Seymour is a college that strives for all students to achieve their personal best. It’s fun because you learn things that even your parents don’t know. Seymour identifies every student’s qualities and develops these further. At Seymour I try my best at everything. The teachers are highly dedicated.
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* Students may only take Curriculum Support after discussion with the Head of School or Director of Studies.
The Middle School curriculum outlines represent 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 other specialist teachers delivering subjects such as Physical Education, Music, Language, and Art.

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 whole year option subjects 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 names of Heads of Faculty are listed below.

- **Art Coordinator**  
  Mrs Christine Wheatley-Dawson
- **English**  
  Mrs Ruth Massie
- **Enterprise Education**  
  Ms Angeline Panayi-Motus
- **Humanities**  
  Mr Neil Fletcher
- **Information and Communication Technology**  
  Mrs Jodi Gordon-Moulds
- **Languages**  
  Mrs Judy Taylor
- **Mathematics**  
  Mr Aaron Billing
- **Performing Arts**  
  Mr Graeme Quinn
- **Physical Education and Personal Development**  
  Ms Robyn Roennfeldt
- **Science**  
  Mrs Michelle McGrath

### The Australian Curriculum

In 2013 the content of the first four Phase 1 subjects of the Australian Curriculum will be taught to Middle School students at Seymour College.

Information regarding the Australian Curriculum and the actual curriculum for the first four Phase 1 subjects can be accessed by visiting [www.australian curriculum.edu.au](http://www.australian curriculum.edu.au)

### Curriculum Support

**Contact Teacher**  
Mrs Jacky Eyre

Curriculum Support is offered to students needing assistance in their learning, principally in literacy and numeracy. In the first instance, support is given in the classroom. The support teacher acts as a resource person for the subject teacher, and may adapt the teaching program to meet the specific needs of the individual student.

Small group support is offered when students:
- have gaps in their knowledge;
- require more individual assistance to maintain the class pace;
- have specific learning difficulties;
- require assistance with learning strategies.

The aim of Curriculum Support is to have, as far as possible, an inclusive program for all students. It helps students to become more aware of how they work and learn in different situations, leading to a greater understanding of factors which can assist or hinder effective study. A range of options is considered according to each student's needs.

Students are nominated for Curriculum Support after discussion with form and subject teachers, the Head of Middle School, the Director of Studies and parents.
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 programs 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;
- 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. Through the use of digital photography, students will create a decorative lino print image. Study of the arts and crafts of their chosen region will assist in the design process. Students will examine pattern making and create their own unique decorative patterns in scratchboard.

**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;
- 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 come from central Australia and natural Australian landmarks. Through the creation of these landscapes, students will acquire knowledge of Indigenous Australian art, paint application and composition. Students will design a series of ceramic pieces based on animals and their young. In association with their ceramic work, students will select a ceramic artist and review their work.

**Assessment**  
Folio development, idea generation and visual research.  
Finished product and final presentation.  
Originality, sensitivity and skill in media use.  
Written theoretical assignment work.  
Criticism and analysis.

### 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 their own work and that of other artists;
- 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 will create a mixed media artwork that changes a book from its original form into a new work of art. Students will explore techniques in painting, collage, gluing, rubber stamping, cutting, tearing and assemblage. Students will create a three dimensional ceramic narrative piece which will be decorated using under glazes, stains and mixed media.

**Assessment**  
Folio development, idea generation and visual research.  
Finished product and presentation.  
Written theoretical assignment work.  
Criticism and analysis.
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 own work and that of other artists;
• 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. The course consists of 80% practical and 20% theory, with the greater part of theory completed during homework time in the form of research projects and assignments. Students will explore the uses and application of a broad range of traditional and digital drawing media and create a series of drawings including automatic, observational, imaginative and conceptual pieces. Students will also learn the varying methods of application appropriate for each medium. The emphasis of this section of work will be on exploration and experimentation.

Assessment
Brief writing,
Backup development, idea generation and visual research.
Finished product and final presentation.
Written theoretical assignment work.
Criticism and analysis.
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.

**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 and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction 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 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

**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 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 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 are more complex including 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

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**YEAR 8 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 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 8 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 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 are more complex including 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 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 interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Content
Language
Literature
Literacy
The Middle School Health and Physical Education program is part of a coordinated developmental program from Preparatory 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.

Students are provided with opportunities to develop skills, attitudes, knowledge and understanding which promote physical, social and emotional health immediately and in the long term.

The program promotes positive student attitudes towards physical activity. It offers students fun and enjoyment through participation in a wide range of activities. It helps students develop an awareness of their bodies and the need to use their leisure time effectively throughout their life.

The Health course considers the present and future wellbeing of our students. It addresses the knowledge, skills and attitudes which enable them to make decisions about a healthy lifestyle and minimising possible harm to themselves. With growing independence, young people need to be well informed and confident in order to make wise decisions. 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, body image, fitness, stress management, drugs, prevention of disease, etc. Social interactions such as friendships, peer pressure and relationships are studied, together with social responsibility in the community.

**Year 6 Health and Physical Education**

**Course Length** One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- develops and modifies skills to improve performance;
- applies skills in game or competition situations;
- collaborates positively with others;
- undertakes various roles in group situations;
- understands the benefits of a healthy lifestyle;
- participates in class activities and discussions;
- analyses and reflects on health issues.

**Course Outline**

In Year 6 the course covers topics such as Athletics, Crickids Program, Dance, Gymnastics, Indigenous Games, Large Ball Skills, Netball, Small Ball Skills and Swimming.

**Assessment**

- Check lists
- 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**

*In successfully completing this course, each student:*

- develops and modifies skills to improve performance;
- applies skills in game or competition situations;
- collaborates positively with others;
- undertakes various roles in group situations;
- understands the benefits of a healthy lifestyle;
- participates in class activities and discussions;
- analysing and reflects on health issues.

**Course Outline**

In Year 7 the course covers Athletics, Camp Preparation, Creative Games, Dance, Gymnastics, Health: Mini Olympics and Healthy Eating, Soccer, Swimming and Volleyball.

**Assessment**

- Check lists
- 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

In successfully completing this course, each student:

• develops and modifies skills to improve performance;
• applies skills in game or competition situations;
• collaborates positively with others;
• undertakes various roles in group situations;
• understands the benefits of a healthy lifestyle;
• participates in class activities and discussions;
• analyses and reflects on health issues.

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, body image and fitness. Sexual health and alcohol related issues are introduced.

The Year 8 Physical Education course consists of:
Athletics, Badminton, Camp Preparation, Cricket, Gymnastics, Hockey, Nethall, Softball, Swimming and Swimming.

Assessment
• Check lists
• 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

In successfully completing this course, each student:

• develops and modifies skills to improve performance;
• applies skills in game or competition situations;
• collaborates positively with others;
• undertakes various roles in group situations;
• understands the benefits of a healthy lifestyle;
• participates in class activities and discussions;
• analyses and reflects on health issues.

Course Outline
The Year 9 course includes Australian Rules Football, Basketball, Camp Preparation, Dance, European Handball, Floor Hockey, Golf, Soccer, Swimming, Table Tennis, Tennis and Touch Football.

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. Identification of possible harm and ways of minimising risk in various situations are discussed. A positive approach to lifestyle includes a consideration of healthy eating and exercise, body image, fitness and eating disorders. 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
• Check lists
• Observation of game situations
• Demonstration of practical skills
• Small group and class discussion
• Written tasks
• Role plays
Home Economics education has as its central focus the wellbeing of people in everyday living. It enables students to address challenges related to human development and the provision of commodities such as food and clothing. Home Economics education develops in students the ability to think critically and solve problems related to home and family life, as well as the paid workforce. Students manage resources and solve practical problems. In addition, students develop the ability to collect, organise and analyse information; to plan and organise activities; to work with others in teams and to use a range of technologies.

At Year 7 and 8 level students develop foundation practical skills in foods and textiles. This offers a sound basis from which to progress.

Home Economics at Year 9 level builds on these foundation skills as students begin to complete more group work and some individually negotiated practical tasks. Year 9 students hold a children’s party and, later in the year, put on a fashion parade for younger students. These events are highlights of the course for students.

**Course Length**
One semester

**Learning Outcomes**
In successfully completing this course, each student:
- manages equipment, resources and process materials;
- participates appropriately in the given task;
- produces items to the appropriate standard;
- demonstrates cooperative and communicative behaviours;
- evaluates within a practical process;
- implements safety and hygiene principles.

**Course Outline**
The course comprises one term of Food and Nutrition Studies and one term of Clothing and Textiles Studies.

In Food and Nutrition Studies students develop a range of introductory practical food preparation skills, as well as skills in organisation, time management and team work. Students repeat recipes and food skills for homework to consolidate their learning.

In Clothing and Textiles Studies students are introduced to basic textiles and sewing machine skills. These skills are applied through the individual planning, construction and evaluation of a cushion cover.

**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;
- checklists;
- investigations/research;
- production sheet evaluation;
- note taking.
### Year 8 Home Economics

**Course Length**  
One semester

**Learning Outcomes**

*In successfully completing this course, each student:*

- manages equipment, resources and process materials;
- participates appropriately in the given task;
- demonstrates cooperative and communicative behaviours;
- evaluates within a practical process;
- implements safety and hygiene principles;
- produces products to the appropriate standard.

**Course Outline**

The course comprises one term of Food and Nutrition Studies and one term of Clothing and Textiles Studies.

In Food and Nutrition Studies students develop a range of practical food preparation skills, as well as skills in organisation, time management and team work. Students repeat recipes and food skills for homework to consolidate their learning.

In Clothing and Textiles Studies students are introduced to textiles and sewing machine skills. These are applied through the individual planning, construction and evaluation of a bag.

**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;
- checklists;
- investigations/research;
- production sheet evaluation;
- note taking.

### Year 9 Home Economics

**Course Length**  
One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- manages equipment, resources and process materials;
- implements safety and hygiene principles;
- participates appropriately in the given task;
- interprets recipes and utilises them to a given standard;
- researches and explores food products and their uses;
- applies knowledge and problem solving skills;
- evaluates within a practical process;
- produces items to the appropriate standard;
- interprets patterns and utilises them to a given standard;
- researches and explores textiles and their uses.

**Course Outline**

In Year 9 students can choose to continue with the study of Home Economics as an option subject. This study reinforces the basic skills and introduces more advanced skills in both Food and Nutrition and Clothing and Textiles.

**Food and Nutrition — 1 Semester**

There is a focus on nutrition throughout the semester. In one term students cover basic nutrition and prepare a range of delicious healthy meal options. The focus for the other term is on children’s parties. Students work in groups to plan and prepare a party.

**Clothing and Textiles — 1 Semester**

Topics include stretch sewing and following a commercial pattern. Students construct a stretch dress and a kimono robe/dressing gown. Skills are developed in design, planning, constructions and evaluation.

**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;
- checklists;
- investigations/research;
- production sheet evaluation;
- note taking.
Five suites of modern computers offer students ‘industry standard’ software, enabling ‘best-practices’ in ICT to be achieved. All computers are networked and connected to the internet via a high speed connection. Students are also provided with their own personal and private network space.

The primary focus of ICT throughout the early middle years (Years 6 and 7) is applying ICTs as tools in core subjects, to aid in the development of skills to be used across the curriculum. ICTs are used to enhance learning through managing and presenting information electronically. Students are supported to develop skills in the use of network resources and managing their network area.

In Years 8 and 9 more specialised and advanced ICTs are promoted as tools for the documentation, presentation and effective communication of ideas and critical thinking. Throughout these years, the National Certificate 1 in ICT (ICT11) underpins many of the ICT topics. The Certificate is recognised nationally as the preparatory industry and tertiary education ICT qualification, providing students with skills to support further learning or work in any discipline — a qualification normally offered throughout Years 10 and 11. Some students may complete Certificate 1 by the end of Year 8 where extension work is successfully completed. However, for students who study ICT as an elective in Year 9, it is reasonably expected that Certificate 1 is completed and resulted toward the end of that year. For students wishing to achieve their Certificate II, study of both elective ICT courses over Year 9 and Year 10 is required.

### Course Length
One year

### Learning Outcomes
In successfully completing this course, each student:
- will be equipped with knowledge and skills in the application of computer systems (both hardware and software), together with the use of the College network that will enable her to incorporate ICT skills across the curriculum;
- develops skills of communication and information management.

### Course Outline
ICT throughout Year 6 involves applying ICT as a tool in 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. Students have four lessons per cycle to aid in the development of ICT skills to be used across the curriculum.

Integrated topics (and associated software) studied throughout the year include:
- Data analysis and graphic with spreadsheets (Excel and/or Numbers)
- Information presentation via word processing (Word and/or Pages)
- Creative and informative presentations (PowerPoint and/or Keynote)
- Managing digital devices and data
- Knowledge of Personal Computers
- Managing Network data and peripherals
- Typing accuracy and proficiency (Typequick and online tools)

### Assessment
- Critiques
- Investigations, reviews and reports
- Skills outcomes checklists
- Worksheets
- Projects
- Tests
**YEAR 7 ICT**

**Course Length**

One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- will be equipped with knowledge and skills in the application of computer systems (both hardware and software), together with the use of networks that will enable her to incorporate ICT skills across the curriculum, encompassing data, information and digital media;
- develops her ability to use logical processes and critical analysis in problem solving through the use of ICTs;
- develops skills of communication and information management;
- develops her ability to make informed judgments about the uses of computers in society and the implications of their use.

**Course Outline**

ICT throughout Year 7 continues to build upon the use of ICT 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 throughout the unit of programming and robotics.

Topics (and associated software) studied throughout the year include:

- Date manipulation and management with spreadsheets (Excel)
- Introduction to website planning and development (Dreamweaver)
- Information processing and publishing (Word)
- Multimedia presentations (Photostory)
- Digitization of data including scanning and resizing of images
- Knowledge of personal computer systems and networks
- Robotics (Lego Mindstorms)
- Typing proficiency (Typequick and online tools)

**Assessment**

- Critiques
- Investigations, reviews and reports
- Skills outcomes checklists
- Worksheets
- Projects
- Tests

---

**YEAR 8 ICT**

**Course Length**

One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- develops knowledge and skills in the application of computer systems (both hardware and software);
- applies and integrates skills in the construction of digital presentations and products;
- develops her ability to use logical processes and critical analysis in problem solving;
- develops her ability to make informed judgments about the uses of computers in society and the implications of their use.

Information Technology is a tool for the documentation and effective communication of thinking, ideas and proposals. Students continue to develop word processing and typing skills. Use of presentation software, for multimedia and web formats, is revised and advanced techniques introduced. Students create and manipulate images using desktop publishing and animation software.

The National Certificate I in ICT (ICTII) is commenced: skills are embedded throughout the Year 8 ICT course, based on the nationally recognised qualification framework normally offered explicitly or as embedded modules throughout Years 10 and 11. Some students may complete their Certificate 1 by the end of Year 8 where some extension tasks are undertaken and successfully completed. The opportunity to complete the Certificate is provided again through the elective study of Year 9 ICT.

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);
- Multimedia presentations with Powerpoint 2010 (text, imagery, video and sounds integrated through basic and advanced techniques to produce multimedia presentations);
- Graphic design and photo imagery using Photoshop and InDesign (cover designs for CD ROMs, brochures, layers, textures and styles);
- Focus on development of typing skills to facilitate work efficiency;
- Effective and efficient use of a personal computer and associated peripherals;
- Use, communicate and search securely on the internet and via email;
- Use and management of digital devices.

Course length: Two lessons per fortnightly cycle for the full year.

**Assessment**

- Critiques
- Investigations, reviews and reports
- Skills outcomes checklists
- Worksheets
- Projects and/or presentations
- Tests
YEAR 9 ICT

Course Length
Elective, one year

Learning Outcomes

In successfully completing this course, each student:

• develops knowledge and skills in the application of computer systems (both hardware and software);
• applies and integrates skills in the construction of digital presentations and products;
• develops her ability to use logical processes and critical analysis in problem solving;
• develops her ability to make informed judgments about the uses of computers in society and the implications of their use.

ICT in Year 9 focuses on practical uses of information technology in preparation for concurrent and future studies. Where possible, ICT projects are integrated with other curricular areas, such as Languages or Mathematics, to provide contextual and applied learning. An introductory unit on Computer Hardware explores hardware and software components of personal computers and enables students how to make thoughtful computer purchasing decisions. Students learn advanced word processing and spreadsheet skills. Touch typing proficiency is also improved and maintained. The students are introduced to the use of video editing processes, multimedia animation and web graphics applications.

For students who were unable to complete the National Certificate I in ICT (ICT11) by the end of Year 8, Semester 1 provides another opportunity for this to be finalized and resulted. In many cases, students will study units of competencies under Certificate II in ICT (ICT11), with the ability to complete Certificate II by the end of Year 10, if ICT is electively undertaken.

Applications, understanding and associated skills taught include, but are not limited to:

• Advanced word processing (Word 2010);
• Graphic design and photo imagery using Photoshop and InDesign;
• Data analysis and presentation with spreadsheets (Excel 2010);
• Multimedia products (Flash animation with actionscript);
• Introduction to video editing and sound manipulation (Movie Maker and Audacity);
• Database functions for personal and business applications (Access 2010);
• Operate and understand personal computer systems, hardware, software and peripherals;
• Use social media tools for collaboration and engagement;
• Practices associated with occupational health and safety pertaining to working within an ICT environment;
• Focus on further development of typing skills to facilitate work efficiency in Senior School.

Assessment

Assessment consists of the following tasks:

• Practical projects or extended tasks
• Critiques
• Presentations
• Investigations and reports
• Worksheets
• Tests
Acquiring the ability to use language effectively is an essential part of any educational process. The enhancing effect of language learning on the intellectual and social development of students is seen in the potential it gives them to:

- communicate with other users of that language;
- increase their understanding of their first language and culture;
- expand their knowledge and approach tasks with new insights that are gained from the study of another language and culture;
- participate in the life of another culture and, through an understanding of what is specific to another language, gain a sense of the community of human experience;
- develop esteem for self and others through awareness of other languages and social issues related to the culture of that language.

In Year 6 all students study Japanese for one year. In Year 7, they study one semester of French and one semester of German. In Year 8, students make a choice of one language from Japanese, German and French.

**YEAR 7 FRENCH**

**Course Length**
One semester

**Course Outline**
Year 7 French aims to give students a ‘taste’ of French language and culture. Interactive and communicative in approach, much of the course is delivered via the interactive whiteboard and supported by material from a variety of sources. Other technologies are also used to enhance students’ learning.

The course is divided into two units, each covering a range of topics and cultural themes:
- The main theme is “un voyage en France” (travelling in France).
- The topics covered include:
  - greetings, introducing oneself;
  - numbers to 100, colours;
  - the weather, clothing;
  - useful belongings to pack;
  - ordering a meal;
  - discovering French shops and
  - the geography of France.

**Activities include:**
- listening exercises;
- language games;
- online activities;
- reading and responding;
- role plays;
- French cultural quizzes.
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<thead>
<tr>
<th><strong>YEAR 8 FRENCH</strong></th>
<th><strong>YEAR 9 FRENCH</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One year</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><em>In successfully completing this course, each student:</em></td>
</tr>
<tr>
<td>• communicates orally within specific contexts;</td>
<td>• communicates orally within specific contexts;</td>
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<tr>
<td>• comprehends simple spoken (language);</td>
<td>• comprehends and responds to simple spoken French;</td>
</tr>
<tr>
<td>• reads and understands selected texts;</td>
<td>• reads and understands selected texts;</td>
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<tr>
<td>• constructs short written texts from given models;</td>
<td>• constructs short written texts;</td>
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<tr>
<td>• recalls topic vocabulary;</td>
<td>• recalls and utilises appropriate vocabulary;</td>
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<tr>
<td>• understands elementary linguistic structures;</td>
<td>• understands selected linguistic structures;</td>
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<tr>
<td>• understands cultural concepts;</td>
<td>• understands cultural concepts;</td>
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<tr>
<td>• uses a variety of sources/technologies to enhance learning.</td>
<td>• uses a variety of sources/technologies to enhance learning.</td>
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<tr>
<td><strong>Course Outline</strong></td>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td><em>Course Book: Tapis Volant 1 (textbook, workbook, audio CDs).</em></td>
<td><em>Course Book: Tapis Volant 1 and 2 (textbook, workbook, audio CDs).</em></td>
</tr>
<tr>
<td>Language topics covered are describing appearance, foods, expressing likes and dislikes, school life, leisure activities, directions, buying and selling things, weather and seasons, future plans and expressing opinions.</td>
<td>The Year 9 course builds on topics and structures learned in Year 8. Language structures include: the near future and the past (passé composé), reflexive verbs, object pronouns. Topics: household tasks, daily routines, holidays and travel, part time work and leisure activities.</td>
</tr>
<tr>
<td>Cultural aspects covered are French food, schools, leisure activities and transport, the working week in France, the Euro and French code of politeness.</td>
<td>Activities include:</td>
</tr>
<tr>
<td>Structures covered are prepositions, verbs ending in “er” and “ir” and irregular verbs, direct and indirect articles.</td>
<td>• listening exercises;</td>
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<tr>
<td>Activities include:</td>
<td>• conversations in small groups or with a partner;</td>
</tr>
<tr>
<td>• listening exercises;</td>
<td>• writing and reading exercises;</td>
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<tr>
<td>• conversations in small groups or with a partner;</td>
<td>• quizzes;</td>
</tr>
<tr>
<td>• writing and reading exercises;</td>
<td>• grammar/vocabulary exercises;</td>
</tr>
<tr>
<td>• quizzes;</td>
<td>• role plays.</td>
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<tr>
<td>• grammar/vocabulary exercises;</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• role plays.</td>
<td>• vocabulary tests;</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>• role plays to perform in class;</td>
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<tr>
<td>• role plays to perform in class;</td>
<td>• individual presentations;</td>
</tr>
<tr>
<td>• listening tests;</td>
<td>• grammar tests;</td>
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<tr>
<td>• vocabulary tests;</td>
<td>• reading and comprehension activities;</td>
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<tr>
<td>• reading and comprehension tasks;</td>
<td>• creative writing of texts such as comic strips, letters, open-ended texts.</td>
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<tr>
<td>• projects on cultural topics;</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 7 GERMAN

Course Length  One semester

Course Outline
Year 7 German aims to give students a ‘taste’ of German language and culture. Interactive and communicative in approach, much of the course is delivered via interactive media and methodologies and supported by a range of authentic materials. Multimedia and ICT are an integral part of the course at this level.

This semester length course has been designed to introduce students to some aspects of German language and culture, in preparation for making decisions regarding their language studies at Year 8 and beyond. Students become familiar with German pronunciation and spelling conventions, some basic vocabulary and language structures.

Topics cover areas such as greetings, personal information, numerals 1 to 100, dates, clothing and weather. Students learn about customs in Germany and engage in a range of activities to develop their understanding and confidence as language learners.

Activities include:
• listening exercises;
• language games;
• online activities;
• reading and responding;
• role plays;
• quizzes;
• projects based on German culture.

YEAR 8 GERMAN

Course Length  One year

Learning Outcomes
In successfully completing this course, each student:
• communicates orally within specific contexts;
• comprehends simple spoken German;
• reads and understands selected texts;
• constructs short written texts from given models;
• recalls topic vocabulary;
• understands elementary linguistic structures;
• understands cultural concepts.
• uses a variety of sources/technologies to enhance learning.

Course Outline
Course book: Genau, textbook and workbook.

The Year 8 German course develops basic communication skills and promotes cultural awareness.

Topics include: school, home life, leisure time activities, major celebrations and cultural background information. Students practise asking and answering questions to exchange personal information, discussing likes and dislikes; and expressing opinions. The grammatical focus is on basic sentence structure, the present tense, verbs and the Nominative and Accusative cases. Authentic resources are used where possible. Multimedia and ICT are an integral part of the course at this level.

Activities include:
• listening exercises;
• conversation in pairs/small groups;
• grammar exercises;
• vocabulary exercises;
• projects.

Assessment
Tasks include:
• conversation, role plays;
• projects;
• writing text, e.g. short letters, invitations, posters;
• extracting information, summarising information;
• vocabulary and grammar tests.
**YEAR 9 GERMAN**

**Course Length**  One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- communicates orally within specific contexts;
- comprehends and responds to simple spoken German;
- reads and understands selected texts;
- constructs short written texts;
- recalls and utilises appropriate vocabulary;
- understands selected linguistic structures;
- understands cultural concepts;
- uses a variety of sources/technologies to enhance learning.

**Course Outline**

Course book: *Ganz Genau*, textbook and workbook.

The Year 9 course builds on topics and structures learnt in Year 8. Students develop their oral, comprehension and writing skills and further extend their cultural awareness. Topics include: sports, leisure time, holidays, traveling, earning and spending money, clothes, food and home life. Students learn about other German speaking countries and youth culture in Germany. Structures include the cases, accusative pronouns, dative prepositions and some case endings, irregular verbs and the perfect tense. Authentic resources are used where possible. Multimedia and IT are an integral part of the course at this level.

Activities include:
- listening exercises;
- conversation in pairs/small groups;
- reading short articles and stories;
- viewing movies;
- projects;
- writing dialogue and short texts;
- grammar and vocabulary exercises.

**Assessment**

The four major skill areas, i.e. listening, speaking, reading and writing, are reflected in the assessment.

Tasks include:
- conversation, role plays;
- projects;
- letter writing, writing stories, cartoon stories, children's books;
- extracting information, summarising information;
- vocabulary and grammar tests.

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**YEAR 6 JAPANESE**

**Course Length**  One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- comprehends and responds to simple spoken Japanese;
- reads the hiragana alphabet;
- constructs short written texts from given models in Japanese;
- recalls and utilises topic vocabulary;
- recognises and writes Japanese numbers in kanji;
- understands elementary linguistic structures;
- understands cultural concepts;
- uses a variety of sources/technology to enhance learning.

**Course Outline**

Language topics covered are greetings, self introductions, ages, numbers, including kanji numbers, nationalities and countries and hobbies.

Culture: various aspects of Japanese culture are studied including festivals, geography and cities of Japan, songs and games.

This is an introductory course to the Japanese language and students are introduced to the hiragana alphabet gradually, unit by unit. By the end of the course, students will have covered all 46 characters of the hiragana alphabet.

**Assessment**

- oral presentations;
- vocabulary and grammar tests;
- reading and writing tests;
- worksheets and projects on cultural topics;
- listening comprehension tasks.
**YEAR 8 JAPANESE**

**Course Length**  
One year

**Learning Outcomes**  
*In successfully completing this course, each student:*  
- communicates orally within specific contexts;  
- comprehends and responds to simple spoken Japanese;  
- reads and writes hiragana and some kanji;  
- constructs short written texts from given models in Japanese;  
- recalls and utilises topic vocabulary;  
- understands elementary linguistic structures;  
- understands cultural concepts;  
- uses a variety of sources and technologies to enhance learning.

**Course Outline**  
Course book: *litomo 1*  
The course covers the following topics: greetings, ordering in a restaurant, numbers, ages, introducing others, nationalities, family and Japanese cities. Students are introduced to a number of basic linguistic patterns and compare with their own experience using inter-cultural language learning. Students also participate in various cultural activities and learn about Japanese food. Upon completion of Year 8, students will have a working knowledge of the first Japanese script, hiragana, and will have begun to learn kanji characters.

**Assessment**  
Assessment tasks include:  
- oral presentations;  
- vocabulary and grammar tests;  
- reading and writing tests;  
- worksheets and projects on cultural topics;  
- listening comprehension tasks.

**YEAR 9 JAPANESE**

**Course Length**  
One year

**Learning Outcomes**  
*In successfully completing this course, each student:*  
- communicates orally within specific contexts;  
- comprehends and responds to simple spoken Japanese;  
- reads and writes hiragana, katakana and some kanji;  
- constructs short written texts from given models in Japanese;  
- recalls and utilises topic vocabulary;  
- understands elementary linguistic structures;  
- understands cultural concepts;  
- uses a variety of sources and technologies to enhance learning.

**Course Outline**  
Course book: *litomo 2*  
The course extends Year 8 Japanese conversational skills, introduces the katakana script, more kanji characters and continues to enhance cultural awareness through various cultural activities.

In Year 9 the following topics are covered: daily activities, school, days and dates, hobbies and interests, manga, body parts and birthdays. More complex linguistic structures, including the past tense and the use of adjectives are introduced. Students also explore popular culture and cultural trends and Japanese traditional sports, activities and interests. Upon completion of Year 9, students will be comfortable using the first Japanese script, hiragana, will have a working knowledge of the second Japanese script, katakana, and will have also increased the number of kanji characters they can read and write.

**Assessment**  
Assessment tasks include:  
- oral presentations;  
- vocabulary and grammar tests;  
- reading and writing tests;  
- worksheets and projects on cultural topics;  
- listening comprehension tasks.
Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number 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
- 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.
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<thead>
<tr>
<th>YEAR 7 MATHEMATICS</th>
<th>YEAR 8 MATHEMATICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course length</strong></td>
<td>One year</td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
<td>In this subject, students are expected to demonstrate:</td>
</tr>
<tr>
<td>• Understanding</td>
<td>• Understanding</td>
</tr>
<tr>
<td>• Fluency</td>
<td>• Fluency</td>
</tr>
<tr>
<td>• Problem Solving</td>
<td>• Problem Solving</td>
</tr>
<tr>
<td>• Reasoning</td>
<td>• Reasoning</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>Topics covered, as described by The Australian Curriculum, include:</td>
</tr>
<tr>
<td>• Number and Algebra (Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships)</td>
<td>• Number and Algebra (Number and place value, Real numbers, Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships)</td>
</tr>
<tr>
<td>• Measurement and Geometry (Using units of measurement, Shape, Location and transformation, Geometric reasoning)</td>
<td>• Measurement and Geometry (Using units of measurement, Geometric reasoning)</td>
</tr>
<tr>
<td>• Statistics and Probability (Chance, Data representation and interpretation)</td>
<td>• Statistics and Probability (Chance, Data representation and interpretation)</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Tests</td>
<td>• Tests</td>
</tr>
<tr>
<td>• Investigations</td>
<td>• Investigations</td>
</tr>
<tr>
<td><strong>Structure of classes</strong></td>
<td><strong>Structure of classes</strong></td>
</tr>
<tr>
<td>In Semester 1, students will study Mathematics in their form classes. Depending on the needs of the cohort, some students may be withdrawn in small groups to study a greater number and variety of extension and problem solving activities than those covered within the core Mathematics class.</td>
<td>Depending on the needs of the cohort, students may be placed in like-ability groups, from the beginning of the year or at the beginning of Semester 2.</td>
</tr>
<tr>
<td>In Semester 2, depending on the needs of the cohort, students may be placed in like-ability groups.</td>
<td></td>
</tr>
</tbody>
</table>
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)
• Statistics and Probability (Chance, Data representation and interpretation)

Assessment
• Tests
• Investigations

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

YEAR 9 MATHEMATICAL APPLICATIONS

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)
• 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

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.
**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 stage craft, performance and ensemble skills in Year 7, with an emphasis on dance/drama and improvisation. Year 8 students build upon dramatic elements introduced in Year 7, developing their skills in characterisation, technical theatre and play writing. In Year 9 the emphasis shifts to scripted 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.

**Music**

Music provides a rich source of self-expression, artistic fulfillment 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 program 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.

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**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 students’ 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;
- 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 stage craft including the areas of the stage, voice production, masking, tableaux and playmaking;
- technical theatre: basic programming and setting lights, sound and music enhancement, props, sets and costumes;
- dance-drama and rehearsed improvisation.

**Assessment**

Assessment tasks include:

- completion of worksheets and written projects;
- participation in discussion and group work;
- workshops;
- public performances.
**YEAR 8 DRAMA**

**Course Length**  
One semester

**Learning Outcomes**

*In successfully completing this course, each student:*

- investigates and discusses a range of subjects relating to students’ 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;
- 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 intermediate stage craft including blocking, voice production, character development and playmaking;
- technical theatre: intermediate programming and setting lights, sound and music enhancement, props, sets and costumes;
- rehearsed improvisation.

**Assessment**

Assessment tasks include:

- completion of worksheets and written projects;
- participation in discussion and group work;
- workshops;
- public performances.

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**YEAR 9 DRAMA**

**Course Length**  
One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- undertakes an acting, directing, technical or backstage role;
- explores dance, puppetry and film to enhance performance;
- investigates a non-acting aspect of performance;
- researches Physical Theatre to devise a performance.

**Course Outline**

The main content areas are:

- a study of Stanislavsky and the application of his system in character development;
- physical theatre: its development over the years and its current use in contemporary theatre;
- children’s theatre: how to devise and perform engaging and educational theatre for young children;
- Greek theatre;
- duologues;
- group productions.

**Assessment**

Assessment tasks include:

- various forms of written analysis;
- participation in discussion and group work;
- workshops;
- public performances.
## 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;
- 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 supplement the classroom music program. 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.

- **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. Students use “Music Ace”, working through enjoyable graded multimedia exercises to build aural and theoretical skills.

- **Listening and Music Appreciation**
  A range of activities and musical styles are 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;
- 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 supplement the classroom music program. 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**
  Girls cover the more advanced modules of “Music Ace”, to build aural and theoretical skills and use “Acid Music” for creative compositions.

- **Listening and Music Appreciation**
  A range of activities and musical styles are 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
<table>
<thead>
<tr>
<th>YEAR 8 MUSIC</th>
<th>YEAR 9 MUSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Length</strong></td>
<td>One semester</td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>In successfully completing this course, each student:</td>
<td></td>
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<tr>
<td>• understands basic theoretical concepts in written music;</td>
<td><strong>In successfully completing this course, each student:</strong></td>
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<tr>
<td>• demonstrates advancing music reading skills;</td>
<td>• have the ability to perform confidently in a variety of musical styles;</td>
</tr>
<tr>
<td>• performs accurately on drum kit, keyboard and tuned percussion instruments;</td>
<td>• have a good understanding of theory concepts relevant to the music they hear and play;</td>
</tr>
<tr>
<td>• shows an understanding of the sounds, styles and structures of varied types of music;</td>
<td>• demonstrate advancing music reading skills;</td>
</tr>
<tr>
<td>• shows creative skills in organising sounds into compositions or performances.</td>
<td>• be able to working productively in ensembles;</td>
</tr>
<tr>
<td><strong>Course Outline</strong></td>
<td>• show an understanding of the sounds, styles and structures of varied types of music;</td>
</tr>
<tr>
<td>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 supplement the classroom music program. Areas covered in the course include:</td>
<td>• have an understanding and appreciation of the role of music in our society and other cultures;</td>
</tr>
<tr>
<td>• Instrumental Performance</td>
<td>• show developing written and oral skills in expressing ideas about music;</td>
</tr>
<tr>
<td>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.</td>
<td>• demonstrate more sophisticated skills in organising sounds into creative compositions and arrangements.</td>
</tr>
<tr>
<td>• Music Reading and Writing</td>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td>• Aural Development and Sight Reading</td>
<td>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 Years 6 - 8 courses but, in addition, begins to introduce more advanced topics, including:</td>
</tr>
<tr>
<td>• Creative Activities</td>
<td>• Harmony and Music Theory</td>
</tr>
<tr>
<td>• Music Technology</td>
<td>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.</td>
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<tr>
<td>Using computers for building musical skills and composition projects. Students undertake projects using the music notation program “Sibelius” to create a contemporary style composition. They learn to use “Acid Music”, a creative composition tool using prerecorded loops to create professional sounding pieces in a variety of contemporary styles including jazz, hip hop, ambient music and World Music.</td>
<td>• Improvisation, Composition and Arranging</td>
</tr>
<tr>
<td>• Listening and Music Appreciation</td>
<td>Including jazz and different styles of popular music</td>
</tr>
<tr>
<td>A range of activities and musical styles are covered including classical, jazz, contemporary and music of other cultures.</td>
<td>• Score Reading and Studies of Musical Styles</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Listening, music appreciation and historical studies including a unit on the Jazz History.</td>
</tr>
<tr>
<td>• Written and aural tests</td>
<td><strong>Project Work</strong></td>
</tr>
<tr>
<td>• Solo and group performances</td>
<td>• Music Technology</td>
</tr>
<tr>
<td>• Oral presentations</td>
<td>Using computers for composing, arranging for a variety of instruments, and multimedia projects. Software used includes Sibelius, Acid Music and Garage Band.</td>
</tr>
<tr>
<td>• Research projects</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>• Creative projects incorporating the use of computer technology</td>
<td>• Written and aural tests</td>
</tr>
<tr>
<td></td>
<td>• Contribution to group performances</td>
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<td></td>
<td>• Oral presentations</td>
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<td></td>
<td>• Research projects</td>
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<td></td>
<td>• Performances in front of an audience</td>
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<td></td>
<td>• Creative projects incorporating the use of computer technology</td>
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</tbody>
</table>
The Outdoor Education program aims to use the outdoors to develop in students an understanding and an appreciation of the natural environment and the need for its conservation. Students develop knowledge, skills and attitudes necessary for survival in a range of outdoor recreation activities that have minimal impact on the environment. The Outdoor Education program 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 program 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 program consists of a series of compulsory camps in the Year 6 to 10 curriculum providing a sequential and positive experience through a variety of challenges. The Year 6, 7 and 8 camps are three days’ duration and the Year 9 and 10 camps are five days’ duration. Camp preparation is taught in conjunction with the Physical Education program 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 program;
- 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;
- 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 program.
**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 program;
- 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;
- to learn skills related to working in a group, ie. tolerance, cooperation, understanding, sharing duties and support for individuals and group goals.

At Year 7 the program 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, mountain bike riding, abseiling, surfing, body boarding, kayaking, 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 program.

**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 program;
- 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;
- to learn skills related to working in a group, ie. 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 program 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, water skiing, knee boarding, rowing, kayaking, sailing, sail boarding, small boat handling, 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 program.
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 program;
- 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;
- 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;
- 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 program.
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 program of the school.

Through the school sports program 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 Preparatory to Year 12. The extent of their involvement is determined by their age and interest level. Activities include Swimming Carnivals, Sports Day and Clash of the Clans.

The main objectives of the sport program include:

- enjoyment through active participation;
- consolidation and extension of skills;
- development of team/class/clan loyalty;
- acquisition of good sportsmanship and fair play.

### Interschool Sport

Students from Years 4 to 12 are eligible to participate in this program. 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 program includes:

**Years 6 to 12**

- Athletics
- Soccer
- Badminton
- Softball
- Basketball
- Swimming
- Cricket
- Tennis
- Cross Country
- Triathlon (Years 8 – 12)
- Equestrian (all years)
- Volleyball
- Hockey
- Water Polo (Years 9 – 12)
- Netball

### Additional Programs

**Gymnastics Program**

Seymour College offers an accredited gymnastics program. Sessions are offered on Mondays, Wednesdays and Fridays for girls in Reception to Year 12 and the requirement is for a year long commitment to one training per week. The program costs approximately $395 per year. Girls work towards their levels in gymnastics under the guidelines of Gymnastics Australia with fully qualified instructors. For any further information please contact Ms Glenda Green.

**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 8 – 11 students. There is a “Come and Try” month 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 cost of $1400 – $1500 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 Rowing Coordinator at the school.
The Religious and Values Education program in the Middle School aims to introduce and explore the five strands stipulated by the RAVE (Religious and Values Education) model. The five strands are: 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 RELIGIOUS AND VALUES EDUCATION**

**Course Length**  One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- acquires knowledge and understanding of the five strands of the RAVE program;
- develops a connection between the five strands and the concepts taught;
- demonstrates an understanding of the concepts covered;
- contributes to the learning program.

**Course Outline**

- An introduction to the RAVE program including the five strands;
- An introduction to the Bible;
- Beauty;
- An introduction to Asian religions;
- Women of the Bible;
- Christian festivals.

**Assessment**

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

**YEAR 7 RELIGIOUS AND VALUES EDUCATION**

**Course Length**  One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- acquires knowledge and understanding of the five strands of the RAVE program;
- develops a connection between the five strands and the concepts taught;
- demonstrates an understanding of the concepts covered;
- communicates an understanding of values education;
- contributes to the learning program.

**Course Outline**

- An introduction to the RAVE program including the five strands;
- Values and beliefs in Australia and elsewhere;
- Peace and conflict;
- Abrahamic religions;
- Christian festivals.

**Assessment**

Assessment is based on participation in group and class activities, written tasks and assignments and oral presentations.
**YEAR 8 RELIGIOUS AND VALUES EDUCATION**

**Course Length**
One year

**Learning Outcomes**

*In successfully completing this course, each student:*

- acquires knowledge and understanding of the Six Dimensional Model of Religion;
- is able to discuss religious matters in an objective fashion;
- is able to apply the model to the religions of Hinduism and Buddhism;
- acquires knowledge and understanding of key characters and themes of the Old Testament.

**Course Outline**

- An introductory six dimensional 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. There is a test at the end of each unit.

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**YEAR 9 RELIGIOUS AND VALUES EDUCATION**

**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;
- 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, which promotes tolerance and peace in the wider community.

**Assessment**

Assessment tasks include short answer responses, research and an oral presentation.
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. Science 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, understandings 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.

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**YEAR 6 SCIENCE**

**Course Length**  One year

**Learning Outcomes**

In successfully completing this course, each student:

- manipulates apparatus and records observations;
- analyses and draws conclusions from data;
- demonstrates knowledge and understanding of concepts;
- communicates ideas using appropriate scientific language.

**Course Outline**

Year 6 and 7 Science topics are drawn from the four strands outlined in the SACSA framework:

- Earth and Space
- Energy Systems
- Matter
- Life Systems

**Semester 1**

- Laboratory Skills and Activities
- Safety in the Laboratories
- Earth Systems — Earth’s Core, Volcanoes, Earthquakes
- Water Cycle and Weather

**Semester 2**

- Magnets
- Life Cycles
- Microscope Skills
- Family Life — Puberty (Health)

**Assessment**

- Scientific reports
- Class exercises and diagrams
- Practical work
- Topic tests

Units across Years 6 and 7 develop laboratory skills, laboratory safety and an introduction to equipment. Students learn to conduct and report on experiments and investigations using the scientific method.
YEAR 7 SCIENCE

Course Length
One year

Learning Outcomes
In successfully completing this course, each student:
• manipulates apparatus and records observations;
• analyses and draws conclusions from data;
• demonstrates knowledge and understanding of concepts;
• communicates ideas using appropriate scientific language.

Course Outline
Year 7 topics include:

Semester 1
• Astronomy – Beyond Earth and Into Space
• Forces and Energy

Semester 2
• Matter
• Diversity of Life

Assessment
• Posters
• Class exercises and diagrams
• Scientific reports
• Class tests
• Projects
• Models and sketches

YEAR 8 SCIENCE

Course Length
One year

Learning Outcomes
Students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In successfully completing this course, students:
• are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs;
• explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems;
• use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations;
• make predictions and propose explanations, drawing on evidence to support their views.

Course Outline

Strand: Science Understanding
Biological sciences
Chemical sciences
Earth and space sciences
Physical sciences

Strand: Science as a Human Endeavour
Nature and development of science
Use and influence of science

Strand: Science Inquiry Skills
Questioning and predicting
Planning and conducting
Processing and analysing data and information
Evaluating
Communicating

Assessment
Tests
Practical Investigations
Research Assignments
Exam
Course Length
One year

Learning Outcomes
Students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In successfully completing this course, students:

• consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems;
• are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems;
• are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer;
• begin to apply their understanding of energy and forces to global systems.

Course Outline
Strand: Science Understanding
Biological sciences
Chemical sciences
Earth and space sciences
Physical sciences

Strand: Science as a Human Endeavour
Nature and development of science
Use and influence of science

Strand: Science Inquiry Skills
Questioning and predicting
Planning and conducting
Processing and analysing data and information
Evaluating
Communicating

Assessment
Tests
Practical Investigations
Research Assignments
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 Studies of Society and Environment, which is informed by the Australian Curriculum History, in conjunction with other fields such as geography, politics, social studies, legal studies and philosophy.

At Year 8 and 9, students focus on the individual subject disciplines of History, which follows the Australian Curriculum; and Geography, which focuses on map reading, studies of various environments tourism and geomorphic hazards.

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**YEAR 6 STUDIES OF SOCIETY AND ENVIRONMENT**

**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;
- uses a range of sources to review current affairs.

**Course Information**

SOSE 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;
- 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 twentieth 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 STUDIES OF SOCIETY AND ENVIRONMENT

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;
- uses a range of sources to review current affairs.

Course Information
SOSE 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;
- 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

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**YEAR 8 GEOGRAPHY**

**Course Length**
One semester

**Learning Outcomes**

*In successfully completing this course, each student:*
- uses the atlas effectively;
- applies mapping theory effectively;
- demonstrates knowledge and understanding;
- explains physical processes;
- evaluates human impact on physical environments;
- communicates effectively in a range of contexts.

**Course Outline**
- Atlas Skills
- Map Reading and Interpretation
- Tropical Rainforest and/or Desert Environments

**Assessment**
Assessment could include:
- topic tests;
- interactive computer programs;
- oral presentations;
- practical exercises;
- research assignments and field work.

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**YEAR 9 GEOGRAPHY**

**Course Length**
One year

**Learning Outcomes**

*In successfully completing this course, each student:*
- applies mapping theory effectively;
- interprets and explains physical processes;
- identifies and evaluates human impact on physical environments;
- communicates effectively in a range of contexts.

**Course Outline**
Topics may include:
- Map Reading and Interpretation
- Coastal or River Systems
- Poverty and Food Supply
- Geomorphic Hazards (Earthquakes, Volcanoes, Tsunamis)
- Tourism

**Assessment**
Assessment could include:
- topic tests;
- oral presentations;
- practical exercises;
- research assignments;
- field work;
- performing social action.
YEAR 8 HISTORY

Course Length
One semester

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;
- 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 CE – 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 Shogunate Japan
- The Todugawa Shogunate and its feudal system of government
- Modernisation and the decline of the Shogunate

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

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
Course Length  One year

Information
This course is designed for students who are not considering the study or History at the SACE level.

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;
- 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 1 (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 Islander peoples.
- Living and working conditions in Australia around the turn of the twentieth century (that is, 1900).
- Key events and ideas in the development of Australian self-government and democracy, including women’s voting rights.

Depth Study 3: World War 1

- An overview of the causes of World War 1 and the reasons why men enlisted to fight.
- The places where Australians fought and the nature of warfare during World War 1.
- The impact of World War 1, 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 1 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
- Paragraph responses
- Short answer question/quizzes
- Homework exercises
- Multimedia/visual presentations
YEAR 9A HISTORY

Course Length One year

Information
This course is designed for students who are considering the study of History at the SACE level.

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;
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

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

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 1 (1914 – 1918), the ‘war to end all wars’. Students will investigate the following:

Depth Study 1: Making a Better World: Progressive Ideas and Movements (1750 – 1918)
- The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism.
- The reasons why this idea emerged and/or developed a following.

Depth Study 2: Australia and Asia: 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).

Depth Study 3: World War 1
- An overview of the causes of World War 1 and the reasons why men enlisted to fight.
- The places where Australians fought and the nature of warfare during World War 1.
- The impact of World War 1, 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 1 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