Middle School Curriculum Guide 2017
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Subjects offered at each year level (Middle School):

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*10 credit subjects
The Middle School curriculum represents a careful progression from a broad core curriculum in Years 6, 7 and 8 to a more differentiated and in depth course of study in Years 9 and 10. This provides a balance between breadth of curriculum and the specialisation necessary as a preparation for senior secondary study. Under this system, younger students are able to sample most subject areas before being required to make more specific choices from the range of option subjects available.

At Years 6 and 7, all subjects form part of the core curriculum. At these levels the core curriculum is mainly delivered by the classroom teacher, with specialist teachers delivering subjects such as Art, Language, Music and Physical Education.

At Year 8, one Language subject is chosen to meet the core Language requirement. All other subjects form part of the core curriculum.

At Year 9, students choose three option subjects each semester from a range of subjects.

At Year 10 students can choose up to five option subjects, with all students studying a common core. This provides continuity of curriculum between Year 9 and Year 10, which eases the transition from Middle to Senior School.

Some students may wish to continue with a two year course of study over Year 9 and 10, thereby developing their knowledge and skills in depth. Other students may take the opportunity to explore a different range of options at Year 10 level by choosing semesterised subjects.

Members of staff would be happy to answer questions related to their subject areas.

The Australian Curriculum

In 2016 the content of the first four Phase 1 subjects of the Australian Curriculum and Geography will be taught to Middle School students at Seymour College.

Phase 3 subjects will be progressively integrated.

Information regarding the Australian Curriculum and the detailed curriculum for the first four Phase 1 subjects can be accessed by visiting www.australiancurriculum.edu.au
Communication and self expression through arts practice enable students to gain a greater understanding of themselves and the world around them. Through the research and study of cultures, artists and artworks, students are encouraged to utilise a variety of influences in their work and to improve their skill base. Development work and visual research enable students to take risks, experiment and explore different visual solutions. The programmes of Art and Design in the Middle School have been designed to be enjoyable, inclusive and enriching. Much of the work is group oriented and so, through active participation in the making process, students are encouraged in positive and dynamic peer interactions.

**YEAR 6 ART**

**Course Length**
One year

**Learning Outcomes**
*In successfully completing this course, each student:
- investigates and responds to the work of other artists;
- develops a range of manipulative skills;
- displays a creative approach to problem solving;
- appropriately manages classroom materials and processes; and
- works cooperatively in peer groups.*

**Course Outline**
During a year of Art consisting of three single lessons each cycle, students will gain an understanding of and experience in the major disciplines of drawing, painting, design and printmaking. Students will use their personal strengths as the source of inspiration for mixed media printmaking. Students will explore the possibility of symbolism in design, create collages, rubber prints and use their iPad camera in research. A number of iPad Apps will be creatively used in the completion of a linoprint self portrait. Students will learn how to review their work and develop backup. They will create abstracted sculptural forms using mixed media.

**Assessment**
Folio development, idea generation and visual research. Finished product and final presentation. Criticism and analysis.
**YEAR 7 ART**

**Course Length**
One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- translates and develops original imagery;
- demonstrates a creative approach to problem solving;
- develops a range of manipulative skills;
- investigates social and cultural traditions in art; and
- works cooperatively in peer groups.

**Course Outline**

During a year of Art consisting of two lessons per cycle, students will gain an understanding of and experience in the major disciplines of drawing, painting, sculpture and ceramics. The theme for their landscape textural paintings will be linked to their History studies. Students will creatively explore a broad range of painting techniques. They will create a mixed media sculpture based on their personal strengths and further explore the processes involved in backup development. Students will continue to use a variety of iPad Apps as a creative tool.

**Assessment**

Folio development, idea generation and visual research.
Finished product and final presentation.
Written theoretical assignment work.
Criticism and analysis.

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**YEAR 8 ART**

**Course Length**
One semester

**Learning Outcomes**

*In successfully completing this course, each student:*

- conceives, develops and makes artworks that convey ideas;
- documents visual research and the development of ideas;
- explores the applications of technical skills, media and materials;
- researches and evaluates her own work and that of other artists; and
- investigates visual arts in cultural, social and historical contexts.

**Course outline**

During a one semester course of four lessons per cycle, students will gain an understanding of and experience in the major disciplines of drawing, painting, design and sculpture. Students explore the sculptural possibilities of the theme of growth through drawing, photography, sculpture and ceramics. The imaginative use of artistic iPad Apps will be an integral part of the creative process. Students will further develop their observational drawing skills and experiment with a range of diverse media.

**Assessment**

Folio development, idea generation and visual research.
Finished product and presentation.
Written theory assignment work.
Criticism and analysis.
YEAR 9 ART

Course Length
One year

Learning Outcomes

In successfully completing this course, each student:

• conceives, develops and makes artworks that reflect personal ideas;
• documents visual research and the development of ideas;
• applies technical skills, media and materials;
• researches and evaluates her own work and that of other artists; and
• responds to visual arts in cultural, social and historical contexts.

Course Outline

The course covers practice and theory in art, design and digital technology. Skills such as clay modeling, construction techniques, digital arts and product design will be covered. Art theory will focus on historic and contemporary practice and will parallel work covered in the practical, such as the visit to the Jam Factory Craft and Design Centre. Students will undertake a full year of Art, consisting of 6 lessons per cycle. The course concentrates on giving the girls a basis in and understanding of the major disciplines in Art, including drawing, painting, design and ceramics. Students will explore the uses and application of a broad range of traditional and digital drawing media and experiment with innovative approaches to canvas painting.

Assessment

Writing briefs.
Backup development, idea generation and visual research.
Finished product and final presentation.
Written theory assignment work.
Criticism and analysis.
Digital and Media Technologies is a compulsory subjects throughout Years 6 to 8, and may be studied electively at Year 9.

The Digital and Media Technologies involve interrelated strands: Knowledge and Understanding and Processes and Production skills. Together the strands focus on developing students' knowledge, understanding and skills in computational thinking and on students engaging with a wider range of information systems as they broaden their experiences from personal and local to national, regional and global.

Digital media involves both making and responding to digital products. Together the strands focus on developing students' knowledge, understanding and skills in working with digital communications technologies as media developers and audiences.

The dual focus of Digital and Media Technologies throughout the early middle years (Years 6 and 7) is upon both building digital technology skills for use across the curriculum, and also progressing students' understanding of digital media, systems and processes. In digital media, students will develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell digital stories, produce digital products and explore concepts for diverse purposes and audiences.

Digital and Media Technologies focuses on developing students' knowledge, understanding and skills in computational thinking and on students engaging with a wider range of information systems as they broaden their experiences from personal and local to national, regional and global. Students are also supported to develop skills in the use of network resources, managing their network area and with digital collaboration and communication.

Years 8 and 9 provide more specialised and advanced digital technology units. Digital technologies are promoted as tools for the documentation, presentation and effective communication of ideas, and critical and computational thinking.

Throughout these years, the National Certificate 1 in IDMT (Information, Digital Media and Technology) underpins many of the topics. Certificate 1 in IDMT is recognised nationally as the preparatory industry and tertiary education qualification in digital technologies, providing students with skills to support further learning or work in any discipline — a qualification normally offered in schools throughout Years 10 and 11. Units relating to digital technologies develop students' computational thinking via algorithm and programme development, whereby students seek opportunities to automate complex tasks and analyse data, manipulate data to help computation.

Programmed products may include the development of games, animations or learning objects. Digital media provides students multiple opportunities to create digital media products, such as animations, film, websites, 2D and 3D designed printed products. Students' understanding of digital networks and systems is also broadened.
YEAR 6 DIGITAL AND MEDIA TECHNOLOGIES

Course Length
One year

Learning Outcomes
In successfully completing this course, each student will:
• design and create digital solutions to meet and redefine current needs of individuals;
• frame problems and create solutions using the computational thinking concepts;
• use digital systems to efficiently and effectively to creatively communicate ideas in a range of formal and informal settings;
• create digital media arts works, individually and collaboratively, for purposes and audiences they specify;
• apply practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences when developing social and intellectual capital; and
• reflect on the effectiveness of their work.

Course Outline
Digital and Media Technologies throughout Year 6 involves the creation of digital media products, the development of algorithmic and computational thinking, and applying digital technologies as tools across core subjects. In English, for example, desktop publishing is used for the presentation of creative writing. In Mathematics, spreadsheets are used to record and chart data. Whilst in digital technology lessons, students may progress their digital stories or develop simple algorithmic programmes.

Course Units
Integrated topics (and associated software) studied throughout the year include:
• Data analysis and collation of data with a spreadsheet application (Excel and/or Numbers);
• Information presentation via word processing (Word and/or Pages);
• Creative and informative presentations (PowerPoint and/or Keynote);
• Digital story telling (iMovie and eBooks);
• Simple algorithmic programming;
• Online collaboration and social protocols;
• Digital systems (data, hardware and software);
• Managing digital devices and data; and
• Typing accuracy and proficiency (Typequick and online tools).

Assessment
• Critiques
• Investigations, reviews and reports
• Skills outcomes checklists
• Worksheets
• Projects

YEAR 7 DIGITAL AND MEDIA TECHNOLOGIES

Course Length
One year

Learning Outcomes
In successfully completing this course, each student will:
• design, create, manage and evaluate digital products;
• frame problems and create solutions using the computational thinking concepts of abstraction;
• use digital systems to efficiently and effectively automate the transformation of data;
• apply practices that support safe, ethical and respectful communications;
• monitor, analyse, predict interactions within and between information systems;
• use available equipment and technologies to create digital media works;
• use digital media terminology to analyse media representations; and
• reflect on the effectiveness of their work.

Course Outline
Digital and Media Technologies in Year 7 continues to build upon the use of digital tools for the preparation and presentation of information. Students develop skills in the use of network resources and managing their network area. Students also employ a range of problem solving methods and computational thinking throughout the units of robotics and data, and apply creative and collaborative skills when producing digital media products.

Course Units
Topics (and associated software) studied throughout the year include:
• Data manipulation and management with spreadsheets (Excel);
• Introduction to website planning and development (Dreamweaver);
• Information processing and publishing (Word);
• Digital media presentations (Photoshop and Powerpoint);
• Knowledge of digital systems (hardware, software and peripherals);
• Robotics (Lego Mindstorms);
• 3D printed product;
• Typing proficiency (Typequick and online tools).

Assessment
• Critiques
• Investigations, reviews and reports
• Skills outcomes checklists
• Worksheets
• Projects
• Tests
**YEAR 8 DIGITAL AND MEDIA TECHNOLOGIES**

**Course Length**  
One year

**Learning Outcomes**  
*In successfully completing this course, each student will:*
- design, create, manage and evaluate sustainable digital solutions;
- create solutions using the computational thinking concepts;
- transform data into information;
- creatively communicate ideas in a range of formal and informal settings;
- apply protocols that support safe, ethical and respectful communications and collaboration with known and unknown audiences;
- use available equipment and technologies to create digital media works; and
- analyse and evaluate digital media representations.

**Course Outline**  
Digital technologies allow the documentation and effective communication of thinking, ideas and proposals to support cross-curricular technology use, whilst also developing computational and design thinking and creativity. The National Certificate I in IDMT (Information, Digital Media and Technologies) is commenced, and various skills are embedded throughout the Year 8 course, based on the nationally recognised qualification framework, in addition to digital technologies and digital media prescribed throughout the National Curriculum.

**Course Units**  
*Applications and associated skills taught include, but are not limited to:*
- Word processing with Word 2010 (use of tables, layouts, text boxes, drawing, indents, tabs, textures and styles);
- Animated Multimedia presentation (Powerpoint 2010);
- 2D graphic design and photo imagery products (Photoshop and InDesign);
- Further development of typing skills to facilitate work efficiency;
- Introduction to Film (Camtasia);
- Data and charts (Excel spreadsheets);
- Algorithmic programming (Introduction to Alice);
- Digital networks (data and security);
- Use, communicate and search securely on the Internet and via Email;
- Use and management of digital devices;
- 3D printed products.

**Assessment**  
- Critiques
- Investigations, reviews and reports
- Skills outcomes checklists
- Worksheets
- Projects and/or presentations
- Tests

*Offered in association with TAFE SA.*

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**YEAR 9 DIGITAL AND MEDIA TECHNOLOGIES**

**Course Length**  
Elective  
One year

**Learning Outcomes**  
*In successfully completing this course, each student will:*
- design, create, manage and evaluate sustainable digital solutions;
- frame problems and create solutions using the computational thinking concepts;
- use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of formal and informal settings;
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences;
- monitor, analyse, predict and shape the interactions within and between information systems;
- use available equipment and technologies to create digital media works; and
- analyse and evaluate digital media representations.

**Course Outline**  
In Year 9, Digital and Media Technologies focuses on practical uses of information technology in preparation concurrent and future technology studies. Practical units of programming and digital media explore these two strands of the National Curriculum, and fulfil the final requirements for the National Certificate I in IDMT (Information, Digital Media and Technology) commenced in Year 8.

**Course Units**  
*Applications, understanding and associated skills taught include, but are not limited to:*
- Media Film production (Camtasia, Audacity);
- Website design and construction (HTML and CSS with Dreamweaver);
- 2D products for printing / graphic design (Photoshop, InDesign and Illustrator);
- 3D printed products;
- Networked digital systems and media data;
- Data analysis, modelling and presentation with spreadsheets (Excel 2010);
- Operate and understand personal computer systems, hardware, software and peripherals;
- Focus on further development of typing skills to facilitate work efficiency for Senior School;
- Algorithmic programming (Alice).

**Assessment**  
Assessment consists of the following tasks:
- Practical projects or extended tasks
- Critiques
- Presentations
- Investigations and reports
- Worksheets
- Tests

*Offered in association with TAFE SA.*
The study of English affords students the ability to analyse texts critically and to communicate about their world. Foundations laid in the Middle School effectively equip students for the demands of senior English, building a framework of the skills required in SACE English subjects.

English at Middle School level is designed to develop effective written and oral analytical and communication skills while encouraging sensitivity to both contemporary and historic concerns. Themes and issues that affect a diverse range of cultures are explored. Students develop an awareness of the importance of context in examining any text. As they progress through the Middle School, students acquire strategies for formal writing, learning to structure analytical responses to shared texts.

Students develop their written and oral language skills through constant practice. Spelling and grammar are studied systematically in the early Middle School years and subsequently monitored closely. Through studying a wide range of text types — prose, film, drama and poetry — and genres such as narrative, recount and exposition, students build an awareness of the elements of each and are able to use this knowledge to construct their own texts.

**Content**

- Language
- Literature
- Literacy
YEAR 7 ENGLISH

Course Length  One year

Year Level Description
The English curriculum has a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

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 may 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.

Literary texts that support and extend students in Year 7 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics.

Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Content
Language
Literature
Literacy

YEAR 8 ENGLISH

Course Length  One year

Achievement Standards
Students who complete this course successfully will:
• understand how different language is used in varying types of texts (i.e. letters to the editor compared to formal essay writing) and be able to apply this knowledge in a range of contexts;
• learn subject specific vocabulary and other language features enabling them to discuss ideas related to literature and media;
• interpret and begin to analyse texts; understanding how authors use figurative language, images, symbols, form and structures to influence their audiences intellectually and emotionally;
• use the understanding gained from the course to create original texts of their own;
• participate in class discussions and demonstrate the precepts of presentation to an audience; and
• build upon the sophistication and accuracy of their written expression.

Course Outline
Year 8 English at Seymour seeks to match material which is interesting and relevant to girls in their early teens with the introduction of the academic skills and meta-cognitive strategies necessary to future study.

Our goal is to imbue in our students confidence in their ability to master new concepts. In our classrooms we provide opportunities for the increasing level of literacy required to express students' evolving understanding with a focus upon contemporary Australian texts.

Central to our philosophy is a belief in the importance of exploring new ideas through developing vocabulary as well as engaging in wide and challenging reading, appropriate to the needs and interests of individuals. Fortnightly library lessons and all reading related activities are sacrosanct to our students. Below is a sample of units of work currently studied at this level.

Introduction – Life is
As the year begins students get to know teachers and teachers have the chance to become aware of students' needs. Together we explore the meaning of life, all in four weeks!

Print Media: Newspapers
Students study the elements and language of newspapers and create their own.

Creative and Visual Worlds
Shaun Tan's short film; The Lost Thing is the focus of a Visual Literacy study of Surrealism, symbolism and the development of skills in paragraph writing for essays.

Assessment
Shared assessment tasks in Year 8 include:
• Exercises which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work.
• Timed written responses under test conditions, offering students opportunities to develop experience and strategies in this skill.
• Oral language presentations, focusing upon the development of personal confidence.

Note: The term, shared tasks refers to major assessments undertaken by the entire cohort. Each student also has a folio folder which incorporates classwork and homework specific to her class or to her individual needs. It is her responsibility to keep this up to date. This is collected and assessed at the end of each term.
Course Length  One year

Achievement Standards
Students who complete this course successfully will:
• understand how different language is used in varying types of texts (i.e. letters to the editor compared to formal essay writing) and be able to apply this knowledge in a range of contexts;
• have learnt subject specific vocabulary and other language features enabling them to discuss ideas related to literature and media;
• interpret and begin to analyse texts; understanding how authors use figurative language, images, symbols, form and structures to influence their audiences intellectually and emotionally;
• use the understanding gained from the course to create original texts of their own;
• participate in class discussions and demonstrate the precepts of presentation to an audience; and
• build upon the sophistication and accuracy of their written expression.

Course Outline
At Year 9 level students have an opportunity to consolidate and further develop analytical and evaluative skills as well as meta-cognitive strategies acquired in Year 8, preparing them for the increasingly sophisticated thinking and writing required in SACE subjects.

Gaining greater awareness that written and spoken language is crafted using differing conventions for different purposes and audiences, enables students to create more targeted, effective creative and expository responses of their own. Library-based individual reading and Critical Literacy remain vital elements of the course. Classical and international texts join Australian writings as students are exposed to an increasing range of literacy, cultural and philosophical ideas.

Below is a sample of units of work currently studied at this level.

Genre Study; Dabbling in the Dark
Students read, view, analyse, discuss and respond creatively to a range of the crime fiction genre including the Alexander McCall Smith novel, The Number 1 Ladies’ Detective Agency. This unit is intended to enhance critical literacy and understanding of the concept of genre. It culminates in presentations, in character of self-devised narrative monologues.

Shakespeare; Such Sweet Sorrow
Students engage with a variety of Shakespeare’s works both scripted and a theatrical production. Included in the unit is a visit from the Bell Shakespeare Company to perform a theatre in education production of Romeo and Juliet. The unit focuses on the use of language to explore universal ideas, both in the original and current contexts.

Formal Poetry
Students will study the sonnet and other formally structured poetry, focusing upon how elements such as rhyme scheme, rhythm and format are used to convey emotion and enhance meaning. They will compare works by different poets to identify and explain similarities and differences in ideas and use of techniques.

Students will have the opportunity to utilise their learning in analytical and creative tasks and will enjoy a performance from Sydney theatre in education group, Poetry in Action.

Assessment
Shared assessment tasks in Year 9 include:
• exercises which involve drafting in class. Under these conditions students have access to teacher mentoring and peer review as they craft their work;
• timed written responses under test conditions including an end of year extended text, offering students opportunities to develop experience and strategies in this skill; and
• oral language presentations, focusing upon the development of personal confidence.

Note: The term, shared tasks refers to major assessments undertaken by the entire cohort. Each student also has a folio folder which incorporates classwork and homework specific to her class or to her individual needs. It is her responsibility to keep this up to date. This is collected and assessed at the end of each term.
Design and Technologies is a compulsory subject in Years 7 and 8, and may be studied electively at Year 9.

The Design and Technologies programme is based on curriculum drawn from both the Health and Physical Education and Design and Technologies areas of the Australian Curriculum. Learning in Design and Technologies support students to develop the capacity to make decision, solve problems and develop critical and creative responses to practical concerns of individuals and communities.

Students develop their ability to think critically, manage resources and solve practical problems. In addition, students collect, organise and analyse information; plan and organise activities; work with others in teams and use a range of technologies. The subject engages students in a range of learning experiences that are transferable to home, leisure, community contribution and the world of work.

### Course Length

One semester

### Learning Outcomes

In successfully completing this course, each student:

- manages equipment, resources and process materials;
- works cooperatively to achieve personal and group goals;
- implements safety and hygiene principles;
- produces products to an appropriate standard; and
- evaluates within a practical process.

### Course Outline

The course comprises one term of Food Technology and one term of Fabric Technology. At Year 7 and 8 level students develop foundation practical skills in the areas of food and fabric. This offers a sound basis from which to develop solutions to design challenges in a food or fabric context.

In Food Technology students develop a range of introductory practical food preparation skills, as well as skills in organisation, time management, team work and strategies in following the design process.

In Fabric Technology students are introduced to basic textiles and sewing machine skills. These skills are developed through the individual design, planning and construction of a cushion cover. Students evaluate their work and their effectiveness in meeting design challenges.

### Assessment

Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and use the following approaches:

- practical;
- process and technique recording;
- investigations/research; and
- production evaluation.
YEAR 8 DESIGN AND TECHNOLOGIES: 
FOOD AND FABRIC

Course Length  One semester

Learning Outcomes
In successfully completing this course, each student:
• manages equipment, resources and materials;
• works cooperatively to achieve personal and group goals;
• implements safety and hygiene principles;
• produces products to an appropriate standard;
• evaluates within a practical process.

Course Outline
The course comprises one term of Food Technology and one term of Fabric Technology. At Year 8 level students continue to develop foundation practical skills in the areas of food and fabric. This offers a sound basis from which to develop solutions to design challenges in a food or fabric context.

Students gain increasing independence in using the design process to develop products and solutions to design challenges.

In Food Technology students develop a range of practical food preparation skills, as well as skills in organisation, time management and team work.

In Fabric Technology students continue their introduction to textiles and sewing machine skills. These are applied through the individual planning, construction and evaluation of a design challenge.

Assessment
Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and use the following approaches:
• practical;
• process and technique recording;
• investigations/research;
• production evaluation.

YEAR 9 DESIGN AND TECHNOLOGIES: 
FOOD AND FABRIC

Course Length  One year

Learning Outcomes
In successfully completing this course, each student:
• manages equipment, resources and materials;
• implements safety and hygiene principles;
• researches food and textile products and their uses;
• applies knowledge and problem solving skills;
• evaluates within a practical process;
• produces items to an appropriate standard.

Course Outline
In Year 9 students can choose to continue with the study of Design and Technologies – Food and Fabric as an option subject. This study reinforces basic skills and introduces more advanced skills in both Food and Nutrition and Clothing and Textiles.

Food and Nutrition — one semester
There is a focus on nutrition throughout the semester. In one term students cover nutrition, healthy eating options and apply their knowledge in a practical context by preparing a range of delicious healthy meal options. The focus for the other term is on healthy and nutritious children’s parties. Students work in groups and take responsibility to respond to a design challenge to plan and prepare a party for a younger year level.

Clothing and Textiles — one semester
Students develop skills in design, planning, construction and evaluation by following basic commercial patterns to which they can add or develop individual design features. Students learn about the safety and properties of fibres and the impact this has on sleepwear design, then construct a robe/dressing gown. The next design challenge is chosen in collaboration with the group but may be a dress or top which students can easily customise.

Assessment
Assessment procedures to determine students’ understanding and achievement of the objectives will be continuous and use the following approaches:
• practical;
• process and technique recording;
• investigations/research;
• production sheet evaluation.
In the Humanities students develop the skills, knowledge and values to enable them to participate in a range of ways as ethical, active and informed citizens in a democratic society within a global community. Specifically, they develop an appreciation of the institutions, ideas, principles and values that have shaped the world. They develop the ability to think logically and critically, and to make informed, ethical judgments about their world and their role in it.

At Years 6 and 7 this is done via an integrated, multidisciplinary approach, under the banner of Humanities, which is informed by the Australian Curriculum History, in conjunction with other fields such as geography, politics, social studies, legal studies and philosophy.

At Years 8 and 9, students focus on the individual subject disciplines of History and Geography, which follow the Australian Curriculum.

YEAR 6 HUMANITIES

Course Length
One year

Learning Outcomes
In successfully completing this course, each student:

• demonstrates an understanding of concepts;
• participates in class and group discussions;
• demonstrates the ability to plan and complete set tasks;
• expresses knowledge in a variety of ways;
• locates and interprets information; and
• uses a range of sources to review current affairs.

Course Information
Humanities incorporates Geography and Civics and Citizenship, and has a focus on Australian Curriculum History.

Current affairs are discussed and studied weekly and will provide for parallel studies with the class unit of work.

Cooperative group skills are explicitly taught and incorporated into the curriculum throughout the year.

Australian Curriculum History Aims
The Australian Curriculum History aims to ensure that students develop:

• interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and a willingness to be informed and active citizens;
• knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society; and
• understanding and use of historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Course Outline
The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia’s British heritage, the Westminster system and other models that influenced the development of Australia’s system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.

The key areas for inquiry are:

• Why and how did Australia become a nation?
• How did Australian society change throughout the 20th century?
• Who were the people who came to Australia?
• What contribution have significant individuals and groups made to the development of Australian society?
Historical Skills

Chronology, terms and concepts
• Sequence historical people and events
• Use historical terms and concepts

Historical questions and research
• Identify questions to inform an historical inquiry
• Identify and locate a range of relevant sources

Analysis and use of sources
• Locate information related to inquiry questions from a range of sources
• Compare information from a range of sources

Perspectives and interpretations
• Identify points of view in the past and present

Explanation and communication
• Develop texts, particularly narratives and descriptions, which incorporate source materials
• Use a range of communication forms (oral, graphic, written) and digital technologies

Assessment
• Class exercises
• Assignments (oral, written, investigative)
• Research skills
• Discussion and group work

YEAR 7 HUMANITIES

Course Length
One year

Learning Outcomes
In successfully completing this course, each student:
• describes historical events and developments, and their causes and effects, using historical terms and concepts;
• sequences events and developments within a chronological framework, using dating conventions;
• identifies, selects, examines, compares, incorporates and acknowledges a range of primary and secondary sources;
• develops questions to frame historical and geographical inquiry;
• develops a range of texts, particularly descriptions and explanations; and
• represents data and geographical phenomena in a range of graphic forms that conform to cartographic conventions.

Course Information
Humanities incorporates Geography and Civics and Citizenship, and has a focus on Australian Curriculum History.

Australian Curriculum History Aims
The Australian Curriculum History aims to ensure that students develop:
• interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and a willingness to be informed and active citizens;
• knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
• understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
• capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Course Outline
The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history. Students will investigate the following:

Depth Study 1: Investigating the Ancient Past
• How historians and archaeologists investigate history
• The range of sources that can be used in an historical investigation
• The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists
• The nature of the sources for ancient Australia
• The importance of conserving the remains of the ancient past.
Depth Study 2: The Mediterranean World: Egypt OR Greece OR Rome
- The physical features and their influence on societal development
- Roles of key groups in the selected ancient society
- The significant beliefs, values and practices of the selected society
- Contacts and conflicts within and/or with other societies
- The role of a significant individual in the selected society

Depth Study 3: The Asian World: India OR China
- The physical features and their influence on societal development
- Roles of key groups in the selected ancient society
- The significant beliefs, values and practices of the selected society
- Contacts and conflicts within and/or with other societies
- The role of a significant individual in the selected society

Historical Skills

Historical questions and research
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods

Analysis and use of sources
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources

Perspectives and interpretations
- Identify and describe points of view, attitudes and values in primary and secondary sources

Comprehension and communication
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies

Assessment
- Class exercises
- Assignments (oral, written, investigative)
- Research skills
- Discussion and group work
### YEAR 8 GEOGRAPHY

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<th>Course Length</th>
<th>One semester</th>
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**Learning Outcomes**

In successfully completing this course, each student should:

- identify how environmental and human processes affect places and environments;
- consider how the interconnections between places, people and environments affect people's lives;
- explore the consequences of changes to places and environments;
- conclude how these consequences should be managed.

**Geographical Knowledge and Understanding**

**Landforms and landscapes**

Units of study should refer to:

- different types of landscapes and their landform features;
- cultural value of landscapes and landforms;
- geomorphic processes that produce landforms;
- human causes and effects of landscape degradation;
- ways of protecting significant landscapes; and
- geomorphic hazards.

**Changing nations**

Units of study should refer to:

- causes and consequences of urbanisation;
- differences between urban areas in Australia and USA;
- future of Australian urban areas;
- internal migration within Australia;
- internal migration within China; and
- international migration in Australia.

**Geographical Inquiry and Skills**

- observing, questioning and planning an inquiry;
- collecting, recording, representing and evaluating data;
- interpreting and analysing primary and secondary data;
- communicating results using written, oral, graphical and /or mapping formats; and
- reflecting on inquiry findings.

**Assessment**

Assessments could include:

- topic tests;
- multimedia presentations;
- research assignments using the inquiry method;
- peer review; and
- field work and reporting.

### YEAR 9 GEOGRAPHY

<table>
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<th>Course Length</th>
<th>One year</th>
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**Learning Outcomes**

In successfully completing this course, each student should:

- identify the causes and consequences of change in places and environments;
- conclude how such change can be managed;
- consider the future implications of changes to places and environments; and
- explore the reasons why interconnections and interdependencies are important for the future of places and environments.

**Geographical Knowledge and Understanding**

**Biomes and food security (Australia and the world)**

Units of study should refer to:

- human alteration of biomes for commercial activity & the environmental effect of these modifications;
- environmental, economic & technological factors influencing crop yield; and
- challenges to food production and the capacity of the world's environments to sustainably feed the projected future population.

**Geographies of interconnections**

Units of study should refer to:

- the effects of tourism on places and environments;
- the effects of the production and consumption of goods on places and environments;
- the effects of trade – locally, nationally and internationally; and
- how transport, information and telecommunication technologies connect people and places.

**Geographical Inquiry and Skills**

- observing, questioning and planning an inquiry;
- collecting, recording, representing and evaluating data;
- interpreting, analysing and making conclusions, using qualitative and quantitative data;
- communicating in a range of contexts; and
- reflecting on and responding to inquiry findings.

**Assessment**

Assessment could include:

- topic tests
- oral and multimedia presentations
- research assignments, using the inquiry method
- peer review
- field work and reporting
Learning Outcomes
In successfully completing this course, each student develops:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and a willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

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

**Depth Study 1:**
**The Western and Islamic World: Medieval Europe**
- The way of life in Medieval Europe (social, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements
- Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The dominance of the Catholic Church and the role of significant individuals

**Depth Study 2:**
**The Asia-Pacific World**
- The way of life in the Khmer Empire
- Achievements of the Khmer civilization
- Reason for the decline of the Khmer Empire

**Depth Study 3:**
**Expanding Contacts: The Black Death**
- The role of expanding trade between Europe and Asia in the Black Death
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease
- The effects of the Black Death on European populations, including both immediate and long-term effects
YEAR 9 HISTORY

Course Length
One year

Information
This course is designed to incorporate differentiation to meet the learning needs of all Year 9 students.

Learning Outcomes
The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and a willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Course Outline
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914 – 1918, the ‘war to end all wars’. Students will investigate the following:

Depth Study 1: The Industrial Revolution (1750–1914)
- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia.
- The population movements and changing settlement patterns during this period.
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life.
- The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.

Depth Study 2: Australia and Asia
Either: Asia and the World
- The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies) at the start of the period.
- Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s).
- The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is, 1900), including the influence of key ideas such as nationalism.
- The significance of ONE key event that involved the Asian society and European power(s).

Or: Making a Nation
- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander people.
- The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans).
- Living and working conditions in Australia around the turn of the twentieth century (i.e. 1900).
- Key events and ideas in the development of Australian self-government and democracy, including women’s voting rights.

Depth Study 3: World War I
- An overview of the causes of World War I and the reasons why men enlisted to fight.
- The places where Australians fought and the nature of warfare during World War I.
- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate).
- The commemoration of World War I by later generations.

Historical Skills
Historical questions and research
- Sequence historical events and periods and use historical terms and concepts.
- Identify a range of questions about the past to inform a historical inquiry, using ICT and other methods.

Analysis and use of sources
- Identify the origin and purpose of primary and secondary sources.
- Locate, select and use information from a range of sources as evidence and draw conclusions about the usefulness of sources.

Perspectives and interpretations
- Identify and describe points of view, attitudes and values in primary and secondary sources.

Comprehension and communication
- Develop historical descriptions and explanations that use evidence from a range of sources.
- Use a range of communication forms (oral, graphic, written) and digital technologies.

Assessment
- Assignments/paragraph/short answer responses
- Extended written responses
- Sources analysis exercises
- Film/documentary review
- Oral responses
- Multimedia/visual presentations
- Timed tests
Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples and broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages also contributes to strengthening the community’s social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

In Years 6 and 7 all students study Chinese for one year. In Year 8, students make a choice of one language from Chinese and French.
YEAR 7 CHINESE

Course Length
One year

Learning Outcomes
In successfully completing this course, each student:
• seeks clarification in spoken Chinese;
• connects ideas using basic cohesive devices;
• expresses opinions, likes and dislikes and give reasons;
• explains the word order of Chinese sentences and the layout;
• organises ideas using time expressions and phrases which mark
sequence in written Chinese;
• describes interests and events using a range of verbs, including
verbs of identification and existence and a range of action verbs;
• produces simple descriptions using simple sentences and
paragraphs and intensifiers;
• is aware of the key features of the Chinese writing system and its
differences to the English writing system; and
• is aware that literal translation between languages is not always
possible, and that aspects of interpretation and translation are
affected by context, culture, and intercultural experience.

Course Outline
Resources: a number of visual and audio texts as well as teacher made
booklets and online resources (eg. Language Perfect).

Language topics covered include:
• Greetings (greet, thanks, apologise and ask permission, politeness
symbols, etiquette);
• My family (describing words/adjectives, animal and pets,
occupation/professions);
• Meeting friends (friendship, feelings and emotion);
• Schooling and education (school facilities, subjects, lessons);
• Neighbourhood;
• Diet and food (food, drinks, meat, likes and dislike, euphemistic
phrases);
• Hobbies; and
• Birthday celebration.

Cultural aspects covered are:
• personal identity;  • relationship; and
• food and cuisine;  • schooling.

Activities include:
• Birthday celebration;
• Blogging and online forum;
• Chinese rap performance;
• Cultural workshops;
• Drama plays/skits;
• Festival celebrations;
• Food tasting on campus;
• Listening and interacting;
• Movie maker/iMovie;

Assessment
• Audiovisual texts comprehension;
• Birthday Celebration;
• Chinese rap performance;
• Drama play/skits;
• Emailing to pen pal;
• Listening/reading and responding/reflecting;
• Movie making;
• Oral presentation;
• Reading and interacting;
• Text production; and
• Translating.
YEAR 8 CHINESE

Course Length
One year

Learning Outcomes
In successfully completing this course, each student:
• interacts in a range of familiar contexts using spoken and written Chinese;
• transacts and make arrangements in spoken and written Chinese;
• expresses personal insights and compare experiences on topics of personal interest and significance using learnt linguistic knowledge;
• explains construction of simple familiar Chinese texts in comparison to English equivalents;
• responds to and create simple informative and imaginative texts for known audiences and purposes;
• accesses and organise information from a range of spoken, audiovisual and printed texts;
• reflects on their interactions when using and learning languages; and
• recognises and describes diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication.

Course Outline
Resources: Nihao 1 (textbook and workbook), supplemented by a number of visual and audio texts as well as teacher made booklets and online resources (eg. Language Perfect).

Language topics covered include:
• Greetings (greet, thank, apologise and ask permission, politeness symbols, etiquette);
• Family (family members, name, age, numbers, measure words, describing words, animal and pets, occupation/professions);
• Meeting friends (cities, countries, nationalities, languages, friendship, feelings and emotion, familiar people);
• Schooling and education (campus, school facilities, staff and teachers, year levels, timetable, subjects, lessons);
• Home life and daily routine (home facility and furniture, home environment and surroundings, neighbours);
• Entertainment and leisure activities (sports, hobbies, travel);
• Event celebration;
• Climate and weather (weather, weather forecast, time words: year, seasons, months, dates, days of the week, hours, o'clock, minutes, seconds, the 2nd day); and
• Youth life.

Cultural aspects covered are:
• youth life and issues;
• environment and climate;
• traditions;
• schooling; and
• relationship.

Activities include
• Blogging and discussing online;
• Cultural workshops;
• Event celebration;
• Excursions;
• Letter to pen pals;
• Listening and interacting;
• Make brochures;
• Online and cultural quizzes;
• Online communication with pen pal;
• Online vocabulary and grammar exercises (Language Perfect);
• Plotting a storyline using digital media;
• Reading contest;
• Shopping online;
• Use of bilingual dictionaries;
• Voki classroom; and
• Letter/diary writing and reading.

Assessment
• Audiovisual texts comprehension;
• Letters or postcards to friends;
• Listening/reading and responding/reflecting;
• Making brochures to introduce school;
• Oral presentation;
• Plotting a storyline using digital media;
• Shopping online;
• Text analysis;
• Text production;
• Translating; and
• World Map making.
Assessment
- Appreciate and write a Chinese song/poem to perform;
- Audiovisual texts comprehension;
- create a Chinese voiceover for a scene from an English language sitcom;
- Making video clips of leisure;
- Oral presentation/interaction;
- Reading/Listening and interacting/Responding;
- Short play or drama;
- Text analysis;
- Text production;
- Translating;
- Trip plan;
- voiceover text for a video presentation on the Chinese language programme or the school environment; and
- Weather Forecast film/video.

Course Outline
Resources: *Nihao* 2 (textbook and workbook), supplemented by a number of visual and audio texts as well as teacher made booklets and online resources (eg. Language Perfect).

Language topics covered include:
- Illness and ask for help;
- Making phone calls and email contacts;
- Leisure (movies, music, TV programmes, sports, drama, etc);
- Schooling and education, familiar people, festivals, daily experiences, studying); and
- Living environments (weather, climate, tourist, population).

Cultural aspects covered are:
- parents’ expectation;
- Chinese code of politeness;
- places of interest in China; and
- the Chinese-speaking world.

Activities include
- Chat online with pen pal;
- Blogging and online forum;
- Chinese Space;
- creating videos/movie clips;
- creating trip brochures;
- Drama/short play;
- Poem/song writing and performance;
- excursions;
- cooking;
- food tasting; and
- cultural workshops.
### YEAR 8 FRENCH

**Course Length**
One year

**Learning Outcomes**
*In successfully completing this course, each student:*
- Interacts with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes.
- Participates in collaborative activities that involve planning, making arrangements, transacting and negotiating.
- Locates factual information from a range of texts and resources and uses the information in new ways.
- Presents information and ideas in spoken, written and digital forms.
- Engages with imaginative and creative texts.
- Creates own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences.
- Translates short texts from French to English and vice versa.
- Produces bilingual texts and resources.
- Reflects on own and others’ ways of expressing identity, and considers the relationship between language, culture and identity.
- Understands and uses elements of the French grammatical system.
- Recognises and uses features of the French sound system, including pitch, rhythm, stress and intonation.
- Recognises language variation and change.
- Explores the relationship between language and culture.

**Course Outline**
Language topics covered include:
- About me, about you;
- Making friends;
- Family and pets;
- School life and leisure activities; and
- Home life.

Cultural aspects, including “invisible culture” are embedded in each language topic.

Structures covered include basic elements of the present tense, definite and indefinite articles, prepositions, agreement and position of adjectives.

Activities include:
- Online grammar and vocabulary exercises.
- Role plays and dramatisation activities.
- Maps for memory activities.
- Mystery solving.
- Reconstructing texts.
- Sorting, sequencing, comparing activities to make inferences.
- Reading and listening comprehensions.
- Text analysis.
- Creation of bilingual resources.
- Text productions.

**Assessment**
- Role play;
- Presentation;
- Translation of short texts;
- Response to imaginative text;
- Creation of texts based on imaginary experiences;
- Contribution to wiki; and
- Grammar tests.

### YEAR 9 FRENCH

**Course Length**
One year

**Learning Outcomes**
*In successfully completing this course, each student:*
- Communicates orally within specific contexts;
- Comprehends and responds to simple spoken French;
- Reads and understands selected texts;
- Constructs short written texts;
- Recalls and utilises appropriate vocabulary;
- Understands selected linguistic structures;
- Understands cultural concepts; and
- Uses a variety of sources/technologies to enhance learning.

**Course Outline**
Course Book: *Tapis Volant 1 and 2*, 3rd edition (textbook, workbook, audio CDs).

The Year 9 course builds on topics and structures learned in Year 8. Language structures include: the near future, and the past (passé composé), irregular verbs, reflexive verbs, object pronoun, time expressions, negative and interrogative structures.

Language topics covered include:
- Shopping and outings, holidays and travel, work and entertainment;
- Cultural aspects of life in a French city (Paris);
- Shops and restaurants in France;
- French youth, their interests and hobbies; and
- French music and cinema.

Activities include:
- Listening exercises;
- Conversations in small groups or with a partner;
- Writing and reading exercises;
- Online and cultural quizzes;
- Grammar/vocabulary exercises;
- Role plays;
- Songs and drama activities;
- Movie viewing; and
- Cooking.

**Assessment**
- Role plays and interactions performed in class;
- Listening tests;
- Vocabulary tests;
- Reading and comprehension tasks;
- Open-ended written pieces (PowerPoints, e-mails, letters, play scripts, cartoons, magazines and books);
- Projects on cultural topics; and
- Grammar tests.
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Numbers and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Mathematics in the Middle School aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason Number and Algebra, Measurement and Geometry, and Statistics and Probability; and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Middle School Mathematics is organised around the interaction of three Content strands and four Proficiency strands.

The Content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

**Number and Algebra**

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement and Geometry**

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

**Statistics and Probability**

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

The Proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of Mathematics.
Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the ‘why’ and the ‘how’ of Mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use Mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.
YEAR 7 MATHEMATICS

Course length: One year

Learning Requirements
In this subject, students are expected to demonstrate:

• Understanding
• Fluency
• Problem Solving
• Reasoning

Course Outline
Topics covered, as described by the Australian Curriculum, include:

• Number and Algebra (number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships);
• Measurement and Geometry (using units of measurement, shape, location and transformation, geometric reasoning); and
• Statistics and Probability (chance, data representation and interpretation).

Assessment
• Tests
• Investigations
• Quizzes
• Homework

YEAR 8 MATHEMATICS

Course length: One year

Learning Requirements
In this subject, students are expected to demonstrate:

• Understanding
• Fluency
• Problem Solving
• Reasoning

Course Outline
Topics covered, as described by the Australian Curriculum, include:

• Number and Algebra (number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships);
• Measurement and Geometry (using units of measurement, Geometric reasoning); and
• Statistics and Probability (chance, data representation and interpretation).

Assessment
• Tests
• Investigations
• Quizzes
• Homework
YEAR 9 MATHEMATICS

Course length
One year

Learning Requirements
In this subject, students are expected to demonstrate:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Course Outline
Topics covered, as described by the Australian Curriculum, include:

- Number and Algebra (real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships);
- Measurement and Geometry (using units of measurement, geometric reasoning, Pythagoras and trigonometry); and
- Statistics and Probability (chance, data representation and interpretation).

Assessment
- Tests
- Investigations
- Quizzes
- Homework

Structure of classes
Students will study Mathematics in like-ability groups.

YEAR 9 GENERAL MATHEMATICS

Course length
One year

Learning Requirements
In this subject, students are expected to demonstrate:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Course Outline
Topics covered, as described by the Australian Curriculum, include:

- Number and Algebra (number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships);
- Measurement and Geometry (using units of measurement, shape, geometric reasoning, location and transformation, Pythagoras and trigonometry); and
- Statistics and Probability (chance, data representation and interpretation).

Topics covered will be chosen from Years 6 – 9 Mathematics content in accordance with the needs of the students in the Mathematical Applications class.

Assessment
- Tests
- Investigations
- Quizzes
- Homework

Structure of class
Entry to the Mathematical Applications class is based on teacher recommendation, together with consultation between parents, the Head of Mathematics and the Director of Studies.
## YEAR 7 DRAMA

### Course Length
One semester

### Learning Outcomes

*In successfully completing this course, each student:*

- investigates and discusses a range of subjects relating to direct experience and wider issues;
- works cooperatively and effectively within groups;
- develops an independent approach to problem solving;
- understands and develops non-verbal and verbal communication skills;
- exercises and expands the imagination;
- develops a range of performance and design skills;
- performs for audiences of peers, enhancing personal confidence;
- develops critical faculties; and
- gains understanding and enjoyment of theatre as a practitioner and as an informed audience member.

### Course Outline

The main content areas are:

- a study of basic stagecraft, performance and ensemble skills in Year 7. Year 8 students build upon dramatic elements introduced in Year 7, developing their skills in characterisation, technical theatre and playwriting. In Year 9 the emphasis shifts to understanding the history of Drama. Students learn how to analyse, prepare and rehearse for acting, stage management, technical and design roles. A knowledge of theatrical history and practitioners is developed through research and practical workshops.

### Assessment

Assessment tasks include:

- worksheets, written reflections and process logs;
- participation in discussion and group work;
- workshops; and
- public performances.

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**Drama**

Drama allows students to engage with and understand the world around them. It enables them to develop communication skills and the ability to relate to and empathise with a wide range of people.

Students explore basic stagecraft, performance and ensemble skills in Year 7. Year 8 students build upon dramatic elements introduced in Year 7, developing their skills in characterisation, technical theatre and playwriting. In Year 9 the emphasis shifts to understanding the history of Drama. Students learn how to analyse, prepare and rehearse for acting, stage management, technical and design roles. A knowledge of theatrical history and practitioners is developed through research and practical workshops.

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**Performing Arts (Drama, Music)**
<table>
<thead>
<tr>
<th>YEAR 8 DRAMA</th>
<th>YEAR 9 DRAMA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One semester</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>In successfully completing this course, each student:</td>
</tr>
<tr>
<td>• investigates and discusses a range of subjects relating to direct experience and wider issues;</td>
<td>• undertakes an acting, directing, technical or backstage role;</td>
</tr>
<tr>
<td>• works cooperatively and effectively within groups;</td>
<td>• writes reflectively and critically about their own performances and those of others.</td>
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<tr>
<td>• develops an independent approach to problem solving;</td>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td>• understands and develops non-verbal and verbal communication skills;</td>
<td>The main content areas are:</td>
</tr>
<tr>
<td>• exercises and expands the imagination;</td>
<td>• a study of Ancient Greek theatre;</td>
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<tr>
<td>• develops a range of performance and design skills;</td>
<td>• a study of Stanislavski and the application of his system in character development;</td>
</tr>
<tr>
<td>• performs for audiences of peers, enhancing personal confidence;</td>
<td>• physical theatre: its development over the years and its current use in contemporary theatre;</td>
</tr>
<tr>
<td>• develops critical faculties; and</td>
<td>• children's theatre: how to devise and perform engaging and educational theatre for young children;</td>
</tr>
<tr>
<td>• gains understanding and enjoyment of theatre as a practitioner and as an informed audience member.</td>
<td>• duologues; and</td>
</tr>
</tbody>
</table>

**Course Outline**

The main content areas are:

- a study of intermediate stagecraft including blocking, voice production, character development and playmaking;
- understanding the Elizabethan theatre and an introduction to Shakespeare; and
- understanding of Aboriginal Dreamings and culture.

**Assessment**

Assessment tasks include:

- worksheets, written reflections and process log;
- participation in discussion and group work;
- workshops; and
- public performances.
Music provides a rich source of self-expression, artistic fulfilment and enjoyment for students. Active involvement in music fosters creativity, sensitivity, discipline and commitment. It encourages team work and cohesiveness and provides students with skills for life.

The Middle School Music programme encourages students to enjoy and value music and develops a broad understanding and appreciation of music through a range of activities in performing, listening and creating. Students develop technical and musical skills as performers, written and oral skills in expressing ideas about music and theoretical and creative skills. In Years 6–8, girls have a variety of backgrounds and experience and we offer enjoyable, experiential courses with an emphasis on performance. Year 9 Music is a choice subject that requires all members of the class to be either starting or continuing with studies on an instrument, and involved in a cocurricular performance group.

### Year 6 Music

**Course Length**
- One year

**Learning Outcomes**

In successfully completing this course, each student:

- understands basic theoretical concepts in written music;
- demonstrates advancing music reading skills;
- participates effectively in choral singing;
- performs accurately on drum kit, keyboard and tuned percussion instruments;
- shows an understanding of the sounds, styles and structures of varied types of music; and
- shows creative skills in organising sounds into compositions or performances.

**Course Outline**

This course has an emphasis on teaching musical skills through a progressive range of enjoyable performance activities. Students who wish to are encouraged to take up private instrumental lessons on an orchestral or band instrument to complement the classroom music programme. Areas covered in the course include:

- **Instrumental Performance**
  - All students develop skills on keyboards, tuned percussion instruments and drums. Those learning an orchestral or band instrument are encouraged to use it in class and to contribute to cocurricular ensembles.

- **Band Programme**
  - A one semester introduction to concert band and drum corps instruments.

- **Choral Singing**
  - A range of enjoyable pieces in popular styles is learned and vocal and performance skills are systematically developed.

- **Music Reading and Writing**

- **Aural Development and Sight Reading**

- **Creative Activities**

- **Music Technology**
  - Using computers for building musical skills and composition projects to build aural and theoretical skills.

- **Listening and Music Appreciation**
  - A range of activities and musical styles is covered including classical, jazz, contemporary and music of other cultures.

**Assessment**

- Written and aural tests
- Solo and group performances
- Oral presentations
- Research projects
- Creative projects incorporating the use of computer technology
**YEAR 7 MUSIC**

**Course Length**
One year

**Learning Outcomes**
In successfully completing this course, each student:

- understands basic theoretical concepts in written music;
- demonstrates advancing music reading skills;
- performs accurately on drum kit, keyboard and tuned percussion instruments;
- shows an understanding of the sounds, styles and structures of varied types of music; and
- shows creative skills in organising sounds into compositions or performances.

**Course Outline**
This course has an emphasis on teaching musical skills through a progressive range of enjoyable performance activities. Students who wish to are encouraged to take up private instrumental lessons on an orchestral or band instrument to complement the classroom music programme. Areas covered in the course include:

- **Instrumental Performance**
  All students develop skills on keyboards, tuned percussion instruments and drums. Those learning an orchestral or band instrument are encouraged to use it in class and to contribute to cocurricular ensembles.

- **Music Reading and Writing**

- **Aural Development and Sight Reading**

- **Creative Activities**

- **Music Technology**
  Students build aural and theoretical skills for creative compositions.

- **Listening and Music Appreciation**
  A range of activities and musical styles is covered including classical, jazz, contemporary and music of other cultures.

**Assessment**

- Written and aural tests
- Solo and group performances
- Oral presentations
- Research projects
- Creative projects incorporating the use of computer technology

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**YEAR 8 MUSIC**

**Course Length**
One semester

**Learning Outcomes**
In successfully completing this course, each student:

- understands basic theoretical concepts in written music;
- demonstrates advancing music reading skills;
- performs accurately on drum kit, keyboard and tuned percussion instruments;
- shows an understanding of the sounds, styles and structures of varied types of music; and
- shows creative skills in organising sounds into compositions or performances.

**Course Outline**
This course has an emphasis on teaching musical skills through a progressive range of enjoyable performance activities. Students who wish to are encouraged to take up private instrumental lessons on an orchestral or band instrument to complement the classroom music programme. Areas covered in the course include:

- **Instrumental Performance**
  All students develop skills on keyboards, tuned percussion instruments and drums. Those learning an orchestral or band instrument are encouraged to use it in class and to contribute to cocurricular ensembles.

- **Music Reading and Writing**

- **Aural Development and Sight Reading**

- **Creative Activities**

- **Music Technology**
  Using computers for building musical skills and composition projects. Students undertake projects using the music notation programme Sibelius to create a contemporary style composition.

- **Listening and Music Appreciation**
  A range of activities and musical styles is covered including classical, jazz, contemporary and music of other cultures.

**Assessment**

- Written and aural tests
- Solo and group performances
- Oral presentations
- Research projects
- Creative projects incorporating the use of computer technology
YEAR 9 MUSIC

Course Length
One year

Students must be currently undertaking or prepared to begin weekly lessons on an instrument.

Learning Outcomes
In successfully completing this course, each student:
• has the ability to perform confidently in a variety of musical styles;
• has a good understanding of theory concepts relevant to the music they hear and play;
• demonstrates advancing music reading skills;
• is able to working productively in ensembles;
• shows an understanding of the sounds, styles and structures of varied types of music;
• has an understanding and appreciation of the role of music in our society and other cultures;
• shows developing written and oral skills in expressing ideas about music; and
• demonstrates more sophisticated skills in organising sounds into creative compositions and arrangements.

Course Outline
All Year 9 Music students must contribute to one of the school’s ensembles or choirs. Because all girls in this course are developing their musical literacy and performing skills through weekly instrumental lessons, they are able to make more rapid progress and cover a much wider range of enjoyable activities than in previous Middle School years. Practical performing activity is again the central element in all music learning. This course develops further the activities covered in the Year 6 – 8 courses but, in addition, begins to introduce more advanced topics, including:

• Harmony and Music Theory
  With an emphasis on developing skills that will enable students to create their own music and appreciate that of others. Grade 1 and 2 AMEB theory are covered in addition to other concepts more relevant to contemporary music.

• Improvisation, Composition and Arranging
  Including jazz and different styles of popular music.

• Score Reading and Studies of Musical Styles
  Listening, music appreciation and historical studies including a unit on jazz history.

• Project Work

• Music Technology
  Using computers for composing, arranging for a variety of instruments, and multimedia projects. Software used includes Sibelius.

Assessment
• Written and aural tests
• Contribution to group performances
• Oral presentations
• Research projects
• Performances in front of an audience
• Creative projects incorporating the use of computer technology
The Middle School Health and Physical Education programme is part of a coordinated developmental programme from Junior School to Year 12. Each stage in this compulsory subject forms the foundation for the next, and incorporates the practical areas of movement skills, game skills, gymnastics, dance, fitness and aquatics.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities.

As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts, and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport, both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop the skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing. Healthy, active living benefits individuals and society in many ways.

This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.
YEAR 6 HEALTH AND PHYSICAL EDUCATION

Course Length
One year

Learning Outcomes
By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision making and problem solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Course Outline
In Year 6 the course covers topics such as athletics, basketball, dance, gymnastics, hockey, netball, sofcrrosse, softball, swimming and lifesaving, tennis and volleyball.

Assessment
- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays

YEAR 7 HEALTH AND PHYSICAL EDUCATION

Course Length
One year

Learning Outcomes
By the end of Year 7, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Course Outline
In Year 7 the course covers athletics, camp preparation, cricket, creative games, dance, gymnastics, mini Olympics, orienteering, soccer, sofcrrosse, swimming, the effects of exercise and volleyball.

Assessment
- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays
YEAR 8 HEALTH AND PHYSICAL EDUCATION

Course Length
One year

Learning Outcomes
By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others’ and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Course Outline
The Year 8 Health course addresses the knowledge, skills and attitudes which enable our students to make decisions about a healthy lifestyle and minimising possible harm to themselves. In this area, topics such as self esteem, personal values, goal setting and assertiveness are covered. A positive approach to lifestyle includes a consideration of nutrition and fitness. Sexual health and alcohol related issues are introduced.

The Year 8 Physical Education course consists of: athletics, badminton, camp preparation, cricket, dance, gymnastics, hockey, netball, softball, swimming and tennis.

Assessment
- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Course Length
One year

Learning Outcomes
By the end of Year 9 students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has historically played in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Course Outline
The Year 9 course includes Australian Rules football, basketball, camp preparation, European handball, floor hockey, soccer, sofcrrosse, swimming and lifesaving, tennis, touch football and Ultimate Frisbee.

The Year 9 Health course addresses the knowledge, skills and attitudes which enable our students to make decisions about a healthy lifestyle and minimising possible harm to themselves. In this area, topics such as assessing risks, problem solving, alcohol, sexual health and human relationships are covered. The course incorporates a variety of information and media studies to encourage discussion of personal values and the development of assertiveness in promoting wise, healthy lifestyle choices.

Assessment
- Checklists
- Observation of game situations
- Demonstration of practical skills
- Small group and class discussion
- Written tasks
- Role plays
OUTDOOR EDUCATION

Outdoor Education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop the knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Students develop the knowledge, skills and attitudes necessary for survival in a range of outdoor recreation activities that have minimal impact on the environment.

The Outdoor Education programme also aims to provide students with a range of opportunities to discover and develop their own potential. Through carefully facilitated wilderness-based activities and guided discovery learning, the programme equips students with the attitudes, life skills and inner strength that can lead them to greater achievement and well being back at school. The students are encouraged to work effectively within a small group, fostering responsibility, resilience and cooperation. The programme consists of a series of compulsory camps in the Year 6 to 10 curriculum providing a positive experience through a variety of challenges.

The Years 6, 7 and 8 camps are three days’ duration and the Year 9 camp is five days’ duration. Camp preparation is taught in conjunction with the Physical Education programme and in pastoral care sessions.

YEAR 6 OUTDOOR EDUCATION

Course Length

The Year 6 camp is three days’ duration. There are various preparation times allocated prior to the camps.

Learning Outcomes

- to provide students with positive experiences and enjoyment through a varied outdoor education programme;
- to develop in students a diversity of outdoor education skills, understanding and knowledge, through exposure to different environments;
- to increase opportunities of socialisation amongst students, within form groups, as well as with their form teachers;
- to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
- to enhance each student’s awareness and appreciation of the beauty of our environment and the need to preserve it;
- to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
- to learn skills related to working in a group, i.e. tolerance, cooperation, understanding, sharing duties and support for individuals and group goals.

Course Outline

The three day Year 6 Outdoor Education experience, held at Aldinga, focuses on three main themes: Aboriginal Studies, Coastal Ecology and Group Work Skills. Students are given the opportunity to share and participate in a number of traditional skills and to experience unique aspects of Indigenous culture. Activities include wiltja building, dreaming trails, traditional cooking and hunting methods, boomerang painting and discovering medicinal and food plants in the Aldinga Scrub. The coastal ecology focus looks at shallow water marine life and the impact of humans and wind on our fragile coast line. Group work skills, communication and cooperation challenges and initiatives are an important aspect of this experience.

Assessment

Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education camps are assessed as part of the overall Physical Education programme.
### YEAR 7 OUTDOOR EDUCATION

**Course Length**
The Year 7 camp is three days' duration. There are various preparation times allocated prior to the camps.

**Learning Outcomes**
- to provide students with positive experiences and enjoyment through a varied outdoor education programme;
- to develop in students a diversity of outdoor education skills, understanding and knowledge, through exposure to different environments;
- to increase opportunities of socialisation amongst students, within form groups, as well as with their form teachers;
- to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
- to enhance each student's awareness and appreciation of the beauty of our environment and the need to preserve it;
- to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
- to learn skills related to working in a group, i.e. tolerance, cooperation, understanding, sharing duties and support for individuals and group goals.

At Year 7 the programme aims to introduce students to lightweight camping and a range of outdoor recreation activities. Through preparation sessions in Physical Education classes and a three day camp, students are introduced to camping in tents, using a lightweight stove, beach activities, mountain bike riding, abseiling, surfing, group living skills, personal and group safety, and minimal impact practices. The Year 7 camp is held at Victor Harbor and surrounding areas.

**Assessment**
Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education camps are assessed as part of the overall Physical Education programme.

### YEAR 8 OUTDOOR EDUCATION

**Course Length**
The Year 8 camp is three days' duration. There are various preparation times allocated prior to the camps.

**Learning Outcomes**
- to provide students with positive experiences and enjoyment through a varied outdoor education programme;
- to develop in students a diversity of outdoor education skills, understanding and knowledge, through exposure to different environments;
- to increase opportunities of socialisation amongst students, within form groups, as well as with their form teachers;
- to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
- to enhance each student's awareness and appreciation of the beauty of our environment and the need to preserve it;
- to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
- to learn skills related to working in a group, i.e. tolerance, cooperation, understanding, sharing duties and support for individuals and group goals.

The Year 8 Aquatics Camp is held at the Murraylands Aquatic and River Study Centre, Murray Bridge. This is a three day programme aimed at providing students with opportunities to further develop a range of skills, gain positive experiences and an understanding of water safety knowledge, survival activities and rescue procedures. Activities undertaken include canoeing, kayaking, knee boarding, rowing, sailing, small boat handling and water skiing, and the students cook a meal on a lightweight stove.

**Assessment**
Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education camps are assessed as part of the overall Physical Education programme.
THE YEAR 9 OUTDOOR EDUCATION

Course Length
The Year 9 camp is five days' duration. There are various preparation times allocated prior to the camp.

Learning Outcomes
- to provide students with positive experiences and enjoyment through a varied outdoor education programme;
- to develop in students a diversity of outdoor education skills, understanding and knowledge, through exposure to different environments;
- to increase opportunities of socialisation amongst students within form groups, as well as with their form teachers;
- to provide students with opportunities for personal challenge, both physically and mentally, in an outdoor setting;
- to enhance each student's awareness and appreciation of the beauty of our environment and the need to preserve it;
- to develop skills related to self sufficiency, organisation and responsibility in the outdoors; and
- to learn skills related to working in a group, ie. tolerance, cooperation, understanding, sharing duties, and support for individuals and group goals.

The Year 9 camp is a week at the Scotts Creek Outdoor Education Centre, Morgan. The two objectives of the camp are to learn:
- paddling techniques, rescue procedures and drills, plus equipment and packing requirements, in order to prepare students for a short canoeing expedition and overnight camping in tents and trangia cooking; and
- basic climbing and safety techniques in preparation for their participation in the high ropes course.

The camp also provides students with opportunities to further develop their skills in problem solving, leadership and initiative, through a range of facilitated group dynamic activities.

Assessment
Personal growth activities and group tasks are designed to challenge the students and to complement their classroom studies. Emphasis is placed on students negotiating roles and developing their resilience, confidence, cooperation skills, independence and responsibility for their actions. An informal assessment involving teacher observation and student feedback is used to determine the degree of attainment of the stated aims. The Outdoor Education camps are assessed as part of the overall Physical Education programme.
**SPORT**

Competitive sport at Seymour College operates in the context of the overall curriculum offering of the school. Sport is seen as an extension and enrichment of Physical Education and it is promoted as an important and desirable activity within the total programme of the school.

Through the school sports programme students learn and consolidate skills, apply skills and knowledge in group situations, develop an understanding of game strategies and rules, evaluate their own performance and learn to appreciate the value of their own involvement. Ability is tested through competition, and the values of good sportsmanship and cooperative learning are encouraged. The inherent rewards for students are considerable in terms of their physical health, social development and emotional wellbeing. In addition to this, effort and excellence are strongly promoted and publicly recognised.

Intraschool Sport is offered to girls from Junior School to Year 12. The extent of their involvement is determined by their age and interest level. Activities include Swimming Carnivals, Sports Days and Clash of the Clans.

The main objectives of the sport programme include:
- enjoyment through active participation;
- consolidation and extension of skills;
- development of team/class/clan loyalty; and
- acquisition of good sportsmanship and fair play.

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**YEAR 6 – YEAR 12 SPORT**

**Interschool Sport**

Students from Years 4 to 12 are eligible to participate in this programme. It allows them to select from a wide range of activities, varying from individual sports to team games. Girls of all abilities are catered for through competitive, but supportive, situations.

While achieving success in competition is an important part of sport at Seymour, emphasis is placed on a commitment to the team, and trying one's best, as we encourage students of all ages and abilities to investigate and try new sports.

The interschool programme includes:

**Years 6 to 12**

- Athletics
- Badminton
- Basketball
- Cross Country
- Equestrian (all years)
- Hockey
- Lacrosse
- Netball
- Soccer
- Softball
- Swimming
- Tennis
- Triathlon (Years 8 – 12)
- Volleyball
- Water Polo (Years 8 – 12)

**Additional Programmes**

**Gymnastics Programme**

Seymour College offers an accredited gymnastics programme. Sessions are offered every day other than Sunday for girls in Reception to Year 12 and the requirement is for a year long commitment to one training per week. Girls work towards their levels in gymnastics under the guidelines of Gymnastics Australia with fully qualified instructors. For any further information (including programme costs), please contact the College.

**Rowing**

Rowing is a cocurricular activity that requires a large commitment by both students and parents. Pre season training begins in third term for interested Year 7 – 11 students. There is a “Come and Try” offered during third term for new rowers. Saturday regattas commence in fourth term and culminate in first term of the following year with Head of the River which is a very exciting event. Girls are expected to attend all regattas and training camps as well as three to five training sessions a week. A levy will be charged per season to cover registration and membership costs. The “Friends of Rowing” are a very active association of parents who help to support rowing activities. For any further information, please contact the school.
The Religion Studies programme in the Middle School aims to introduce and explore the five strands of the RAVE (Religious and Values Education) model:

- World Religions;
- Ethics and Values;
- Silence and Stillness;
- Philosophy of Religion; and
- Biblical and Christian Tradition.

A key assumption underlying the 'Five Strands' approach is that ideas or beliefs are not imposed on students. Rather, religious faith is seen as a result of a personal quest where the journey itself is of central importance.

Students are encouraged to value the search for truth and meaning, be tolerant of alternative viewpoints and be willing to listen to opinions different from their own. This approach fosters open minded questioning, which is essential to personal and spiritual growth.

The main focus during Years 6 and 7 is to introduce students to the five strands, as well as to Australian values and our place in a global context. In Year 8, students focus on Hinduism, Buddhism and the Old Testament. The Year 9 course focuses on a comparative study of the Abrahamic religions of Christianity, Islam and Judaism.

**YEAR 6 RELIGION STUDIES**

**Course Length**
One year

**Learning Outcomes**

*In successfully completing this course, each student:*
- acquires knowledge and understanding of the five strands of the RAVE programme;
- develops a connection between the five strands and the concepts taught;
- demonstrates an understanding of the concepts covered; and
- contributes to the learning programme.

**Course Outline**

- An introduction to the five strands
- An introduction to the Bible and Christianity
- Beauty

**Assessment**

- Participation in group and class activities
- Written tasks and assignments
- Oral presentations

**YEAR 7 RELIGION STUDIES**

**Course Length**
One year

**Learning Outcomes**

*In successfully completing this course, each student:*
- acquires knowledge and understanding of the five strands of the RAVE programme;
- develops a connection between the five strands and the concepts taught;
- demonstrates an understanding of the concepts covered; and
- communicates an understanding of values education; and
- contributes to the learning programme.

**Course Outline**

- Ethics and values
- The Bible and Christianity
- World religions, in particular the Asian religions
- Religion in Ancient Egypt and Ancient China

**Assessment**

Assessment is based on participation in group and class activities, written tasks and assignments and oral presentations.
### YEAR 8 RELIGION STUDIES

**Course Length**  
One year

**Learning Outcomes**  
*In successfully completing this course, each student:*

- is able to discuss religious matters in an objective fashion;
- gains understanding of the religions of Hinduism and Buddhism; and
- acquires knowledge and understanding of key characters and themes of the Old Testament.

**Course Outline**  
- An introductory study of Hinduism and Buddhism.
- An overall view of the events and main characters of the Old Testament.

**Assessment**  
Assessment tasks include short answer responses, charts, comprehension tasks, illustrations, poster making.

### NOTEB

**YEAR 9 RELIGION STUDIES**

**Course Length**  
One year

**Learning Outcomes**  
*In successfully completing this course, each student:*

- acquires knowledge and understanding of key aspects of Islam, Christianity and Judaism;
- is able to discuss religious matters in an objective fashion;
- understands how people's faith can affect the way they live their lives; and
- understands the role of faith, multiculturalism and tolerance in contemporary Australia.

**Course Outline**  
A comparative study of Islam, Christianity and Judaism: students explore beliefs, origins, sacred texts, rituals and symbols and their significance within the daily life of each faith community.

An examination of each of these leads to a deeper understanding of the beliefs and practices studied, which promotes tolerance and peace in the wider community.

**Assessment**  
Assessment tasks include short answer responses, research and an oral presentation.
Our Science curriculum incorporates the Australian Curriculum, with Middle School Science providing students with a foundation for their Senior School studies in Science.

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

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Students are encouraged to engage, explore, explain, elaborate/extend and evaluate themes and concepts during their science lessons. In doing this, students can develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

Students are encouraged to work in small groups on research tasks, practical activities in the laboratory, and in preparation for presentations. Individual mastery of concepts and skills is assessed in a variety of ways: on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving, and communication of information.
YEAR 6 SCIENCE

Course Length
One year

Learning Outcomes
In successfully completing this course, students will be able to:

• compare and classify different types of observable changes to materials;
• analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity;
• explain how natural events cause rapid change to the Earth's surface;
• describe and predict the effect of environmental changes on individual living things;
• explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions;
• follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships;
• identify variables to be changed and measured and describe potential safety risks when planning methods;
• collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data; and
• describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

Course Outline
The Science as a Human Endeavour strand involves the nature and development of science and the use and influence of science.
The Science Inquiry Skills strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.
The Science Understanding strand involves:
• Biological Sciences – including growth and survival of living things
• Chemical Sciences – physical and chemical change
• Earth and Space Sciences – including geological change and weather
• Physical Sciences – including energy and electricity

Assessment
• Tests
• Practical Investigations
• Research Assignments

YEAR 7 SCIENCE

Course Length
One year

Learning Outcomes
In successfully completing this course, students will be able to:

• describe techniques to separate pure substances from mixtures;
• represent and predict the effects of unbalanced forces, including Earth's gravity, on motion;
• explain how the relative positions of the Earth, sun and moon affect phenomena on Earth;
• analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems;
• predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences;
• describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem and explain possible implications of the solution for different groups in society;
• identify questions that can be investigated scientifically;
• plan fair experimental methods, identifying variables to be changed and measured;
• select equipment that improves fairness and accuracy and describe how they considered safety;
• draw on evidence to support their conclusions;
• summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods; and
• communicate their ideas, methods and findings using scientific language and appropriate representations.

Course Outline
The Science as a Human Endeavour strand involves the nature and development of science and the use and influence of science.
The Science Inquiry Skills strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.
The Science Understanding strand involves:
• Biological Sciences – including organism diversity, classification, foodwebs and human impact;
• Chemical Sciences – including mixtures, solutions and separation techniques;
• Earth and Space Sciences – including sun, Earth and moon, renewable and non-renewable resources and water; and
• Physical Sciences – including gravity and forces.

Assessment
• Tests
• Practical Investigations
• Research Assignments
YEAR 8 SCIENCE

Learning Outcomes

In successfully completing this course, students will be able to:

• compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances;
• identify different forms of energy and describe how energy transfers and transformations cause change in simple systems;
• compare processes of rock formation, including the time scales involved;
• analyse the relationship between structure and function at cell, organ and body system levels;
• examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems;
• identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled;
• construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others; and
• use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Course Outline

The Science as a Human Endeavour strand involves the nature and development of science and the use and influence of science.

The Science Inquiry Skills strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

The Science Understanding strand involves:

• Biological Sciences – including cells and organ systems;
• Chemical Sciences – including properties of matter, elements, compounds and mixtures and chemical change;
• Earth and Space Sciences – including minerals, rocks and water; and
• Physical Sciences – including forms of energy, energy transfer and transformation.

Assessment

• Tests
• Practical Investigations
• Research Assignments

YEAR 9 SCIENCE

Learning Outcomes

In successfully completing this course, students will be able to:

• explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions;
• describe models of energy transfer and apply these to explain phenomena;
• explain global features and events in terms of geological processes and timescales;
• analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter;
• describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives;
• design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety;
• analyse trends in data, identify relationships between variables and reveal inconsistencies in results;
• analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence; and
• evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Course Outline

The Science as a Human Endeavour strand involves the nature and development of science and the use and influence of science.

The Science Inquiry Skills strand involves questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

The Science Understanding strand involves:

• Biological Sciences – including coordination and control systems; ecosystems;
• Chemical Sciences – including atoms; chemical reactions;
• Earth and Space Sciences – including plate tectonics; and
• Physical Sciences – including energy transfer.

Assessment

• Tests
• Practical Investigations
• Research Assignments