CURRICULUM HANDBOOK

YEAR 7 & 8
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Mercy Traditions

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sister’s of Mercy Boarding School, St Mary’s, was moved from Cooktown to Herberton, and the new school, named Mount St Bernard College in honour of Father Doyle was opened.

In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick’s Primary school while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick’s Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown’s St Mary’s School during a period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of Far North Queensland and beyond.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese’s Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.
Mission Statement:

Our Mission at Mount St Bernard Catholic College is to develop a community of faith and a Christian way of life through educating the whole person. Our Mission flows from the Mission of Christ, which was to know and reveal God’s unconditional love and forgiveness. In our community, then, we live out Christ’s Mission of fostering a community of love.

As MEMBERS of this community of faith, all of us (staff, students, parents/carers) carry out our Mission by living the Catholic ethos of the College and giving witness to being a faith community, which encourages all to foster Gospel values and the celebration of Christian fellowship.

As STUDENTS within this community, we:

- actively participate in the life of the College
- accept that we have a responsibility for our own learning
- make a commitment to a full and positive participation in College life
- accept and commit ourselves to the College code of conduct
- develop relationships with staff and fellow students that are based on Gospel values

As PARENTS/CARERS within this community, we:

- recognize that we have a crucial role in the educative process
- seek to involve ourselves in the whole range of school activities
- develop our relationships with the College Administrators, staff and other parents/carers
- seek to become involved in the College curriculum

As STAFF MEMBERS within this community, we:

- carry out our Mission by providing a service that responds to the individual needs and potential of each student
- recognize the importance of self in the Mission of the Catholic School
- undertake to engage in professional and self development
- assist each other to integrate Christian values across all aspects of the curriculum
- respond to emerging developments in the trends in education

As ADMINISTRATORS within this community, we:

- provide leadership and make decisions that are creative, shared and based on the Mission Statement
- devise and develop processes that respect the needs and enhance the talents of all members of the College community

College Crest and Motto

Our College motto Luceat Lux Vestra – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness, but rather let others see the good things God does through them. The MSB light shines most brightly through our students.
Year 7 – 8 Curriculum overview:
The arrangement of courses at Mount St Bernard College comprises of both Core subjects and Elective subjects. We consider that skills in Information Technology are vital for a rich life in both work and leisure, and therefore have embedded competencies in this area across our entire curriculum from year 8, in alignment with National Curriculum, as well as within rotation and elective subjects.

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Core subjects are compulsory for each student and will provide them with the tools to access a variety of senior schooling and vocational pathways.

Rotation Subjects are subjects that compliment our core program. Each student will study each elective subject in rotation across the year as a taster, to build foundational knowledge and skills, and to inform student choices as they move into years 9 and 10. Each rotation is allocated 3 x 50 minute classes per week. Rotation includes subjects from areas within Technology and the Arts.

Arts: Visual Art, Drama, Music, Media.

Technologies: Textile & Food Tech, Industrial Tech, Business Education, IT.
Years 7 & 8 Information:

Years 7 and 8 are transitional years for students during which they come to terms with the rigours of High School both socially and academically. It is a time in which students are exposed to a wide range of options in their Rotation subjects, from which they can then choose to specialise in years 9 and 10, as well as laying strong foundations within their core areas of study.

Home form teachers of year 7 & 8 students are responsible for the daily pastoral care of these students, and also teach several subjects with these students. Students will also have a home classroom that the majority of their subjects occur in. This Middle Schooling concept is designed to support students as they move from one style of schooling to another. The home Form teachers are tasked with the coordination and mentoring of students through a successful transition into the high school context, and operate under the supervision of the Junior Pastoral Care Coordinator.

Settling into high school involves a variety of factors, and our middle school organisation supports this in a number of ways, including (but not limited to):

- Campus orientation program
- College routines and expectations
- Organisation and study
- Positive staff relationships
- Consistent teachers, rooms and school officer support
- Small class sizes
- Holistic student view

Students will be acquiring foundational skills in the 49 Core Curriculum Elements (CCEs) through their study of Year 7 and 8 subjects. The CCEs are learned skills such as Analysing, Classifying, Comparing & Contrasting etc., that form the basis of Assessment in the year 12 Queensland Core Skills Test (QCS).
CORE

SUBJECTS
ENGLISH

WHY STUDY ENGLISH?
English enables students to acquire proficiency in and understanding of English in its many facets. It allows people to read, write and speak fluently through various genres featured in the Junior English Work Program.

The Junior English Work Program has recently been reviewed as a means to improve student outcomes at all levels of ability. It aims to develop students’ ability to communicate appropriately and effectively, with confidence; plan and work independently and as members of a group; and to develop positive attitudes to and strategies for engagement in lifelong learning. Studying English allows students to have the necessary skills needed in their everyday lives.

COURSE CONTENT – What will I be Studying?
The Junior English Work Program has been developed as a two year course (Year 8 and 9) that takes into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. The program also requires students to be exposed to various text types including news articles, poetry, documentaries, films, internet resources, novels and plays.

Throughout the two-year course Year 8 and 9 students are required to complete a series of written and spoken assessment tasks. These tasks will ultimately prepare them for year 11 and 12 English subjects. These tasks fall under a variety of units that are covered in English.

The units studied include:
- Me, Myself, I
- Science Fiction: Imagining New Worlds
- Australia Past and Present
- Laugh It Up! The Australian Sense of Humour
- Fantasy and Reality

ASSESSMENT – How will I be assessed?
Assessment is continuous throughout the two year course, requiring students to demonstrate increasing independence as learners and developing those skills needed in years 11 and 12. Students will be assessed in a variety of contexts, responding in writing as well as orally.

CAREER PATHWAYS – Where can this Lead?
English can establish a basis for students studies in years 11 and 12 as well as developing essential communication skills to enhance employment opportunities when they finish their high school education. Although English is a mandatory subject for all students from year 8 – 12, it is vital that students obtain the necessary skills in speaking, reading and writing needed throughout their lives.
LINKS TO CCE’s – Learning for Life
English provides over 30 of the CCE’s that are embedded within the English Junior Work Program over two years. These include – although are not limited to:

- Recognising letters, words and other symbols
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Using correct spelling, punctuation, grammar
- Summarising/condensing written text
- Structuring/organising extended written text
- Interrelating ideas/themes/issue
- Analysing
- Criticising
- Generalising
- Manipulating/operating/using equipment

Welcome
The Mount St Bernard English Department welcomes students into our learning community. We know it will provide a rewarding and engaging learning experience.
Mathematics is a central part of a general education. In order to function in today’s society students must possess basic numeracy skills and be able to apply them, especially in financial contexts. A basic understanding of mathematics is necessary in most walks of life. Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Study of mathematics raises students’ competence in and confidence with the mathematics needed to make informed decisions in their day to day life. It also assists in ensuring scientific literacy and functioning effectively in a technologically skilled work force. Students are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

In Mathematics, skills are developed which form the basis for further study in senior maths. These senior maths subjects develop skills that are needed in the traditional careers of Engineering or the Physical Sciences, and also act as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.

COURSE CONTENT – What will I be studying?
The course cover the five strands:

1. **Number**
A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedures and strategies associated with:
- Number concepts
- Addition and subtraction
- Multiplication and division

2. **Patterns and Algebra**
A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:
- Patterns and functions
- Equivalence and equations

3. **Measurement**
A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:
- Length, mass, area and volume
- Time
4. Chance and Date
A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Chance
- Data

5. Space
A strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedure and strategies associated with:

- Shape and line
- Location, direction and movement

ASSESSMENT – How will I be assessed?
Students will be assessed in a variety of ways. Students may be required to do assignments, as well as undertake written tests. Assignments may vary in nature. For example they may be investigative reports, producing designs as Excel charts, exploring algebraic functions using Excel, researching and presenting of statistical data.

Students will be assessed at the levels they are currently working on. Generally, this will be Levels 3, 4 and 5 for Year 8 students.

Delivery and assessment of units of work may be modified to suit the cohort of students within the year level.

CAREER PATHWAYS – Where can this lead?
Mathematics provides students with some of the necessary “life skills” involving use of maths in the real world, particularly in the finance area.

Mathematics is a key learning area and can be a necessary pre-requisite for some university courses, particularly in the sciences, medicine and engineering. This must be confirmed by consulting the relevant institution’s handbook.

LINKS TO CCEs – Learning for life
Mathematics links to all the CCEs except empathizing and gesturing, with a particular emphasis on the following:

- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Substituting in formulae
- Setting out/presenting/arranging/displaying
- Structuring/organising a mathematical argument
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Analysing
- Justifying,
- Identifying shapes in two and three dimensions
- Searching and locating items/information
**SCIENCE**

**WHY STUDY SCIENCE**

Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences, that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

**COURSE CONTENT – What will I be studying?**

The following 5 headings summarise topics and issues to be covered in year 9 science. Area (a) is enmeshed into the other four areas. As years 8 – 10 progress, the diversity, challenge and complexity of topics and issues, increase.

** (a) Science as a human endeavour**

Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

- Immediate and long-term consequences of human activity can be predicted by considering past and present events  
  *e.g.* **consequences of unsustainable use of fossil fuels can be seen in environmental impacts.**

- Responsible, ethical and informed decisions about social priorities often require the application of scientific understanding  
  *e.g.* **use of alternative forms of energy; use of recycled water; development of influenza and cervical cancer vaccines.**

- People from different cultures contribute to and shape the development of science  
  *e.g.* **Australian Indigenous knowledge can be applied to land and water management, food production and waste management.**
(b) Earth and beyond

Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.

- Scientific ideas and theories offer explanations about the earth that extend to the origins of the universe
  *e.g. ideas about the expanding universe.*

- Global patterns of change on earth and in its atmosphere can be predicted and modelled
  *e.g. the effects of rising temperatures on natural environments.*

- Geological evidence can be interpreted to provide information about past and present events
  *e.g. the earth’s surface is shaped by volcanoes and earthquakes, which can be understood in terms of the theory of plate tectonics.*

(c) Energy and change

Forces, energy and the physics involved are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.

- An unbalanced force acting on a body results in a change in motion
  *e.g. a car is slowed by friction from braking.*

- Objects remain stationary or in constant motion under the influence of balanced forces
  *e.g. a book resting on a table; a vehicle travelling at constant speed.*

- Energy can be transferred from one medium to another
  *e.g. the stove transfers heat to the pot of water.*

- Transfer of energy can vary according to the medium in which it travels
  *e.g. some materials are good conductors of heat; light is refracted when it moves from air to water — the pencil appears to bend in a glass of water.*

- Energy is conserved when it is transferred or transformed
  *e.g. a light bulb converts electrical energy into light energy and also produces heat.*
(d) Life and Living

Biological Organisms interact with their environment in order to survive and reproduce.

- The diversity of plants and animals can be explained using the theory of evolution through natural selection
  e.g. Australian marsupials would have had a common pouched ancestor.

- In ecosystems, organisms interact with each other and their surroundings
  e.g. the scavenger role of the crab in the mangroves means that it has a plentiful supply of food and it contributes by cleaning its surroundings.

- Complex organisms depend on interacting body systems to meet their needs internally and with respect to their environment
  e.g. the digestive system processes food and the circulatory system distributes it throughout the body.

- All the information required for life is a result of genetic information being passed from parent to offspring
  e.g. hereditary information is contained in the genes located on chromosomes.

- Changes in ecosystems have causes and consequences that may be predicted
  e.g. bushfires destroy natural bushland, which temporarily changes the ecosystem; birds return to dried-up waterholes after rain.

(e) Natural and processed materials

The chemical and physical properties of materials are determined by their structure and inform their interaction with other materials.

- Changes in physical properties of substances can be explained using the particle model
  e.g. use of the particle model to describe states of matter.

- Matter can be classified according to its structure
  e.g. elements and compounds, or molecules and atoms.

- Chemical reactions can be described using word and balanced equations
  e.g. hydrogen plus oxygen gives water or $2\text{H}_2 + \text{O}_2 = 2\text{H}_2\text{O}$.

- Reaction rate is affected by various factors, including temperature, concentration and surface area
  e.g. milk goes sour more quickly when left at room temperature; a soluble tablet will dissolve faster when it is crushed.
ASSESSMENT – How will I be assessed?
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- reflecting

Assessment is enmeshed in the learning process through the ‘ways of working’ set out below. Assessment items include: Extended experimental investigations, projects, oral presentations, written tasks, supervised assessment under test conditions, outdoor ecological / field studies, extended responses to scientific stimulus material.

CAREER PATHWAYS – Where can this lead?
Apart from the general life skills of interpreting, analysing, experimenting and concluding, which science emphasizes, the following career pathways are possible for those with an aptitude for science. These range from unskilled to university trained positions:

- Pharmacist, nurse, marine scientist, photographer, herd tester, farm manager, pest and weed controller, food processing technician, medical doctor, industrial / civil engineer, ambulance officer, fitness instructor, zookeeper, veterinarian, ecologist, fruit / vegetable / flower grower, health worker, medical research biologist, industrial chemist, surveyor, audio / visual technician, architect, physiotherapist, radiographer, geophysicist, space scientist / astronomer, For more possibilities see website: www.myfuture.edu.au.

LINKS TO CCE’S – Learning for Life
The Queensland Studies Authority has designated Core Curriculum Elements listed on the next page as vital for effective learning throughout life, and also as required skills for the Queensland Core Skills (QCS) Test in year 12. Middle school and Senior school science at Mount St. Bernard College have these CCE’s embedded right throughout years 8 – 10, Biology, Chemistry and Physics curricula. This approach encourages higher potential for success in life learning, QCS testing and any other course / training pursued by the student.

Students are able to:
- identify problems and issues, formulate scientific questions and design investigations
- plan investigations guided by scientific concepts and design and carry out fair tests
- research and analyse data, information and evidence
- evaluate data, information and evidence to identify connections, construct arguments and link results to theory
- select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations
- conduct and apply safety audits and identify and manage risks
- draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question
- communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats
- reflect on different perspectives and evaluate the influence of people’s values and culture on the applications of science
- reflect on learning, apply new understandings and justify future applications.
SOCIAL STUDIES
WHY STUDY SOCIAL STUDIES?
Social Studies (History & Geography) are a compulsory subject from year's eight to ten at Mount St Bernard College. It develops key skills and knowledge of social, academic and practical importance.

Social Studies in years eight and nine have a strong focus on geography which is designed to support the expedition programme at the school. It aims to develop knowledge, comprehension, reading, writing and analytical skills which can be applied to practical environments. Units of work include *The Island*, *Natural Disasters*, *Rainforests and Botanical Gardens* and *Australian History*.

ASSESSMENT – How will I be assessed?
Students will be assessed using a variety of instruments. It will range from spelling tests and quizzes to exams, essays and projects. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement. Assessment is fair and informs curriculum.

CAREER PATHWAYS – Where can this lead?
Social Studies develops reading and communication skills. Students who study Social Studies gain skills necessary in professions such as advertising, law, business and administration.

LINKS TO CCE’S – Learning for life
Social Studies equip students with skills to become a life-long learner. Social Studies encourages students to comprehend, critically analyse and evaluate all material presented to them. It encourages creative thinking and improves knowledge of the world and the people who live in it.
ITC

WHY STUDY INFORMATION AND COMMUNICATION TECHNOLOGY?
Rapid and continuing advances in information and communication technologies (ICT) are changing the ways people share, use, develop and process information and technology. In this digital age, young people need to be highly skilled in the use of ICT.

At Mt St Bernard College we believe that successful learners have the essential skills to be creative and productive users of technology. In this way ICT is seen as a foundation for success in all learning areas.

Not only will students be able to use the skills developed in ICT for learning skills but they will be able to transfer their learning to recreation, management, work and daily communication. Increasingly, most jobs require ICT - specific skills – significant numbers require high level skills.

COURSE CONTENT – What will I be studying?
Students will be working on basic IT skills in the areas of:

- Operate a personal Computer.
- Follow workplace safety procedures.
- Send and retrieve information using web browsers and email.
- Operate a word processing package.
- Operate a spreadsheet application.
- Operate a presentation package.

Work from their portfolio may be used in Year 10 to provide added evidence towards certification in an Information Technology Certificate.

ASSESSMENT – How will I be assessed?
Students will be assessed in a variety of ways including but not limited to diary/Journal entries; folio of work samples, written responses and research tasks.
CAREER PATHWAYS – Where can this lead?
The ICT workforce falls into two broad categories: the ICT specialist and the ICT user (these categories range from basic to advanced users and whose level of ICT skill requirement will vary depending on their particular work role). Students completing this course will have achieved competency as an ICT user.

ICT underpins all Australian industries and helps businesses and individuals achieve national objectives, including:

- Progress towards a knowledge-based nation
- Innovation and education as economic drivers
- Enhanced employability through transferable knowledge and skills
- Access to and use of the information economy
- ICT resources pool to underpin a strong, vibrant ICT industry.

Students will also develop necessary ‘life skills’ for participating in the 21st century.

LINKS TO CCEs – Learning for Life
Use of ICT is integral to all the CCES, with a particular emphasis on the following:

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Compiling lists/statistics
- Recording/noting data
- Compiling results in a tabular form
- Graphing
- Calculating with or without calculator
- Estimating numerical magnitude
- Approximating a numerical value
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
- Explaining to others
- Interrelating ideas/themes/issues
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Searching and locating items/information
- Observing systematically
- Manipulating/operating/using equipment
RELIGION

WHY STUDY RELIGION?
Religion is a compulsory subject at Mount St Bernard College. This subject seeks to develop the student’s knowledge about world religions by critically analysing their messages and history through the use of sources including religious texts like the Christian Bible and Islamic Koran. The course requires that students investigate and analyse the impact of religion on Australian and global societies.

The year eight religion course examines modern values, traditions of the modern Catholic Church, and early Christianity. Units of work include Personal Growth, The Early Christian Community and Jesus.

The year nine religion course examines the role of religion in modern Australia, the origins of the modern Catholic Church and how Christianity has influenced western society from public opinion to the writing of laws. Units of work include Jesus, Catholicism – Historical Perspectives and Social Awareness Impelled to Action.

The year ten religion course seeks to compare and contrast Christian values with those of other religions in particular religions that also originated in Asia and the Middle East. It examines the need humans have to believe in the supernatural and how this leads to social conventions like charity and community groups. Units of work include Hebrew Scriptures, World Religions, and Spirituality and the Human Quest for Meaning.

Religion is an engaging course that develops the student’s ability to comprehend, analyse and evaluate written sources.

ASSESSMENT – How will I be assessed?
Students will be assessed using a variety of instruments. It will range from quizzes to exams, essays and projects. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement. Assessment is fair and informs curriculum.

CAREER PATHWAYS – Where can this lead?
Religion develops reading and communication skills. Students who study religion gain skills necessary in professions such as psychology, sociology, media and business.

LINKS TO CCE’S – Learning for Life
Religion equips students with skills to become a life-long learner. Religion encourages students to comprehend, critically analyse and evaluate all material presented to them. It encourages creative thinking. This subject teaches students to understand and respect the values and beliefs of others and improves the student’s knowledge of the world and the people who live in it.
PDHPE

WHY STUDY PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION?
Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

ASSESSMENT – How will I be assessed?
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

These elements are assessed through the written, spoken, and practical mediums.
### COURSE CONTENT – What will I be studying?

#### Key Learning Area - Health & Physical Education

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<td>Netball and/or Basketball</td>
<td>Dance</td>
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<tr>
<td><strong>Core Content</strong></td>
<td>1. Harm Minimisation:</td>
<td>4. Healthy Eating:</td>
<td>6. Skills &amp; actions that support the rights &amp; feelings of others:</td>
<td>8. Images that influence participation in, and attitudes towards dance:</td>
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<td>- Risk Taking</td>
<td>- The right foods</td>
<td>- Showing tolerance</td>
<td>- Images of female dancers as elite, slim and feminine</td>
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<td>- Accidents</td>
<td>- Balanced nutrition</td>
<td>- Assuming responsibility to ensure the rights of others are met</td>
<td>- Images of male dancers as strong, solid body types</td>
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<td>- Sun Safety</td>
<td>- Influences on your eating habits</td>
<td>- Anticipating the needs of others</td>
<td>- Limited images or lack of role models for, the disabled</td>
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<td>- Water Safety</td>
<td>- Diet-related problems</td>
<td>- Offering assistance by adapting rules to be inclusive</td>
<td>- Images of elite dancers only, suggesting that participants must be highly skilled</td>
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<td></td>
<td>- Bush Safety</td>
<td>- Energy balancing &amp; weight control</td>
<td>- Encouraging, praising, pointing out strengths, acknowledging others contribution</td>
<td>- Lack of images of dancers from a range of cultural backgrounds</td>
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<td>- Taking appropriate precautions</td>
<td>- DRABC</td>
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## Core Learning Outcomes

1. Propose ways of responding to situations and behaviours that are unsafe, harmful or risky, after assessing options and consequences (4.3 PHIC)

2. Demonstrate basic skills & strategies to achieve identified goals in swimming (4.2 DCSPA)

3. Demonstrate skills and actions that support the rights and feelings of others, while adopting different roles & responsibilities in a group (4.4 EPD)

4. Develop and implement strategies for optimising personal diet based on identified nutritional needs for growth, energy & health (4.2 PHIC).

5. Demonstrate basic skills & strategies to achieve identified goals in athletics (4.2 DCSPA)

6. Demonstrate skills and actions that support the rights and feelings of others, while adopting different roles & responsibilities in group activities (4.4 EPD)

7. Demonstrate basic skills & strategies to achieve identified goals in netball and/or basketball (4.2 DCSPA)

8. Explain how images of dance influence their own participation in, and attitude towards dance (4.4 DCSPA)

9. Demonstrate a range of skills & strategies to achieve an identified goal in dance (5.2 DCSPA)

## Assessment

1. Case Study Exam
2. Practical Performance in Swimming
3. Expedition Checklist

4. Personal Diet Plan
5. Practical Performance in Athletics

6. Student Led Game
7. Practical Performance in Netball and/or Basketball

8. Poster Presentation
9. Practical Dance Performance

## LINKS TO CCEs – Learning for life.

Students are able to:

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.
CAREER PATHWAYS – Where can this lead?

LEVEL 4
- Medical practitioner

LEVEL 3
- Nurse
- Ambulance officer
- Firefighter
- Chef

LEVEL 2
- Fitness instructor
- Fitness manager
- Facility manager

LEVEL 1
- Physical education
- Sports
- Nutrition
- Exercise

PHYSICAL EDUCATION
- Physiotherapy
- Sports
- Recreation
- Administration

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PHYSICAL EDUCATION
- Physiotherapy
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ELECTIVE

SUBJECTS
BUSINESS EDUCATION

WHY STUDY BUSINESS EDUCATION?
This is an innovative course to help students gain an understanding of the business world. Business Education will also prepare students for the world of work and develop essential skills to help them be successful in whatever career they choose to follow.

DRAMA

WHY STUDY DRAMA?
The Drama curriculum seeks to actively involve students in the exploration and enactment through the drama process. Students have to work together in an imaginative and creative manner. This form of creative co-operation has an important role to play in the personal and social development of students. Participation in the Drama experience can lead to the growth of self-confidence, with an increasing awareness of oneself.

INDUSTRIAL TECHNOLOGY

WHY STUDY INDUSTRIAL TECHNOLOGY?
In Industrial Technology students will enhance skills and knowledge learnt in Year 8 at the basic starting level. This means that the student will be able to experience, explore and learn basic wood working skills and technical knowledge. The second level of the program will focus on the correct methods used in the use of wood / metal working materials, hand tools, machines and equipment. While participating in the course the student will learn how to measure, cut, make and join timber / metal components together for their own projects.

COURSE CONTENT- What Will I Be Studying?
This subject will be offering woodwork and a selection of plastic, metal and electronic units. The students will be introduced to learning processes of creating a design brief for each project undertaken. They will also be introduced to developing a design brief portfolio for their own records. It is essential that students completing this subject wear closed toe leather shoes and safety glasses as per the College Uniform Policy.

ASSESSMENT- How Will I Be Assessed?
Students are assessed through a variety of methods including: Portfolios, exams, completed projects, observation and oral responses.

CAREER PATHWAYS- Where Can This Lead?
Students will be exposed to Occupational Health and Safety, when operating some basic machines, power tools and likewise sharpening various hand tools. Industrial Technology provides a practical and safe forum for students to acquire positive skills with hand tools, power tools and equipment. These skills will form a solid basis for students wishing to move into trades as well as a practical application of theoretical information learned within other subjects. Students wishing to pursue further study into areas such as engineering and construction will learn practical application skills within this subject and senior Manufacturing.
LINKS TO CCE’s- Learning For Life

- Recognising letters, words and other symbols
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Calculating with or without calculator
- Estimating numerical magnitude
- Applying a numerical value
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Judging/evaluating
- Creating/composing/devising
- Identifying shapes in two and three dimensions
- Searching and locating items/information
- Observing systematically
- Manipulating/operating/using equipment
- Sketching

TEXTILE & FOOD TECHNOLOGY

WHY STUDY TEXTILE & FOOD TECHNOLOGY?

Textile & Food Technology Education provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Health and Physical Education, Technology, and Social Studies in Textile & Food Technology contexts.

COURSE CONTENT- What Will I Be Studying?

The central focus of Textile & Food Technology is the wellbeing of people within their personal, family, community and work roles. Textile & Food Technology encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Textile & Food Technology is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.

ASSESSMENT- How Will I Be Assessed?

The process of assessment involves:
- providing students with opportunities to demonstrate what they know and can do with what they know
- gathering and recording evidence of students’ learning
- using the evidence to make overall judgments about students’ learning.

CAREER PATHWAYS- Where Can This Lead?

The study of Textile & Food Technology in middle schooling is a useful but not essential prerequisite to the study of Textile & Food Technology and hospitality in the senior phase. Senior Textile & Food Technology is an authority subject and therefore contributes to a student’s OP while hospitality is a VET subject with the option for students to obtain a certificate. The study of Textile & Food
Technology in years 9 will provide students with valuable life skills and processes in a variety of areas including food, health and nutrition, along with textiles and community topics.

LINKS TO CCE’s- Learning For Life
- Finding material in an indexed collection
- Recalling/remembering
- Interpreting the meaning of words or other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables or diagrams or maps or graphs
- Translating from one form to another
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting
- /arranging/displaying
- Structuring/organising extended written text
- Comparing, contrasting
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Hypothesising
- Criticising
- Analysing
- Synthesising
- Judging/evaluating
- Creating/composing/devising
- Justifying
- Perceiving patterns
- Manipulating/operating/using equipment

VISUAL ART

WHY STUDY VISUAL ART?
Visual Art is a subject that offers a unique way for students to communicate and connect with their world using creative thinking and arts practice. It fosters an understanding of social, historical and cultural awareness of a variety of artists, techniques and media. Creativity plays a vital role in the wellbeing and advancement of all societies. Art is a valuable way of appreciating and developing students awareness of the world around them.

COURSE CONTENT – What will I be studying?
Year 8 Visual Art involves the process of exploring many different aspects of creativity and aims to develop an appreciation for a broad range of artistic styles, varied medias, skills and techniques. As this subject is a semester based unit it will give students a taste for new learning experiences and will foster the development of individual skills in both the practical and research areas.

The course covers Drawing (pastel, chalk, charcoal, pencil), Painting (tonal skills, colour mixing, brush techniques), Photography (basic darkroom techniques such as developing & experimentation with textures) and Printmaking (Lino-prints, collage).
Students are expected to produce a folio of completed work for each of these areas.

**ASSESSMENT – How will I be assessed?**

At this level students are not expected to do assignments as all of their exposure to various Art movements and styles will be undertaken during class time. They will be encouraged to develop an appreciation for a variety of styles that range from ancient to contemporary times. Discussions will concentrate on assisting students to improve their knowledge and understanding of the artists’ role in society.

**Visual Diary** - This is a vital part of the art process as it is a record of student development, inspiration, ideas and experimentation with different medias. Students are expected to produce two pages per week as part of their homework routine.

**Display** - It is important that students participate in the display of their work in a public place and realise the necessity for good presentation of artworks.

**CAREER PATHWAYS – Where can this lead?**

The Arts (Art, Music & Drama) offers a huge number of possibilities in terms of tertiary education and employment. Often students are unaware of the enormous amounts of careers on offer in these areas and the various pathways into careers in these areas. Places such as T.A.F.E and university offer a variety of courses whilst some trades such as Sign writing can be entered by means of Traineeships or Apprenticeships. The following careers are just a few of the options open to students who want to make a career in the Arts:

- Curator (Galleries or museums), Visual merchandiser (shop window dresser), sign writer, set designer, graphic designer, milliner (hats), theatre set designer, cartographer (maps), media/computer design, film & television, Interior, industrial or furniture designer, tattoo artist, potter, architecture, Art conservator, Art therapist (hospitals), archaeologist, Arts administrator or lawyer, Printmaker, Fabric designer, cartoonist or animator, Illustrator, Fashion designer, Photographers and many, many more.

**LINKS TO CCE’S – Learning for Life**

- Interpreting the meaning of pictures/illustrations
- Translating from one form to another
- Sketching/Drawing
- Manipulating/Operating/Using equipment
- Searching and locating items/information
- Identifying shapes in two and three dimensions
- Visualising
- Perceiving patterns
- Creating/composing/devising
- Hypothesising
- Criticising
- Analysing
- Setting out/presenting/arranging/displaying
- Structuring/organising extended written text
• Explaining to others
• Comparing/contrasting
• Interrelating ideas/themes/issues
• Applying strategies to trial and test ideas and procedures
• Justifying