes
- Evaluating artworks and displays from different cultures, times and place and evaluate how they and others are influenced by artworks
- How to develop and refine techniques and processes to communicate meaning and represent ideas in their artworks

### **Sample Year 8 Assessment Items**

- Classwork completed in a visual journal
- Assignments – practical 2D (drawing, painting & printmaking) and 3D (sculpture) artworks and responding tasks

### **Year 9 (Unit One – Four) focuses on**

- Researching ideas and artworks to inform visual responses that consider social and cultural issues
- The use of a visual diary to design and document research, idea development, reflections and resolution of ideas
- Creating compositions using Visual Arts elements and concepts
- Communicate meaning and represent ideas in their own artworks

### **Sample Year 9 Assessment Items**

- Classwork completed in a visual journal
- Assignments – practical 2D (drawing, painting & printmaking) and 3D (sculpture, ceramics) artworks and responding tasks

# Health and Physical Education

What is Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices.

## Learning Goals by the end of Year 9

After studying Health and Physical Education students will...

- Understand their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- Be able to use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships; acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings and analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally

## Areas in which students will be assessed across Years 7 to 9

- Personal, social and community health – students demonstrate an understanding of personal safety, health and wellbeing and how to contribute to healthy and active communities
- Movement and physical activity - demonstrating knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives, and across time and cultures

## Aims of the Year 7-9 Health and Physical Education course

- Interpersonal skills - communication, decision making, problem-solving, critical and creative thinking, and cooperation
- Intrapersonal skills - self-awareness, self-management, persisting with challenges and striving for enhanced performance

## General Capabilities

### Literacy

The Australian Curriculum: Health and Physical Education assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to communicate and connect respectfully with other people, describe their own health status, as well as products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as consumers, performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others' movement and levels of fitness.

Students also learn to comprehend and compose texts related to the Australian Curriculum: Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others, ask for help and express their emotions appropriately in a range of social and physical activity contexts.

## **Numeracy**

The Australian Curriculum: Health and Physical Education provides students with opportunities to use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, navigation in the outdoors or various skill performances. Students use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

## **Critical and Creative Thinking**

In the Australian Curriculum: Health and Physical Education, students develop their ability to think logically, critically and creatively in response to a range of health and physical education issues, ideas and challenges. They learn how to critically evaluate evidence related to the learning area and the broad range of associated media and other messages to creatively generate and explore original alternatives and possibilities. In the HPE curriculum, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by exploring and designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to examine their own beliefs and challenge societal factors that negatively influence their own and others' identity, health and wellbeing.

The Australian Curriculum: Health and Physical Education also provides learning opportunities that support creative thinking through dance making, games creation and technique refinement. Students develop understanding of the processes associated with creating movement and reflect on their body's responses and their feelings about these movement experiences. Including a critical inquiry approach is one of the five propositions that have shaped the HPE curriculum.

## **Personal and Social Capabilities**

In the Australian Curriculum: Health and Physical Education, students work independently and collaboratively in movement- and non-movement-based activities to develop personal and social skills as well as an awareness and appreciation of their own and others' strengths and abilities. Taking a strengths-based approach is one of five propositions that have shaped the entire health and physical education curriculum. Students develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives. The Australian Curriculum: Health and Physical Education provides explicit opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own and others' emotions, strengths and values. In the Australian Curriculum: Health and Physical Education, students are provided with explicit opportunities to learn, practise, gain feedback about and refine their personal and social skills.

Students develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities to balance their school, home, work and social commitments.

## **Year 7-9 Course Outlines:**

### **Year 7 focuses on**

- How can performance and participation in different physical activities be influenced?
- How can my beliefs, decisions, opportunities and actions be influenced?
- How do personal values, beliefs and attitudes contribute to my health, wellbeing and safety?

### **Sample Year 7 Assessment Items**

- Classwork - observation of practical skills and student participation
- Assignment – fitness and diet profile
- Examinations – short response and response to stimulus

### **Year 8 focuses on**

- Developing strategies to manage and evaluate personal fitness and health through a range of fitness activities, health journals, games and sports
- Exploring and developing gross motor skills in recreational and competitive game and sport settings
- Developing critical thinking skills through engagement with drug education activities

### **Sample Year 8 Assessment Items**

- Classwork - observation of practical skills and student participation
- Assignments – fitness testing and journal response
- Examinations – including short response and response to stimulus

### **Year 9 focuses on**

- Maintaining and refining strategies to maintain healthy and active lifestyle
- Applying gross motor skills developed from Year 7 and 8 in recreational and competitive game and sport settings
- Examining how personal behaviours, beliefs and attitudes affect and influence the experience of others also participating in physical activity

### **Sample Year 9 Assessment Items**

- Classwork - observation of practical skills and student participation
- Assignments – diet diary and evaluation
- Examinations – including short response and response to stimulus

## Geography

### What is Geography?

Geography is a 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. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

### Learning Goals by the end of Year 9

After studying Geography students will

- Understand geographical knowledge of their own locality, Australia, the Asia region and the world
- Be able to think geographically and be informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world

### Areas in which students will be assessed across Years 7 to 9

- Geographical Knowledge and Understanding - Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships
- Geographical Inquiry and Skills - Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Geographical Skills are the techniques that geographers use in their investigations, both in fieldwork and in the classroom

### Aims of the Year 7-9 Geography course

In Geography, students will learn the following skills and/or processes:

- Ability to think geographically, using geographical concepts
- Competent, critical and creative uses of geographical inquiry methods and skills

### General Capabilities

#### Literacy

In Geography, students build geographical knowledge and understanding to develop literacy capability. They explore, discuss, analyse and communicate geographical information, concepts and ideas. A wide range of informative and literary texts are used to help them understand the places that make up our world.

They use language to ask distinctively geographical questions. They plan a geographical inquiry, collect and evaluate information, communicate their findings, reflect on the conduct of their inquiry and respond to what they have learnt. Students progressively learn to use geography's scientific and expressive modes of writing and the vocabulary of the discipline. They learn to comprehend and compose graphical and visual texts through working with maps, diagrams, photographs and remotely sensed and satellite images.

### **Numeracy**

In Geography, students develop numeracy capability as they investigate concepts fundamental to geography. They apply numeracy skills in geographical analysis by counting and measuring, constructing and interpreting tables and graphs, calculating and interpreting statistics and using statistical analysis to test relationships between variables. In constructing and interpreting maps, students work with numerical concepts of grids, scale, distance, area and projections.

### **Critical and Creative Thinking**

The learning area with the highest proportion of content descriptions tagged with Critical and Creative Thinking is Humanities. Humanities students develop critical and creative thinking capability as they learn how to build discipline-specific knowledge about history and geography. Students learn and practise critical and creative thinking as they pose questions, research, analyse, evaluate and communicate information, concepts and ideas.

In Geography, students develop critical and creative thinking as they investigate geographical information, concepts and ideas through inquiry-based learning. They develop and use critical and creative when evaluating and using evidence, testing explanations, analysing arguments and making decisions. Students are encouraged to be curious, speculative and imaginative in investigations and fieldwork. The geography curriculum also stimulates students to think creatively about the ways that the places and spaces they use might be better designed, and about possible and preferable futures.

### **Personal and Social Capabilities**

In the Australian Curriculum: Geography, students develop personal and social capability as they engage in geographical inquiry, and learn how geographical knowledge informs their personal identity, sense of belonging and capacity to empathise with others, as well as offering opportunities to consider ways of contributing to their communities.

Inquiry-based learning helps students develop their capacity for self-management. It gives them a role in directing their own learning and in planning and carrying out investigations, and provides them with opportunities to express and reflect on their opinions, beliefs, values and questions appropriately. This enables them to become independent learners who can apply geographical understanding and skills to decisions they will have to make in the future. Through working collaboratively in the classroom and in the field, students develop their interpersonal and social skills, and learn to appreciate the different insights and perspectives of other group members.



## **Year 7-9 Course Outlines**

### **Year 7 focuses on**

- Water in the world
- Place and liveability

### **Sample Year 7 Assessment Items**

- Classwork
- Assignments
- Examinations – including short response and response to stimulus

### **Year 8 focuses on**

- Property Tycoon - Landforms and landscapes with an emphasis on coasts
- Real Estate Tycoon - Changing nations - urbanisation and migration

### **Sample Year 8 Assessment Items**

- Classwork
- Assignments
- Examinations – including short response and response to stimulus

### **Year 9 focuses on**

- Biomes and food security
- Geographies of interconnections - global issues and solutions

### **Sample Year 9 Assessment Items**

- Classwork
- Assignments
- Examinations – including short response and response to stimulus

# History

## What is History?

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

## Learning Goals by the end of Year 9

After studying History students will...

- Understand the past and the forces that shape societies, including Australian society
- Be able to use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

## Areas in which students will be assessed across Years 7 to 9

- Historical knowledge and understanding – students develop historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries
- Historical skills - Historical skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication; there is an increasing emphasis on historical interpretation and the use of evidence

## Aims of the Year 7-9 History course

- Equip students for the world (local, regional and global) in which they live
- Develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture
- Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships

## General Capabilities

### Literacy

In History, students use historical knowledge to develop literacy capabilities. They explore, analyse, question, discuss and communicate historical information, concepts and ideas. A wide range of texts are used. These texts are often supported by references and quotations from primary and secondary sources.

Students learn to use language features and text structures to comprehend and compose cohesive texts about the past, including: topic-specific vocabulary; complex sentences to establish sequential, cause-and-effect and comparative relationships; features and structures of persuasive texts.

## **Numeracy**

In History, students develop numeracy capability as they learn to organise and interpret historical events and developments. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates to recall information on topics of historical significance and to illustrate the passing of time.

## **Critical and creative Thinking**

In History, critical thinking is essential to the historical inquiry process because it requires the ability to question sources, interpret the past from incomplete documentation, develop an argument using evidence, and assess reliability when selecting information from resources. Creative thinking is important in developing new interpretations to explain aspects of the past.

## **Personal and Social Capabilities**

In the Australian Curriculum: History, students gain understanding about human experience and develop skills of historical inquiry as they develop and use personal and social capability. This includes empathy, reflective practice, appreciation of the perspective of others, communication skills, teamwork, advocacy skills and a disposition to make a contribution to their communities and society more broadly. The Australian Curriculum: History enhances students' personal and social capability by providing opportunities for them to engage with understandings such as historical empathy, contestability, perspectives, cause and effect, and continuity and change.

## **Year 7-9 Course Outlines**

### **Year 7 focuses on**

- Historical skills and timelines
- Ancient Egypt
- Ancient China
- Ancient Rome

### **Sample Year 7 Assessment Items**

- Classwork
- Assignments
- Examinations – including narrative response, extended response and response to stimulus

### **Year 8 focuses on**

- Middle Ages
- Spanish conquest of America

### **Sample Year 8 Assessment Items**

- Classwork
- Assignments
- Examinations – including short response and narrative response

### **Year 9 focuses on**

- Movement of Peoples
- World War 1

### **Sample Year 9 Assessment Items**

- Classwork
- Assignments
- Examinations

## English

### What is English?

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the three 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 develop and strengthen these as needed.

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

### General Capabilities

**Numeracy** is addressed in English via the use of text patterning, analysing textual material such as maps figures and diagrams in producing expository texts and in number, sequence and organisational patterns in reading and producing visual representations of texts.

### Literacy

In the English learning area has a direct role in the development of language and literacy skills. It seeks to empower students in a manner that is more explicit than is the case in other learning areas.

Students learn about language and how it works in the Language strand, and gradually develop and apply this knowledge to the practical skills of the Literacy strand in English, where students systematically and concurrently apply phonic, contextual, semantic and grammatical knowledge within their growing literacy capability to interpret and create spoken, visual and multimodal texts with appropriateness, accuracy and clarity.

### Critical and creative

In English; students use critical and creative thinking through listening to, reading, viewing, creating and presenting texts, interacting with others and when they recreate and experiment with literature, and discuss the aesthetic or social value of texts. Students also use and develop their creative thinking capability when they consider innovations made by authors, imagine possibilities, plan, explore and create ideas for imaginative texts based on real or imagined events. Students explore the creative possibilities of the English language to represent ideas.

### Personal and social capabilities

In the study of English as a system helps students to understand how language functions as a key component of social interactions across all social situations. Through close reading and discussion of texts, students experience and evaluate the range of personal and social behaviours and perspectives and develop connections and empathy with people and characters in different social contexts

## Aims of the Year 7-9 English course

In English, students will learn the following skills and/or processes:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the range of English usage

## Year 7-9 Course Outlines

In Year 7 students experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

- **Sample Year 7 Assessment:**

1. Narratives exploring local and global contexts
2. Multi-modal presentation
3. Persuasive Speaking
4. Analysing creative texts.

In Year 8, students experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

- **Sample Year 8 Assessment:**

1. Persuasive media response
2. Analytical essay
3. Narrative in an indigenous context
4. Persuasive speech.

In Year 9, students experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

- **Sample Year 9 Assessment:**

1. Persuasive essay
2. Hybrid narrative
3. Monologue
4. Film analysis.

# German and Japanese

## What is Languages?

Students have the opportunity to choose from German OR Japanese.

Learning a second language assists in developing and improving communication skills, and enhancing socio-cultural understanding. Proficiency in a second language improves career prospects and helps foster social and economic benefits for Australia in, for example, the fields of tourism, education, international law, commerce, education and sport. With the internationalization of the job market, students with ability in a foreign language will have greater employment opportunities both in Australia and overseas. Second-language learners have access to a vast network of international cultural resources in areas such as fashion, design, science, architecture, literature, theatre, cinema, fine arts, music, opera and dance, as well as opportunities to compete for overseas study scholarships.

The study of a second language helps students gain a sense of personal achievement enhances insights into diverse cultural and linguistic practices and also promotes awareness and confidence in the correct use of English.

## General Capabilities

### Numeracy

In Languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

### Literacy

In Languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the ability to decode and encode from sound and written systems, the learning of grammatical, orthographic and textual conventions, and the development of semantic, pragmatic and interpretive, critical and reflective literacy skills. Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context.

### Critical and Creative Thinking

In Languages enables students to interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking and reflection, and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytical and problem-solving skills.

### Personal and Social capabilities

Students interact effectively in an additional language and with people of diverse language backgrounds. This involves negotiating and interpreting meaning in a range of social and cultural situations, and understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Year 7-9 Course Outlines**

### **Year 7 focuses on**

This stage of language learning involves extensive support. Form-focussed activities build learner's grammatical knowledge and understanding, developing accuracy and control in spoken and written language. Learners build communicative skills, confidence and fluency through applying this knowledge in meaningful, carefully scaffolded tasks. Learners use a range of cues and decoding strategies to assist comprehension, providing simple summaries and responses to texts

#### **Sample Year 7 Assessment Items**

- Classwork
- On-going assessment

### **Year 8 focuses on**

Learners listen to, read, view and interact with a widening range of texts for a variety of purposes. They apply learnt processing strategies and language knowledge, drawing on their grammatical and vocabulary knowledge and their understanding of text conventions and patterns to obtain meaning from texts.

#### **Sample Year 8 Assessment Items**

- Classwork
- On-going assessment

### **Year 9 focuses on**

This year is a period of language exploration and vocabulary expansion and of experimentation with a wider range of communication modes. Greater control of language structures and systems and communicating in a growing range of contexts. Use the language to initiate sustain and extend interactions in complex situations; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; to develop, analyse, interpret and translate a wider range of texts and experiences; to reflect on and evaluate learning experiences.

#### **Sample Year 9 Assessment Items**

- Classwork
- On-going assessment

# Mathematics

## What is Mathematics?

Mathematics plays an integral role in society and is an important subject for each student. Learning mathematics creates opportunities for all people to enrich their lives. It develops the numeracy capabilities required in personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## Learning Goals by the end of Year 9

After studying Mathematics students will

- Understand mathematical concepts in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Be able to investigate, represent and interpret mathematical situations in their personal and work lives as active citizens who can pose and solve problems using mathematical reasoning

## Areas in which students will be assessed across Years 7 to 9

- Understanding and Fluency - Students build fluency in their knowledge of mathematical concepts by recalling rules and procedures to adapt and transfer mathematical information. They make connections between related concepts and progressively apply the familiar to explore new ideas. Students develop skills in using appropriate technology to perform procedures accurately and efficiently
- Problem solving and Reasoning - Students develop the ability to interpret, clarify and analyse problems with appropriate strategies to model and solve problems. Students develop an increasingly sophisticated capacity for logical thought and actions to make informed decisions based on mathematical reasoning
- Communication and Justification – Students develop accurate and organised presentations of mathematical solutions. Using appropriate mathematical terminology and conventions they will communicate their analysis and translation of information from one form to another, developing skills in justifying mathematical strategies and reasoning in order to respond to the reasonableness of decisions and results

## Aims of the Year 7-9 Mathematics course

- Development of confident, creative users and communicators of mathematics
- Investigate, represent and interpret mathematical situations
- Make real world links between mathematics and other disciplines

## General Capabilities

### Numeracy

Mathematics provides the opportunity to apply mathematical understanding and skills in context, in other learning areas and in real-world contexts. These contexts include the application of Number and Algebra in financial mathematics, applying the mathematical understanding of Measurement and Geometry to design concepts and through Statistics and Probability students can interpret data and make informed judgements about events involving chance in a world that is information driven.

### Literacy

Mathematics provides the opportunity to build vocabulary associated with number, space, measurement and mathematical concepts and processes. Students develop the ability to create and interpret a range of texts typical of mathematics including calendars, maps and complex data displays. Students use literacy to understand and interpret word problems and instructions, pose and answer questions, engage in mathematical problem-solving, and to discuss, produce and explain solutions.



### **Critical and Creative Thinking**

Mathematics provides the opportunity to develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking solutions. Students are encouraged to be critical thinkers when justifying their choice of a calculation strategy or identifying relevant questions during a statistical investigation. They are encouraged to look for alternative ways to approach mathematical problems.

### **Personal and Social Capabilities**

In the Australian Curriculum: Mathematics, students develop and use personal and social capability as they apply mathematical skills in a range of personal and social contexts. This may be through activities that relate learning to their own lives and communities, such as time management, budgeting and financial management, and understanding statistics in everyday contexts.

The Australian Curriculum: Mathematics enhances the development of students' personal and social capabilities by providing opportunities for initiative taking, decision-making, communicating their processes and findings, and working independently and collaboratively in the mathematics classroom.

### **Year 7-9 Course Outlines**

Year 7 focuses on

Place Value and Financial Maths, Real Numbers, Measurement and Geometry, Geometric Reasoning, Patterns and Algebra, Linear and Non-linear Relationships, Chance, Data Representation and Interpretation.

#### **Sample Year 7 Assessment Items**

- Classwork
- Extended modelling and problem solving tasks
- Examinations – including short response and response to stimulus

Year 8 focuses on

Place Value and Financial Maths, Real Numbers, Chance and Time, Linear and Non-linear Relationships, Measurement and Geometry, Patterns and Algebra, Geometric Reasoning, Data.

#### **Sample Year 8 Assessment Items**

- Classwork
- Extended modelling and problem solving tasks
- Examinations – including short response and response to stimulus

Year 9 focuses on

Real Numbers and Money, Patterns and Algebra, Linear and Non-Linear Relationships, Geometric Reasoning, Measurement and Geometry, Pythagoras and Trigonometry, Data, Chance.

#### **Sample Year 9 Assessment Items**

- Classwork
- Extended modelling and problem solving tasks
- Examinations – including short response and response to stimulus

## What is Science?

Science aims to expand student curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live. Science has three interrelated strands: science understanding, science as a human endeavour and science inquiry skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

## Learning Goals by the end of Year 9

After studying Science students will...

- Understand important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its applications in our lives
- Be able to make informed decisions about local, national and global scientific issues and to participate, if they so wish, in science-related careers

## Areas in which students will be assessed across Years 7 to 9

- Scientific Understanding – Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time
- Scientific Skills – Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments

## Aims of the Year 7-9 Science course

In Science, students will learn the following skills and/or processes:

- Biological, chemical, earth and space and physical sciences content
- Nature and development of science and the use and influence of science
- Questioning, Predicting, planning, conducting, processing and analysing data and information, evaluating and communication skills

## Literacy

In Australian Curriculum: Science, students develop a broader literacy capability as they explore and investigate their world. They are required to comprehend and compose texts, describe events and phenomena, recount experiments, present and evaluate data, give explanations and present opinions or claims. By learning the literacy of science, students understand that language varies according to context and they increase their ability to use language flexibly.

## Numeracy

Many elements of numeracy are evident in the Australian Curriculum: Science, particularly in Science Inquiry Skills. These include practical measurement and the collection, representation and interpretation of data from investigations.

### **Critical and Creative Thinking**

In the Australian Curriculum: Science, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. Critical and creative thinking are embedded in the skills of posing questions, making predictions, speculating, solving problems through investigation, making evidence-based decisions, and analysing and evaluating evidence.

### **Personal and Social Capabilities**

In the Australian Curriculum: Science, students develop personal and social capability as they engage in science inquiry, learn how scientific knowledge informs and is applied in their daily lives, and explore how scientific debate provides a means of contributing to their communities.

### **Year 7-9 Course Outlines**

#### **Year 7 focuses on**

- Introduction to science
- Chemistry – Water – Waste not, want not
- Physics – Moving right along
- Earth and Space – Heavenly bodies & sensational seasons
- Biology – Affecting organisms

#### **Sample Year 7 Assessment Items**

- Classwork
- Assignments – Laboratory Reports, Essays, Speeches
- Examinations – including short response and response to stimulus

#### **Year 8 focuses on**

- Working with scientific data
- Chemistry – states of matter, particle model, chemical change
- Physics – different forms of energy, energy causes change within systems
- Earth and Space – rock cycle
- Biology – what are the building blocks of life?

#### **Sample Year 8 Assessment Items**

- Classwork
- Assignments – Laboratory Reports, Essays, Speeches
- Examinations – including short response and response to stimulus

#### **Year 9 focuses on**

- Earth Science – plate tectonics and the movements of the Earth's surface
- Physical Science – heat, light and sound energy
- Biological Science – body systems and disease; Ecosystems
- Chemical Science – atoms, materials and reactions

#### **Sample Year 9 Assessment Items**

- Classwork – ongoing diagnostic assessment
- Assignments – Laboratory Reports, Essays, Speeches
- Examinations – Short response, multiple choice and response to stimulus

# Technologies

## What are Technologies?

### General Capabilities

#### Literacy

In the Australian Curriculum: Technologies, students develop literacy as they learn how to communicate ideas, concepts and detailed proposals to a variety of audiences; read and interpret detailed written instructions for specific technologies, often including diagrams and procedural writings such as software user manuals, design briefs, patterns and recipes; prepare accurate, annotated engineering drawings, software instructions and coding; write project outlines, briefs, concept and project management proposals, evaluations, engineering, life cycle and project analysis reports; and prepare detailed specifications for production.

By learning the literacy of technologies, students understand that language varies according to context and they increase their ability to use language flexibly. Technologies vocabulary is often technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating, questioning and evaluating ideas.

#### Numeracy

The Australian Curriculum: Technologies gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students use number to calculate, measure and estimate; interpret and draw conclusions from statistics; measure and record throughout the process of generating ideas; develop, refine and test concepts; and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

#### Creative and Critical Thinking

In the Australian Curriculum: Technologies, students develop capability in critical and creative thinking as they imagine, generate, develop and critically evaluate ideas. They develop reasoning and the capacity for abstraction through challenging problems that do not have straightforward solutions. Students analyse problems, refine concepts and reflect on the decision-making process by engaging in systems, design and computational thinking. They identify, explore and clarify technologies information and use that knowledge in a range of situations.

Students think critically and creatively about possible, probable and preferred futures. They consider how data, information, systems, materials, tools and equipment (past and present) impact on our lives, and how these elements might be better designed and managed. Experimenting, drawing, modelling, designing and working with digital tools, equipment and software helps students to build their visual and spatial thinking and to create solutions, products, services and environments.

#### Personal and Social Capabilities

In the Australian Curriculum: Technologies, students develop personal and social capability as they engage in project management and development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing resources and processes, making group decisions, resolving conflict and showing leadership. Designing and innovation involve a degree of risk-taking and as students work with the uncertainty of sharing new ideas they develop resilience.

The Technologies learning area enhances students' personal and social capability by developing their social awareness. Students develop understanding of diversity by researching and identifying user needs. They consider past and present impacts of decisions on people, communities and environments and develop social responsibility through understanding of, empathy with and respect for others.

### **Learning Goals by the end of Year 9**

After studying Technologies students will

- Understand the benefits of traditional, contemporary and emerging technologies that shape the world in which we live
- Be able to critically and creatively think and understand interrelationships in systems when solving complex problems

### **Areas in which students will be assessed across Years 7 to 9**

- Knowledge and Understanding – Students demonstrate their knowledge of traditional, contemporary and emerging technologies
- Processes and production skills – Students demonstrate their ability to creatively design solutions by collecting, managing and analysing data

### **Aims of the Year 7-9 Technologies course**

- Development of investigative, designing, planning, managing, creating and evaluative skills
- Use and manipulation of traditional and contemporary technology
- Analytical and conceptual understanding skills
- Critical and creative thinking skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills

# Technologies – Agriculture

## What is Agriculture?

### Year 7-9 Course Outlines

Technologies is divided into the following courses that students will study across Years 7-9.  
Agriculture

#### Year 7 focuses on

- Develop valuable knowledge and skills applicable to the agricultural industry
- Calf feeding and care
- Poultry care
- Hands on experience - where food comes from
- Seedling and vegetable growing
- Agriculture (animals, plants, environment) as a career option

#### Sample Year 7 Assessment Items

- Classwork / bookwork
- Fieldwork

#### Year 8 focuses on

- Egg facts
- Setting up the incubator to specifications
- Development of an embryo
- Hatchability Trial
- Livestock and poultry care
- Helping out Horticulturally

#### Sample Year 8 Assessment Items

- Classwork / bookwork
- Hatchability Trial Workbook

#### Year 9 focuses on

- Livestock and poultry husbandry
- Plant nursery
- Vegetable growing and product trials
- Welding basics
- Seasonally relevant farm activities

#### Sample Year 9 Assessment Items

- Classwork / fieldwork
- Plant (or animal) growth /productivity trial
- Examinations – including short response and response to stimulus

# Technologies – Home Economics

## What is Home Economics?

### Year 7-9 Course Outlines

#### Year 7 focuses on

- Introduction, induction
- Tastes and Textures
- Nutritional Information – What’s in our food?
- Snack Attack – Designing a snack
- Textile Fundamentals

#### Sample Year 7 Assessment Items

- Classwork / Workbook
- Practical

#### Year 8 focuses on

- Teenagers - food and nutrition knowledge
- Making healthy food choices using the Australian Guide to Healthy Eating.
- Kitchen safety and hygiene while developing cookery skills
- Basic textiles (optional)

#### Sample Year 8 Assessment Items

- Classwork / Workbook
- Practical

#### Year 9 focuses on

- Food in an Instant – Exploring Fast Food
- Fun with Fabric – Creating designed solutions through utilisation of hand and machine skills and embellishments

#### Sample Year 9 Assessment Items

- Classwork
- Practical
- Evaluations and reflections

# Technologies – Business

## What is Business?

The Year 7 to 9 curriculum gives students the opportunity to further develop their understanding of business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups as well as exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation and develop an understanding of the business concepts by exploring the interactions within the global economy. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts.

## Year 7 focuses on

The Year 7 business curriculum provides students with the opportunity to develop and understand the basics of business and businesses in the community. They explore what is a business and what are the various types of businesses.

Students also study the uses in business of

- Social Media (pros and cons)
- Advertising
- Office/Business Software

(The unit studied will be determined by availability of computer labs and specific teachers)

## Sample Year 7 Assessment Items

- Classwork
- Project Work

## Year 8 focuses on

- The Year 8 curriculum provides students with the opportunity to develop an understanding of the role of government in the market. They explore the rights and responsibilities of consumers and businesses within the market system.
- They explain the interdependence between sectors of the economy by examining the effect of decisions made by businesses on consumers, the economy as a whole and other economies including the Asia region, and the way this affects society's wellbeing.
- Students recognise that some enterprising behaviours and capabilities of individuals and businesses, such as risk taking, can lead to contested outcomes.

(The unit studied will be determined by availability of computer labs and specific teachers)

## Sample Year 8 Assessment Items

- Classwork
- Project Work

## Year 9 focuses on

Students will build upon the skills and knowledge developed in Year 7/8 Information Communication Technology (ICT) and explore, in greater depth, the two core elements of the Technology curriculum.

Students will focus on developing complex knowledge of the two core elements and are using creative, innovative and enterprising skills while using traditional, contemporary and emerging technologies, and understand how technologies have developed over time.

(The unit studied will be determined by availability of computer labs and specific teachers)

## Sample Year 9 Assessment Items

- Digital Technologies: Game project (whereby students design and make a basic game for a specific audience)
- Design & Technologies: Folio of Work and/or Advertising Project (whereby students will use skills learnt in Photoshop, Flash or Firework to develop a product)



# Technologies – ICT

## What is Information Communication & Technology (ICT)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students will broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

### Year 7 focuses on

- Students will be given a brief introduction to Information Communication Technology focusing on one of the two core elements of the technology curriculum:
- Digital Technologies, in which students will define, design and develop a basic GameMaker game, introducing students to the basics of coding and computational languages
- Design and Technologies, in which students use design thinking and technologies to generate and produce Multimedia design solutions (in particular looking at Adobe Photoshop, Flash or Fireworks) (The unit studied will be determined by availability of computer labs and specific teachers)

### Sample Year 7 Assessment Items

- Digital Technologies: Game project (whereby students design and make a basic game for a specific audience)
- Design & Technologies: Folio of Work and/or Advertising Project (whereby students will use skills learnt in Photoshop, Flash or Firework to develop a product)

### Year 8 focuses on

- Students will build upon the skills and knowledge developed in Year 7 Information Communication Technology (ICT) and explore, in greater depth, the two core elements of the Technology curriculum.
- Students will focus on developing broader depth of the two core elements through investigating designing, planning, managing, creating and evaluating digital solutions (game design or multimedia design) (The unit studied will be determined by availability of computer labs and specific teachers)

### Sample Year 8 Assessment Items

- Digital Technologies: Game project (whereby students design and make a basic game for a specific audience)
- Design & Technologies: Folio of Work and/or Advertising Project (whereby students will use skills learnt in Photoshop, Flash or Firework to develop a product)

### Year 9 focuses on

- Students will build upon the skills and knowledge developed in Year 7/8 Information Communication Technology (ICT) and explore, in greater depth, the two core elements of the Technology curriculum.
- Students will focus on developing complex knowledge of the two core elements and are using creative, innovative and enterprising skills while using traditional, contemporary and emerging technologies, and understand how technologies have developed over time. (The unit studied will be determined by availability of computer labs and specific teachers)

### Sample Year 9 Assessment Items

- Digital Technologies: Game project (whereby students design and make a basic game for a specific audience)
- Design & Technologies: Folio of Work and/or Advertising Project (whereby students will use skills learnt in Photoshop, Flash or Firework to develop a product)

# Technologies – Industrial Technology and Design

## What is Industrial Technology and Design?

### Year 7 focuses on

Students will be given a brief introduction to Industrial Technology with the emphasis being on manufacture of projects. The areas that will be focussed on are

- Safety
- Materials
- Production

### Sample Year 7 Assessment Items

- Class project (sheet metal spinner, hot dish stand, pencil box, plastic tray). Class projects will be determined by the workshop space available for each class
- Theory notes

### Year 8 focuses on

Students will build upon the skills and knowledge they are introduced to in Year 7 in Industrial Technology. The emphasis will be on the manufacture of class projects. The areas of study that will be focussed on are

- Safety
- Knowledge
- Materials
- Process
- Production

### Sample Year 8 Assessment Items

- Class projects (parts box, paint scraper, Boat, Carry All, Hook, photo, salt box)
- Assignment – Safety Poster
- Sketching
- Theory workbook

### Year 9 focuses on

Students will build upon the skills and knowledge they are introduced to in Year 7/8 in Industrial Technology. The emphasis will be on the manufacture of class projects and the introduction to the use of machinery. The areas of study that will be focussed on are

- Safety
- Knowledge
- Materials
- Design
- Production

### Sample Year 9 Assessment Items

- Class projects
- Metal – Belt Loop Keyring, metal pencil case, Mini Basketball Hoop
- Wood – Key/Necklace pole, Mini Basketball Hoop backboard, Money Box
- Plastics – Tablet stand
- Assignment – Production procedure
- Theory workbooks
- Computer Aided Drawing

# NAPLAN

Year 7 and 9 students at Kepnock State High School are provided with preparation for the National Assessment Program – Literacy and Numeracy (NAPLAN) Test which occurs in May every year.

Whilst not timetabling specific lessons to test preparation, the school has adopted an approach which develops student expertise across the Key Learning Areas throughout the entire academic school year.

All Year 7 and 9 classes have dedicated time across the weeks to practising NAPLAN test techniques and questions. Students participate in focussed lesson segments that strengthen the skills they do well while also addressing areas for improvement. The skill areas that are developed are determined by a rigorous data analysis of past NAPLAN tests.

The Junior Secondary HOD and the Literacy Coach ensures that the key components of this important test are analysed and given focus within relevant areas of the curriculum, thus utilizing the skills of the teaching staff. This process, which is embedded within the curriculum, provides a balanced and specialized focus.

# *Notes*