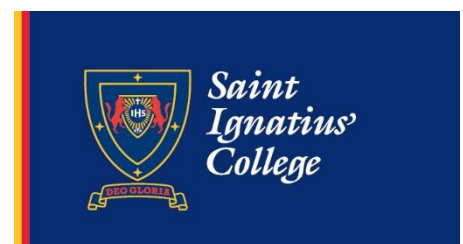


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# YEAR 7 2022

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## CURRICULUM HANDBOOK



**Go, set the world *alight*.**

## Purpose

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*The purpose of this handbook is to set out the curriculum offerings of Saint Ignatius' College in a clear, concise manner. It is to be used as a quick a reference for the aims and objectives of each subject and it identifies the key concepts learnt and how they are assessed.*

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## An Ignatian Curriculum

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At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience, compassion, and commitment. This requires a full and deeper formation of the human person, and an educational process of formation that calls for excellence – a striving to excel, to achieve one's unique potential – and embraces the intellectual, the academic, the physical and social, the religious, and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others.

Saint Ignatius' College sets out to be a connected and purposeful Catholic school community for all those involved in it. Our caring staff and inclusive College community foster an environment of growth and discovery that empowers young people with passion who effect positive change wherever they choose to go.

Education at Saint Ignatius' College involves the head, heart, and hands. It develops students who think wisely and deeply, act with justice, spend time in reflection, and value community. Saint Ignatius' College reaches beyond academic achievement to shape the morals and ethics of the whole person, as identified by the goals of each subject in this booklet.

The educational outcomes envisaged by Ignatian education are the formation of students who are leaders in service, in imitation of Christ Jesus: men and women of competence, conscience, and compassionate commitment.

Saint Ignatius' College focuses on the learning growth of all its students, not just the most academically able and successful at the SACE. In doing so, the College aims to foster a culture of independent lifelong learning, formation, and development. Benchmark data demonstrates that most of the College's students are making strong academic gains as they progress through school, and in particular that the College is adding value to their results.

Assessment of student learning is done through both formative and summative means. Formative assessment is used to inform the learning and teaching cycle. Formative assessment acts as a learning event. Summative assessment typically sits at progressive endpoints within the cycle and is used for reporting. Assessment of student learning is done by assessing students *for*, *as*, and *of* learning.

*Assessment for learning*, which is formative in nature, seeks to identify what students already know and links to the context within the College's Learning and Teaching Framework.

*Assessment as learning* includes opportunities for students to reflect on their learning as part of the learning process, pairing with reflection, and may be formative or summative.

*Assessment of learning* is where teachers summatively use evidence of student learning to make judgements on student achievement against goals and standards.

These types of assessment together progressively find out what students know and can do (and areas in which they need further learning). This information greatly assists teachers in designing learning activities that better cater for students' needs. There is a focus on progressive formative assessment, whereby teachers are able to monitor student learning, provide valuable feedback in real time, and modify teaching delivery to cater more precisely to student needs.

The teacher creates the conditions, lays the foundations, and provides the opportunities for the continual interplay of the student's experience, reflection, and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation [see left of following diagram]). There is neither a beginning nor an end to the way of proceeding. The continual interplay between the five key elements of the Ignatian ministry of teaching – context, experience, reflection, action, and evaluation – holistically forms each learner's competencies and virtues.

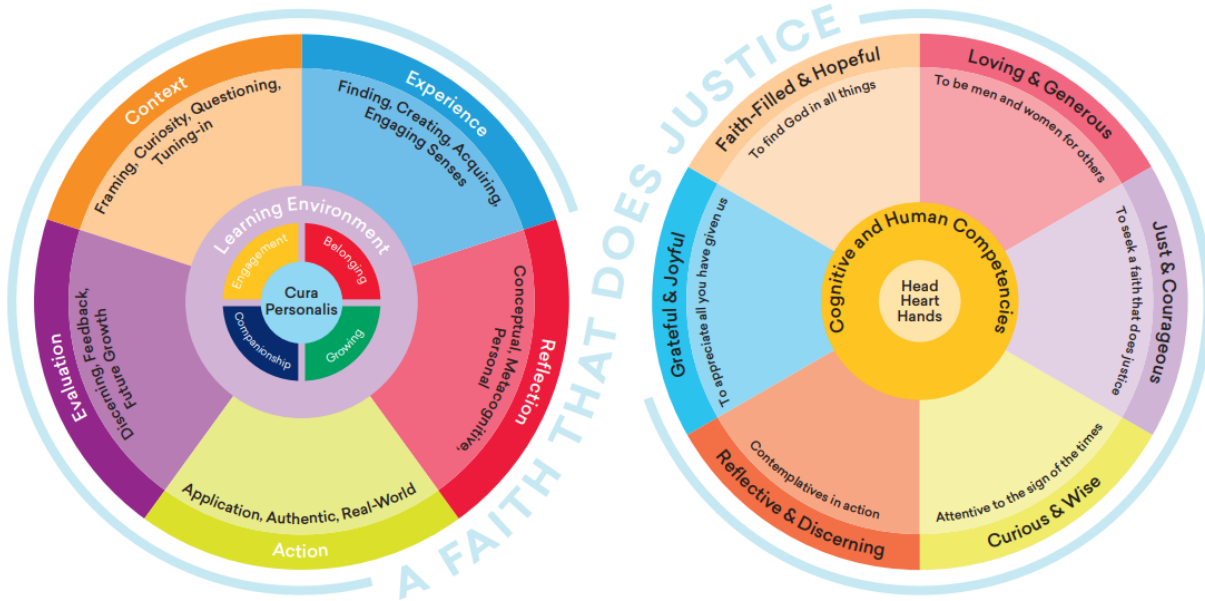


## Learning & Teaching Culture

This frames our way of proceeding. It describes how learning occurs through a contemporary application of Ignatian Pedagogy. Our culture inspires learning to be a life-long process.

## Learner & Teacher Profile

This frames the aspirations for the formation of the whole person. It describes the virtues of an Ignatian person, expressed through competencies that equip one to 'set the world alight'.



The concern for the individual person – *cura personalis* – is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality. The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Mentor Teachers and House Leaders work closely to monitor the developmental programs and to ensure that there are adequate pastoral and co-curricular opportunities to complement the academic formation of our students.

The College's Learning and Teaching Framework is derived from the ongoing development of the Ignatian Pedagogical Paradigm, the contemporary product of five centuries of Jesuit education based on St Ignatius Loyola's *Spiritual Exercises*. The framework has been designed to remind us of the 'why' of our learning and teaching, which is, in line with the College's strategic plan and the third priority of Australian Jesuit Province Apostolic Plan, the desire to "form the young in a faith seeking justice" (Australian Jesuits, 2019). Forming the young in a faith seeking justice requires a focus towards the "total formation of each individual within community" (Characteristics of Jesuit Education, 2002), as represented in the Learner and Teacher Profile (at the right of the diagram). Educating towards achieving this 'why', which is the formation of the 'who', requires reflection on and intentional implementation of learning and teaching strategies and processes – the 'how', as represented in the Learning and Teaching Culture.

The learner and teacher are ultimately striving for the *magis*. That is, they seek a deeper and more intricate understanding of themselves – one where man and woman is fully alive in the world. The Learning and Teaching Framework shapes the way in which the Australian Curriculum is implemented within an Ignatian context, with specific focus towards formation of an Ignatian learner.

Saint Ignatius' College fosters excellence irrespective of the abilities of students. The College recognises that each child is different, and each has different potential strengths, potential difficulties, and ways in which they demonstrate their learning. Thus, the College has structured its curriculum to challenge and reward all students in both core and elective subjects. Students are given the opportunity to gain confidence and experience as part of the lifelong learning process.

Along with the close working relationship with the Junior School at Norwood and other feeder schools, the transition from primary to secondary is aided by the continuum of ACARA's school curriculum (R–10), which is divided into the eight key learning areas listed below.

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

All of these learning areas and the cross-curriculum priorities interconnect the head, heart, and hands as central to the learning process, reflecting the core of our Ignatian learning ideals. All the ACARA programming facilitates transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years R–6. The courses of study in Years 7–9 also form the foundation for progressing beyond the middle years to SACE, the ATAR, further study, and employment, as overseen by the Senior School specialist staff.

Academically, the emphasis of the middle years curriculum is on the core subjects: Religious Education, English, Mathematics, Science, and History. Also compulsory in Years 7 and 8 are a language, Drama, Art, Health and Physical Education, and Information Technology. The chart that follows sets this out.

Learning in the middle years is supported through the College leadership structure. Curriculum is overseen by the Prefect of Studies – Middle Years under the guidance of the Director of Teaching and Learning. Specialist Middle Years Curriculum Coordinators in the areas of Religious Education, English, Mathematics, and Science have responsibility for coordinating the building of skills, knowledge, and dispositions through appropriate learning activities. Curriculum Coordinators in other key learning areas operate across the senior years. Each Curriculum Coordinator acts under a Faculty Leader of the relevant key learning area. The Inclusive Education Coordinator – Middle Years is responsible for organising and monitoring support for students with special needs. The Challenge Coordinator is responsible for ensuring that highly able students are identified, supported, and monitored on their learning journey. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the middle years curriculum.

All students are exposed to the use of computers and other technology during their time in the middle years, and all the facilities of the Senior School are available to them. SEQTA is used as the College's Learning Management Software.

Ignatian education recognises that intellectual, affective, and spiritual growth continues throughout life. Attitudes and values frame the development of knowledge and skills, and the agency to use these talents for good citizenship and societal wellbeing into the future.

The cognitive and human competencies we seek to develop in our students, to enable them to be successful lifelong learners and people, can be expressed through the conscious development of Ignatian virtues.

The six pairs of virtues in the College's Learning and Teaching Framework express the values, beliefs, and behaviours that define moral excellence. It is this moral excellence that shapes the cognitive and human competencies of our students. It is one's virtues that define one's way of looking at the world, shaping one's competency foundations, and therefore shaping the learner in being truly 'Ignatian'.

## Curriculum Chart

<b>Arts</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Art	✓	✓	✓	✓	✓	✓
Design			✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓				
Music Contemporary			✓	✓	✓	
Music Studies			✓	✓	✓	✓
<b>Business, Enterprise, and Technology</b>						
<b>Business, Enterprise, and Technology</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Accounting					✓	✓
Business Innovation					✓	✓
Commerce				✓		
Digital Communication Solutions – Film Studies					✓	✓
Digital Communication Solutions – Multimedia					✓	✓
Digital Technologies	✓	✓	✓			
Engineering Technology				✓		
Film & Media Studies				✓		
Robotic & Electronic Systems					✓	✓
Workplace Practices					✓	✓
<b>Cross-Disciplinary Studies</b>						
<b>Cross-Disciplinary Studies</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Ignatian Service & Hospitality – Integrated Learning					✓	
Personal Learning Plan				✓		
Research Project						✓
<b>English</b>						
<b>English</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
English	✓	✓	✓	✓	✓	✓
English Literary Studies					✓	✓
English Pre-Literary Studies				✓		
Essential English				✓	✓	✓
<b>Health and Physical Education</b>						
<b>Health and Physical Education</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Health and Wellbeing					✓	✓
Health and Physical Education	✓	✓	✓	✓		
Physical Education					✓	✓
<b>Humanities and Social Sciences</b>						
<b>Humanities and Social Sciences</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Ancient Studies					✓	✓
Economics					✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓		
Legal Studies					✓	✓
Modern History				✓	✓	✓
Philosophy				✓	✓	✓
Religious Education	✓	✓	✓	✓	✓	
Spiritualities, Religion, and Meaning (formally Religion Studies)					✓	✓

## Curriculum Chart

<b>Languages</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Chinese	✓	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓	
Indonesian			✓	✓	✓	
Italian	✓	✓	✓	✓	✓	
Latin	✓	✓	✓	✓	✓	
<b>Mathematics</b>						
<b>Mathematics</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Essential Mathematics			✓	✓	✓	✓
General Mathematics					✓	✓
Mathematical Methods					✓	✓
Mathematics	✓	✓	✓	✓		
Mathematics 10A				✓		
Specialist Mathematics					✓	✓
<b>Science</b>						
<b>Science</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
Aquaculture (VET Certificate II)					✓	
Biology					✓	✓
Chemistry					✓	✓
Physics					✓	✓
Psychology					✓	✓
Science	✓	✓	✓	✓		
Scientific Studies				✓		

## Religious Education

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**Length:** Full Year  
**Prerequisites:** Nil

### What are the goals of this subject?

Religious Education at Saint Ignatius' College has two aspects – the formal class work conducted in the classroom and the development of a sense of faith and spirituality, which underpins all of the College's activities. This development of faith and spirituality is facilitated through our pastoral care programs, our College liturgies and Days of Reflection, our social justice work, and our daily living of Christian ideals as they are practised in a Jesuit college. The College aims to educate, inspire, and support you in their religious self-understanding and spiritual awareness. This is not something that can be measured or assessed. Our curriculum follows the Religious Education Framework, **Crossways**, as outlined by Catholic Education South Australia (CESA).

### What skills and knowledge will I develop?

- Develop knowledge (wisdom) and enduring understanding in five key areas: God, Us, and Faith; Sacred Text; Moral Life; Church for the World; Sacramentality and Prayer.
- Deepen knowledge and understanding of, and ability to dialogue with, the Catholic tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit.
- Deepen knowledge and understanding of, and ability to dialogue with, the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- Seek truth and meaning through learning and develop an ability to interpret experience and perspectives.
- Inspire, challenge, and engage more fully in life, the Church, and society with growing wisdom, religious identity, and moral purpose to promote a just and non-violent world.

### What topics will I cover?

- Celebrating Faith – How do the liturgical practices of Catholicism invite a communal experience of faith in action?
- God is Love – Shown in scripture, discovered in life
- Influencers – The Holy Spirit works through us
- Who is God? – Exploration of the common origins of Judaism, Christianity, and Islam

### How will I be assessed?

- Individual reflections and evaluations
- Group projects
- Ongoing journaling
- Creative products
- Oral and multimodal presentations



**Length:** One Term

**Prerequisites:** Nil

## **What are the goals of this subject?**

- Develop an understanding of the visual arts.
- Promote confidence in the expression of original ideas.
- Develop imagination and fantasy.
- Develop a sense of self through artistic experiences.
- Enable you to enjoy participation in the visual arts.
- Value creativity within themselves and others.
- Enable you to work cooperatively.
- Develop sensitivity to local, global, cultural, and environmental issues.
- Enable you to evaluate and value works of art from different cultures and time periods.
- Encourage you to share work with others in the class and elsewhere in the College.

## **What skills and knowledge will I develop?**

- Develop ways to record observations and express feelings and thoughts.
- Explore concepts and principles of art through the use of visual art elements.
- Experiment with media and explore limitations and combinations.
- Present works that demonstrate your competence in aspects of visual art's practice.
- Analyse, compare, and evaluate using appropriate art terminology.

## **What topics will I cover?**

- The main focus is to introduce you to the elements of art – line, tone, colour, shape, texture. and form. Historical artists' works will be referenced as examples.
- You will learn how the elements of art are used together with the principles of art – repetition, rhythm, balance, and contrast – to make successful artworks based on themes involving the natural world.
- Painting, drawing, and clay media will be explored.

## **How will I be assessed?**

- Note keeping and visual information.
- Activities will have sketches and final works. These will be assessed according to skills demonstrated, ideas developed and the quality of final work.
- Differentiation of projects will be on an individual basis.
- Assessment will be continual, based on work samples, assignments, practical projects, and homework tasks.

## Design

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**Length:** One Term

**Prerequisites:** Nil

### **What are the goals of this subject?**

- Educate you about the difference between art and design.
- Enable you to design, invent, make, and form design products for a specific audience or purpose.
- Develop your ability to solve problems and use lateral thinking skills.
- Develop skills in verbal, visual, and written communication.
- Develop skills in designing, making, and appraising through working with a range of media.
- Develop an understanding of the impact design has on society.
- Evaluate designs from different cultures and time periods.

### **What skills and knowledge will I develop?**

- Apply the DESIGN, MAKE, and APPRAISE method to plan and construct projects from design briefs.
- Distinguish between product and environmental design and visual communication.
- Apply manual drawing techniques to communicate ideas.
- Use appropriate design terminology.
- Experiment with design media and explore applications and combinations.
- Analyse, compare, and evaluate using appropriate design terminology.

### **What topics will I cover?**

- The main focus is the understanding and application of the design process.
- Design terminology relating to visual communication design involving practices, symbols, logos, and icons.

### **How will I be assessed?**

- Assessment is continual and based on work samples, assignments, practical projects, and homework tasks.
- Differentiation of projects will be on an individual basis.

## Digital Technologies

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**Length:** One Semester

**Prerequisites:** Nil

### What are the goals of this subject?

- To build the confidence and motivation when using computers and associated technology.
- To ensure that you develop a positive attitude towards using digital technologies.
- To make you aware of various aspects of digital communications in today's world.
- To enable you to use digital devices as powerful tools to solve various problems.

### What skills and knowledge will I develop?

- Demonstrate practical digital computing skills.
- Explore software independently.
- Understand the theoretical aspects of the course.
- Coding basics in a syntax language.
- Plan and manage digital projects to create interactive information.

### What topics will I cover?

- File and Cloud Management
- Introduction to HTML5 and CSS3
- Introduction to Programming in Python
- Introduction to Game Design

### How will I be assessed?

- Classroom-based assignments
- Extended written tasks
- Practical presentations
- Coding projects/games

## Drama

---

**Length:** One Semester

**Prerequisites:** Nil

### What are the goals of this subject?

- Interest in theatre and performance with an emphasis on improvisation and performance skills.
- Curiosity in a variety of dramatic forms in play, in performance, and as spectators, and to learn skills appropriate to these activities.
- Development in the expression of feeling and thought through language and movement.
- Confidence and skill in public speaking.

### What skills and knowledge will I develop?

- Develop an understanding of drama as an art form and cultural medium.
- Develop skills and talents in self-confidence, performing, and communication.
- Strengthen concentration and self-discipline.
- Work both independently and collaboratively to achieve dramatic outcomes.
- Learn the skills of voice production, tableau scene work, characterisation, journal writing, review writing, scriptwriting, and audience skills.

### What topics will I cover?

- Creative Presentation – tableau and Dreamtime performances
- Evaluation and Creativity – theatre review writing, Greek theatre
- Group Production – class performance

### How will I be assessed?

- Group and individual performance assessment
- Review writing analysis and evaluation
- Guided enquiry assessment
- Journal responses
- Development of performance skill, focus, collaboration, listening, reacting, and responding (continual assessment)

**Length:** Full Year  
**Prerequisites:** Nil

### What are the goals of this subject?

The study of English is separated into three strands: Language, Literature and Literacy.

English involves using listening, reading, viewing, speaking, writing, and creating to:

- learn about and apply language features to create texts (*Language*)
- learn about and engage with a diverse range of text types (*Literature*)
- use knowledge and understanding to suit a range of contexts, purposes, and audiences (*Literacy*).

### What skills and knowledge will I develop?

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose, and context.
- Demonstrate understanding of how the choice of language features, images, and vocabulary affects meaning.
- Listen for and explain different perspectives in texts.
- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis, and other sources to express or challenge a point of view.
- Create texts showing how language features and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- When creating and editing texts, demonstrate understanding of grammar and use a variety of more specialised vocabulary and accurate spelling and punctuation.

### What topics will I cover?

- Novel study
- Film techniques and analysis
- Documentary film texts
- Poetry performance, creation, and analysis
- Reading for pleasure
- The structure and organisation of familiar text types, including narrative and persuasive texts
- Grammar

### How will I be assessed?

- Formal and informal speech
- Individual and group presentations
- Formal and informal responses to reading and viewing
- Structured analytical paragraphs
- Diverse range of text type creation for varying contexts, purposes, and audiences
- Multimodal and digital text forms

**Length:** One Semester

**Prerequisites:** Nil

### **What are the goals of this subject?**

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world.

### **What skills and knowledge will I develop?**

- Evaluate sources for their reliability and usefulness and select, collect, and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources.
- Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate.
- Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns, and trends, and infer relationships.
- Apply geographical concepts to draw conclusions based on the analysis of the data and information collected.
- Reflect on learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, and social considerations, and predict the expected outcomes of the proposal.

### **What topics will I cover?**

- The ways that flows of water connect places as it moves through the environment and the way this affects places.
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
- The economic, cultural, spiritual, and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region.
- The factors that influence the decisions people make about where to live and the perceptions of the liveability of places.
- The influence of accessibility to services and facilities on the liveability of places.
- The influence of environmental quality on the liveability of places.
- The influence of social connectedness, community identity, and perceptions of crime and safety on the liveability of places.
- The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

### **How will I be assessed?**

- Journal work/continuous assessment
- Individual and paired assignments
- Problem-based learning
- Fieldwork
- Common assessment tasks

## Health and Physical Education

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**Length:** Full Year

**Prerequisites:** Nil

### What are the goals of this subject?

- Foster the knowledge, understanding, and skills that enable you to develop their personal identity and wellbeing.
- Develop movement competence and confidence to promote your lifelong engagement in physical activity.
- Facilitate personal, emotional, social, and cognitive skills to promote your sense of, and ability to manage, respectful relationships.
- Equip you with the ability to access, evaluate, and synthesise information to take positive action in order to enhance and advocate for their own and others' health, wellbeing, and safety.

### What skills and knowledge will I develop?

- Investigate movement concepts and strategies within a range of movement experiences.
- Apply strategies to improve performance in various types of physical activities.
- Participate in and reflect on physical activities that develop health-related fitness components.
- Practise and apply personal and social skills when undertaking a range of roles in physical activities.

### What topics will I cover?

- Movement Quality and Execution in Athletics
- Body Awareness and Movement Execution in Fitness Activities
- Student-Led Sport Competition (SEPEP)
- Decision-Making in Invasion Sports
- Exploiting space in Striking and Fielding Games
- Social and Cultural Experiences through World Games
- Respectful Relationships and Made in the Image of God (MITIOG)
- Health and Wellbeing in the Community

### How will I be assessed?

- Demonstrating physical and social capabilities in a variety of contexts.
- Investigating healthy behaviours, relationships, and wellbeing.
- Justification of performance and/or participation using data collection and analysis of evidence.
- Reflecting on and evaluating movement experiences, communicated through a variety of modes.

## History

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**Length:** One Semester

**Prerequisites:** Nil

### **What are the goals of this subject?**

- Curiosity for the past by making real-world connections.
- Understanding and empathy by examining the cause and effect of people, places, and events.
- Ability to reflect and discern when examining different perspectives.

### **What skills and knowledge will I develop?**

- Build on and consolidate understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.
- Understand how historians and archaeologists investigate history, including excavation and archival research.
- Use and sequence historical terms and concepts.
- Formulate inquiry questions.
- Locate, compare, and analyse primary and secondary sources.

### **What topics will I cover?**

- History from the earliest human communities to the end of the ancient period (approximately 60,000 BCE – c.650 CE).
- Investigating the ancient past to understand broad patterns of change.
- Human migration and settlement including ancient Australia.
- Depth study on the Mediterranean world (Egypt, Greece, or Rome)

### **How will I be assessed?**

- Source analysis skills
- Report writing
- Archaeological dig (museum in a box)
- Assignments on an individual, partnered, or group basis
- Extended writing
- Problem-solving



## Chinese

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**Length:** Full Year

**Prerequisites:** Students must have previous experience or be a background speaker.

### What are the goals of this subject?

- Promote your interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- Develop your understanding of the culture and ways of life in Asian societies.
- Develop your understanding of language as a system.
- Assist you to acquire transferable cognitive, social, and learning skills.
- Extend your general knowledge and literacy.

### What skills and knowledge will I develop?

- An introduction to the geography and culture of the relevant countries.
- Writing systems and pronunciation in Chinese.
- Basic vocabulary for greetings and social interaction.

### What topics will I cover?

- Counting and writing Chinese numbers in characters
- Understand basic character formation
- Greetings and farewells
- Introducing self
- Family and pets
- Hobbies and interest

### How will I be assessed?

- Short vocabulary tests
- Oral presentations
- Other written tasks

## French

---

**Length:** Full Year

**Prerequisites:** Nil

### What are the goals of this subject?

- Promote your interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- Develop your understanding of the culture and ways of life in French societies.
- Develop your understanding of language as a system.
- Assist you to acquire transferable cognitive, social, and learning skills.
- Extend your general knowledge and literacy.

### What skills and knowledge will I develop?

- An introduction to the geography and culture of France.
- Writing systems and pronunciation of French.
- Basic vocabulary for greetings and social interaction.

### What topics will I cover?

- Greetings
- Animals
- Family
- Food and drink

### How will I be assessed?

- Short vocabulary tests
- Oral presentations
- Other written tasks

## Italian

---

**Length:** Full Year

**Prerequisites:** Nil

### What are the goals of this subject?

- Promote your interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- Develop your understanding of the culture and ways of life in European societies.
- Develop your understanding of language as a system.
- Assist you to acquire transferable cognitive, social, and learning skills.
- Extend your general knowledge and literacy.

### What skills and knowledge will I develop?

- An introduction to the geography and culture of Italy.
- Writing systems and pronunciation of Italian.
- Basic vocabulary for greetings and social interaction.

### What topics will I cover?

- Greetings
- Celebrations
- Family
- Nature

### How will I be assessed?

- Short vocabulary tests
- Oral presentations
- Other written tasks

## Latin

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**Length:** Full Year

**Prerequisites:** Nil

### **What are the goals of this subject?**

- Promote your interest in awareness of a language, which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- Develop your understanding of the culture and ways of life in Roman societies.
- Develop your understanding of language as a system.
- Assist you to acquire transferable cognitive, social, and learning skills.
- Extend your general knowledge and literacy.

### **What skills and knowledge will I develop?**

- An introduction to the geography and culture of ancient Rome.
- Writing systems and pronunciation of Latin.
- Basic vocabulary for greetings and social interaction.

### **What topics will I cover?**

- Greetings
- Family and daily life
- Graeco-Roman mythology
- Roman early history
- The language case system
- The conjugations

### **How will I be assessed?**

- Short vocabulary tests
- Oral presentations
- Other written tasks

## Mathematics

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**Length:** Full Year

**Prerequisites:** Nil

### What are the goals of this subject?

- Curiosity, confidence, creativity, and mathematical communication to enable you to investigate, represent and interpret situations in their personal and work lives, and as active citizens.
- Knowledge and understanding of mathematical concepts, and skills and fluency with processes so you can pose and solve problems, as well as reason.
- Recognition of connections between areas of mathematics and other disciplines.
- Interest to reflect on learning and appreciate mathematics as an accessible and enjoyable discipline to study.

### What skills and knowledge will I develop?

- Consolidated and expanded understanding of mathematical concepts and techniques from previous years in Number and Algebra, Measurement and Geometry, Statistics and Probability.
- Use of appropriate technology as a problem-solving tool, although emphasis continues on efficient use of mental methods for calculations.
- Mathematical thinking, logical argument, reasoning, and communication of mathematical ideas.
- An interest in mathematics and an awareness of the impact and relevance of mathematics in everyday life.

### What topics will I cover?

- Number and algebra
- Number and place value, fractions, decimals and percentages, money and financial mathematics, patterns, representations, and arithmetic using algebra, linear and non-linear relationships, and graphs
- Measurement and geometry
- Units of measurement, two-dimensional shapes, three-dimensional solids, location and transformation, geometric reasoning for angles and lengths, triangles, quadrilaterals, and parallel lines
- Statistics and probability
- Meaning of probability for chance and random events, representation and interpretation of data using statistics

### How will I be assessed?

- Problem-solving and investigations
- Common topic tests
- Engagement with interactive and game-based mathematics learning software
- Mathematical communication (written and verbal)

## Music

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**Length:** One Semester

**Prerequisites:** Nil

### What are the goals of this subject?

- To engage in the creation, presentation, and manipulation of music through practically based activities.
- To stimulate interest and encourage you in the mastery of percussion and other instruments.
- To develop ensemble and singing skills.
- To develop awareness and appreciation of different families of musical instruments.
- To develop awareness of Indigenous Australian music, both traditional and contemporary.

### What skills and knowledge will I develop?

- Demonstrate knowledge of the instruments used in orchestral and popular music.
- Critically listen to music, identifying the musical elements.
- Read and write notes and rhythms on the treble stave.
- Perform simple pieces on drums, guitar, and keyboard.
- Sing and perform a range of songs in a group setting.
- Work in a group setting to compose short musical pieces.

### What topics will I cover?

#### *Performing:*

- Percussion, keyboard, and guitar
- Singing

#### *Listening:*

- Listening to music from around the world, including Australian Aboriginal music
- Learning about musical Instruments

#### *Responding:*

- Music notation
- Composing group and individual pieces

### How will I be assessed?

- Practical demonstrations and performances
- Spoken presentations
- Written assignments
- Creative tasks
- Participation in the class choir

**Length:** Full Year

**Prerequisites:** Nil

### What are the goals of this subject?

- An ability to explain everyday phenomena and solve practical problems.
- Investigating, explaining, and predicting events, and devising solutions in everyday endeavours in the physical, social, and biological spheres.
- Communicating scientifically to different audiences for a range of purposes.
- Using science to link with, and across, other subjects, with lifelong learning, work, and community ideas.
- A positive attitude towards science, which involves being open to new ideas and being intellectually honest and rigorous.
- Showing commitment to scientific reasoning and striving for objectivity.
- Pursuing and respecting evidence to confirm or challenge current interpretations.
- An appreciation that science is evolutionary in nature.

### What skills and knowledge will I develop?

- An ability to explain simple everyday phenomena using basic scientific terms.
- Communication and cooperative skills through laboratory group work.
- Basic ideas of scientific methodology.
- An ability to design and carry out simple experiments.
- An ability to collect and display data in an appropriate way.
- An ability to apply the design, construct, and evaluate approach to plan and construct projects.
- An ability to be a competent, creative, and critical user of information communication technologies.
- Knowledge of interactions between science, technology, and society.
- Awareness of interactions between people and their environment.

### What topics will I cover?

- Working Scientifically
- Mixtures
- Forces and Simple Machines
- Habitats and Interactions
- Palaeontology
- Earth Resources
- Earth in Space

### How will I be assessed?

- Written tests
- Projects
- Posters
- Oral presentations
- Laboratory work
- Practical reports