Junior Secondary Subject Information Handbook

National Registered Training Organisation No: 30321

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KEPNOCK STATE HIGH SCHOOL

VISION AND VALUES

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

RESPONSIBILITY
- Be cooperative
- Be courteous
- Be prepared
- Be punctual
- Be safe
- Be tolerant

LEARNING
- Be the best you can be
- Be positive
- Be persistent
- Be open to new ideas
- Be open to challenges
- Be organised

Success is Earned

RESPECT
- For self
- For others
- For our school
- For our environment
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Welcome to Junior Secondary

Dear Parents/Carers and Students,

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.

Regards,

Kevin Gray
HOD – Junior Secondary
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 three levels:

- Academic Challenge and Excellence (ACE) Classes
- Core Classes
- Focus Classes

Further information on these classes is outlined below.

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

"Excellence through challenge, creativity and resilience"

**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.

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

**Year 8 and 9 Programs (ACE)**

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 for 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 push them to be their very best in their strengths while supporting them to improve their 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 to support students who are challenged by the rigors of schooling and the curriculum. These classes have fewer students and greater access to Learning Support and Special Needs staff. Both of these adjustments provide the students with increased student-teacher time.

Assessment, curriculum and pedagogy are scaffolded to support the learning of all Focus students. 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.

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 during Year 6 through fitness testing, 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.
Special Education Program

What is the Special Education Program?
Kepnock State High School Special Education Program (SEP) supports students with a disability 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 through class teachers and/or home contacts. At Kepnock 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 will be 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
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 to assist with this process.

- 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-bulling, 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.

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

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**IHA** - Inter-house activities  
**PE@K** - Positive Experiences at Kepnock  
**ILaN** - Intensive Literacy & Numeracy
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...
- Understand the aesthetic, artistic and cultural underpinnings of dance in past and contemporary contexts as choreographers, performers and audiences. They will also develop knowledge of the diverse purposes, traditions, histories and cultures of dance
- Be able to individually and collaboratively develop body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently

Areas that students will be assessed in across Year 7 to 9
- Knowledge of Dance - Students choreograph, perform and appreciate dances from a range of contexts, demonstrating an increasing range of movement skills and style-specific techniques. They learn how choreographic devices are used in the structure and form of dances. Students use the elements of dance with appropriate expressive qualities for choreographic intent. Skills of Dance - Students demonstrate their capacity to use skills that enable them to perform safe and meaningful movement; combine and apply technical and expressive skills; build on fundamental movement skills to acquire increasingly complex skills and learn style-based techniques to build their movement vocabulary
- Materials of Dance – Students demonstrate a movement vocabulary developed from using the elements of dance to express and give form to feelings and ideas in both choreography and performance. Production components such as performance spaces, costumes, props, lighting, sets, sound and multimedia elements may be incorporated in dance

Aims of the Year 7-9 Dance course
- Body awareness
- Non-verbal communication skills
- Interpersonal skills - Communication, decision making, problem-solving, critical and creative thinking, and cooperation
- Creative and expressive skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program

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## Year 7 Course Outlines

### Year 7 focuses on...

- Elements of Dance, choreographic devices and production elements
- Making and Performing Dance

### Sample Year 7 Assessment Items

- Classwork
- Practical – Choreography and Performance demonstrating various genres
- Examinations – including short response

## Year 8 Course Outlines

### Year 8 focuses on...

- Popular Dance
- General safe dance practices
- General characteristics of styles of dance

### Sample Year 8 Assessment Items

- Classwork
- Practical – filmed performance in front of a live audience
- Examinations – including short response and multiple choice

## Year 9 Course Outlines

### Year 9 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 – reflections
- Practical – filmed choreography and performance tasks in front of a live audience, demonstrating a specific genre
- Assignments – essays
- Examinations – including knowledge and short response
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…

- Understand the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- Be able to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama

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

- Knowledge of Drama – Students demonstrate an understanding of the elements of drama, principles of narrative (story telling), differing viewpoints and their impact on meaning development and the different forms of drama
- Skills of Drama - Students demonstrate their capacity to use the techniques of voice and movement to make drama; work collaboratively, recognise that imaginative, creative and critically analytic teamwork is central to drama; apply the elements of drama and principles of story; interpret and perform texts, devise drama and develop scripts and scriptwriting skills and apply design elements and production components
- Materials of Drama – Students demonstrate their ability to use their voices and bodies (movement, facial expression, gesture, and posture), props, costumes, lighting, sound and staging equipment and performance spaces

Aims of the Year 7-9 Drama course

- Body awareness
- Non-verbal communication skills
- Interpersonal skills - communication, decision making, problem-solving, critical and creative thinking, and cooperation
- Creative and expressive skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills

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Not required

Recommended, but not compulsory

Very beneficial, but not compulsory

Must have, compulsory
# Year 7-9 Course Outlines

## Year 7 focuses on...
- Identifying and analysing how the elements of drama are used
- Evaluating how dramatic meaning is communicated from different cultures, times and places
- Collaborating to devise, interpret and perform drama

### Sample Year 7 Assessment Items
- Classwork
- Practical – performance in front of live audience
- Examinations – including short response and multiple choice

## Year 8 focuses on...
- Manipulating dramatic elements and conventions to express ideas
- Considering specific audiences and specific purposes
- Performing and analysing dramatic action based on real or imagined events

### Sample Year 8 Assessment Items
- Classwork
- Assignments – script writing
- Practical – presenting a script in front of an audience

## Year 9 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, including realism and non-realism

### Sample Year 9 Assessment Items
- Classwork
- Assignments – portfolios, essays
- Practical – presenting scripts in various genres
- Examinations – including short response 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...

- Understand how representations – that is constructed realities – of the world are communicated through languages and technology for different audiences
- Be able to engage with communications technologies to analyse, design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks

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

- Knowledge of Media Arts - Students develop knowledge and understanding of five key concepts: the media languages used to tell stories; the technologies which are essential for producing, accessing and distributing media; the various institutions that enable and constrain media production and use; the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals; and the constructed representations of the world, which rely on shared social values and beliefs
- Skills of Media Arts - Students demonstrate their capacity to use critical thinking and creative processes in media arts practice including the stages of production, analysis of media and the application of different media techniques
- Materials of Media Arts – Students demonstrate ability to use images, sounds and text and the technologies used to create them including equipment, props, costumes and sets during production, depending on what is suitable to the form of the media artwork and the intention of the artist

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

- Interpretation of their media-rich culture
- Communication skills
- Critical and creative thinking skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills

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- Must have, compulsory
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- Not required

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- Not required
### Year 7 Course Outlines

**Year 7 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

**Sample Year 7 Assessment Items**
- Classwork
- Assignments – still and moving images, sound editing and/or print materials

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### Year 8 Course Outlines

**Year 8 focuses on…**
- Constructing meaning in short films
- Considering specific audiences and specific purposes
- Manipulating media languages and technologies to shape representations

**Sample Year 8 Assessment Items**
- Classwork
- Assignments – short films, still and moving images

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### Year 9 Course Outlines

**Year 9 focuses on…**
- Constructing and reconstructing meaning in advertisements and animation by using still and moving images, sounds and words
- Media techniques and practices used to market, promote, deliver and exhibit media texts
- Representations of different beliefs and ideas in media texts
- How media texts are influenced by regulations and by contexts of audiences, producers and institutions
- Technology used to create special effects in film and their effect upon audiences

**Sample Year 9 Assessment Items**
- Classwork
- Assignments – animations, short films, e-books and reviews
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...

- Understand musical conventions and genre and style, which will expand with their continued active engagement with music
- Be able to listen to, perform and compose music from a broad range of styles, practices, traditions and contexts. This will allow students to recognise their subjective preferences and consider diverse perspectives of music. This, in turn, informs the way in which they interpret music as performers and how they respond to the music they listen to

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

- Knowledge of Music – Student understanding of the elements of music, musical conventions, styles and forms
- Skills of Music - Students demonstrate their capacity to make and respond to music including listening, composing and performing. Listening is the process through which music is experienced and learnt. This includes listening to, analysing and comparing a range of repertoire. Development of aural skills (ear training) as the technique for discriminating, identifying, interpreting and applying musical concepts is essential for all listening, composition and performing activities
- Materials of Music – Students demonstrate ability to use voice and body, instruments and other sound sources. Additional materials include recorded music and scores, technologies such as recording and playback equipment and software, and spaces for creating, practising and performing

Aims of the Year 7-9 Music course

- Development of aural and musical skills
- Communication skills
- Critical and creative thinking skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills
### Year 7 Course Outlines

#### Year 7 focuses on...
- Identify and analyse how the musical elements are used within music
- How musical pieces are structured to create different genres and styles
- Manipulate musical elements to create specific genres and styles
- How to evaluate musical choices to enhance their performances and compositions

#### Sample Year 7 Assessment Items
- Classwork
- Assignments – compositions, small ensemble performances, analysis of musical pieces

### Year 8 Course Outlines

#### Year 8 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 Course Outlines

#### Year 9 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 music
The Arts – Visual Arts

What is Visual Arts?
Visual Arts includes the fields of art, craft and design. It has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking. Students apply Visual Arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

Learning Goals by the end of Year 9
After studying Visual Arts students will...
- Understand visual arts histories, theories and practices, including artists, craftspeople and designers and their artworks
- Be able to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts

Areas that students will be assessed in across Year 7 to 9
- Knowledge of Visual Arts – Student understanding of a breadth of artists, craftspeople, designers and their artworks, ideas, practices, viewpoints, histories and theories
- Skills of Visual Arts - Students demonstrate their proficiency with art, craft and design techniques, processes, and ways of perceiving worlds in particular observation and the ability to notice, and learn to respond and view critically
- Materials of Visual Arts – Students demonstrate ability to manipulate and adapt a wide range of physical materials and technologies. These may include traditional materials from different contexts such as paint, dyes, charcoal and ink, and contemporary or emerging materials such as digital media, the body, sound, objects, sites and audience

Aims of the Year 7-9 Visual Arts course
- Development of visual arts skills
- Communication skills
- Analytical and conceptual understanding skills
- Critical and creative thinking skills
- Numeracy skills
- Literacy skills
- Higher order thinking skills

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program
| Not required |
| Recommended, but not compulsory |
| Very beneficial, but not compulsory |
| Must have, compulsory |
## Year 7 Course Outlines

### Year 7 focuses on...
- Designing and creating a variety of 2D and 3D artworks based on a chosen theme
- 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

### Sample Year 7 Assessment Items
- Classwork completed in a visual journal
- Assignments – practical 2D and 3D artworks, and written responses

## Year 8 Course Outlines

### Year 8 focuses on...
- Manipulating visual arts elements, concepts, processes and forms (both 2D and 3D)
- Expressing artistic ideas
- Considering specific audiences and specific purposes

### Sample Year 8 Assessment Items
- Classwork completed in a visual journal
- Assignments – practical 2D and 3D artworks, and written responses

## Year 9 Course Outlines

### Year 9 focuses on...
- Researching ideas to inform visual responses that consider social and cultural issues
- Designing and visually documentation are used to develop images and objects from visual, verbal and tactile stimuli
- Creating compositions using Visual arts elements and concepts

### Sample Year 9 Assessment Items
- Classwork completed in a visual journal
- Assignments – practical 2D and 3D artworks, and written responses
What is English?

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.

Learning Goals by the end of Year 9

After studying English students will...

- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Be able to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. Students will also develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

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

- Productive modes (speaking, writing and creating) – Students demonstrate ability to effectively use features of their language to communicate in varied formats and respond appropriately in a range of situations
- Receptive modes (listening, reading and viewing) – Students are able to identify the language features used by text creators to influence and manipulate an audience and reflect on what the impact of that language feature was

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
- Higher order thinking skills
### Year 7 focuses on...
A supportive, collaborative approach to understanding language use related to developing relationships with individuals and groups in their known world. Students explore texts and language use related to familiar contexts such as personal writing, contemporary poetry and songs, Australian novels and advertising. This familiarity facilitates opportunities to nurture effective and lasting relationships with teacher/s and peers and provides a foundation for broadening language use in subsequent years of English study.

#### Sample Year 7 Assessment
- Classwork
- Assignments – memoir, panel discussion, multimodal analysis and narrative.
- Exposure to language use model through guided reading and writing practices - literacy journal: reading and writing

### Year 8 focuses on...
An increasing sense of independence in the students’ capacity to comprehend, analyse and respond to texts and language from broadening contexts. Students explore representations of self and young people in general in the media and contemporary society with an emphasis on how young people are represented in creative, media and culturally specific contexts to a local and global audience. This growing independence and broaden context provides opportunities for students to succeed in an increasingly complex adolescent environment and as a text user and producer.

#### Sample Year 8 Assessment Items
- Classwork
- Assignments – recount, analysis through spoken and written modes, narrative, debating and webpage design
- Increasing independence in the exposure to language use model through guided reading and writing practices – literacy journal: reading and writing

### Year 9 focuses on...
Language use as it impacts on local and global representations of Australia and other cultural contexts. Students explore and challenge iconic Australian representations, the weird and wonderful aspects of society that we speculate about as well as international language and cultural contexts and how they are represented in a range of text types. Students have the opportunity to be well prepared for Senior at the end of the three year Junior Secondary English course via the analysis of international and creative contexts that form and basis of Year 9 English.

#### Sample Year 9 Assessment Items
- Classwork
- Assignments – persuasive speaking, hybrid narrative, monologue and analytical speaking
- Increasing independence in the exposure to language use model through guided reading and writing practices - literacy journal: reading and writing
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 that students will be assessed in across Year 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
- Numeracy skills
- Literacy skills
- Physical motor skills
- Higher order thinking skills

Bring Your Own Device (BYOD) or participate in Laptop Take Home Program

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Very beneficial, but not compulsory
## 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
Humanities

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 that students will be assessed in across Year 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 Science, 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
- Literacy skills
- Numeracy skills
- Higher order thinking skills

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# Year 7-9 Course Outlines

## Year 7 focuses on...
- **Water Tycoon** - Water in the world
- **Town Mayor** - 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
- **Real Estate Tycoon** - Changing nations

### Sample Year 8 Assessment Items
- Classwork
- Assignments
- Examinations – including short response and response to stimulus

## Year 9 focuses on...
- **Fast Food Tycoon** - Biomes and food security
- **Cruise Tycoon** - Geographies of interconnections

### 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 that students will be assessed in across Year 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
- Numeracy skills
- Literacy skills
- Higher order thinking skills
## Year 7-9 Course Outlines

### Year 7 focuses on...
- Historical Investigation
- Ancient Rome
- Ancient China

### 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...
- **Early Australian History**
  - Movement of Peoples
  - Making a Nation
- World War 1

### Sample Year 9 Assessment Items
- Classwork
- Assignments
- Examinations – including multimodal response to stimulus
LITERACY AND NUMERACY

Intensive Literacy and Numeracy (iLaN)

What is iLaN?
Intensive Literacy and Numeracy (iLaN) has been designed and constructed in response to an evidence based need to improve the literacy and numeracy knowledge and skills of Junior Secondary students. iLaN provides students with a set of tools for reading, writing, spelling, punctuation, grammar and problem solving. The content covered is linked to regularly conducted, formative assessment to build student confidence when working with the critical aspects of literacy and numeracy by reinforcing areas of strength and addressing skills that have been shown to need improvement. iLaN links to the content and assessment of all Learning Areas taught across the Junior Secondary school allowing students to link the skill taught in iLaN to all aspects of their learning.

Learning Goals by the end of Year 9
After studying iLaN students will...

- Understand the necessary elements of literacy - including reading, writing, spelling, punctuation and grammar - and numeracy required to be a productive and successful citizen in our community
- Be able to confidently and consistently apply basic literacy and numeracy knowledge and skills across a broad range of subjects, topics, contexts and life experiences

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

- Students will complete regular, formative assessment to determine skills and knowledge
- Students will not be given an academic grade for this subject

Aims of the Year 7-9 course

- Numeracy skills including problem solving and mathematical literacy skills
- Literacy skills including reading, writing, spelling, punctuation and grammar
- Higher order thinking skills

Year 7-9 Course Outlines

Years 7-9 focus on...

- Reading and comprehension strategies
- Writing skills, including grammar and punctuation
- Common Curriculum Elements
- Word knowledge
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.

Learning Goals by the end of Year 9

After studying Languages students will...

- Be able to use spoken and written German/Japanese in familiar and unfamiliar contexts to interact with a wide range of peers and adults in the domains of school and broad local and global communities
- Be able to analyse and explain grammatical patterns and apply grammar, punctuation and spelling rules to gain meaning from, translate and create a wide range of linguistically challenging texts

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

The main goal of language is communication. Therefore students will be assessed across the four macro-skills of language – Reading, Listening, Writing and Speaking

- Ability to comprehend and compose written and spoken texts
- Knowledge and understanding of language features such as grammar, sentence structure, vocabulary, spelling and punctuation
- The ability to reflect and show awareness of intercultural differences

Aims of the Year 7-9 Languages course

- Strengthen the capacity to communicate and extend literacy repertoires in real-life situations
- Strengthen understanding the nature of language, of culture, and of the processes of communication, values, culture and identity
- Strengthen intellectual and analytical capabilities and enhances creative and critical thinking.
- Develop understanding of, and respect for, diversity and difference, and an openness to different perspectives and experiences
- Develop understanding of how culture shapes world view and extends the learner’s understanding of themselves, their own heritage
### Year 7 Course Outlines

#### Year 7 focuses on...

This stage of language learning involves extensive support. Form-focused 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 Course Outlines

#### 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 Course Outlines

#### 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 that students will be assessed in across Year 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
- Numeracy
- Literacy skills
- Higher order thinking skills
## Year 7 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 Course Outlines

### 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 Course Outlines

### 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
Science

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 that students will be assessed in across Year 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 skills
- Numeracy Skills
- Higher order thinking skills
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<td>• Introduction to science</td>
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<td>• Chemistry – Water – Waste not, want not</td>
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<td>• Physics – Moving right along</td>
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<td>• Earth and Space – Heavenly bodies &amp; sensational seasons</td>
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<td>• Biology – Affecting organisms</td>
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<td><strong>Sample Year 7 Assessment Items</strong></td>
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<td>• Classwork</td>
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<td>• Assignments – Laboratory Reports, Essays, Speeches</td>
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<tr>
<td>• Working with scientific data</td>
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<td>• Chemistry – states of matter, particle model, chemical change</td>
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<td>• Physics – different forms of energy, energy causes change within systems</td>
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<td>• Earth and Space – rock cycle</td>
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<td>• Biology – what are the building blocks of life?</td>
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<td>• Earth Science – plate tectonics and the movements of the Earth’s surface</td>
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<td>• Physical Science – heat, light and sound energy</td>
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<td>• Biological Science – body systems and disease; Ecosystems</td>
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<td>• Chemical Science – atoms, materials and reactions</td>
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<td><strong>Sample Year 9 Assessment Items</strong></td>
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<td>• Classwork – ongoing diagnostic assessment</td>
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What is Technologies?

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments. The two key areas of the Technologies subject are design and digital technologies.

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 that students will be assessed in across Year 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

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### 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

### 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
- 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

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Technologies – Business

Business

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)

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Technologies – ICT

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### 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

### 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

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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 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.