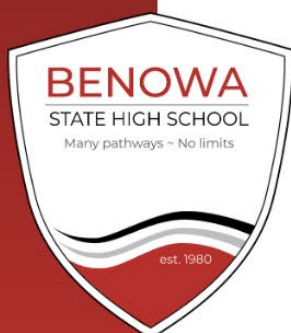


Many pathways ~ No limits

BENOWA

STATE HIGH SCHOOL

Junior Secondary Curriculum Guide 2027



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Our Junior Secondary Learning Philosophy

Benowa State High School is committed to the seamless transition of students from their primary school into an engaging and supportive Junior Secondary school classrooms that optimise learning at every opportunity.

Adolescent learners are experiencing an unmatched period of cognitive, physical, social, emotional change and growth. Students are beginning to think more broadly about issues beyond the home and family; they want to engage in authentic, meaningful learning in a modern global context.

We strive to provide a learning environment that is responsive and developmentally appropriate to the full range of needs, interests and achievements of young adolescent learners so that they will make a smooth transition into Senior Secondary and onto their future pathways.

Teachers of Junior Secondary are committed to providing learning opportunities that develop a diverse range of skills and offer knowledge and experiences in a safe, healthy and caring environment. This learning environment will meet the challenges associated with transition between primary and secondary school cultures whilst improving student performance. It will allow all students to achieve to their personal best, strengthen relationships between teachers, students and parents and teach a curriculum that is rigorous and engaging.

The Guiding Principles of Junior Secondary

At Benowa State High School our work in Junior Secondary is underpinned by five guiding principles:

1. Quality Teaching
2. Student Wellbeing
3. Distinct Identity
4. Parent and Community involvement
5. Leadership

Quality Teaching

International literature shows that the most important factor in determining the effectiveness of a school system is the quality of the pedagogical practices of teachers every lesson, every day (Barber and Mourshed, 2007; Jensen, 2012; Timperley, 2009; Fullan, 2006).

The school's approach to teaching and learning – Redback Practices for Learning Success - is underpinned by high impact Pedagogical Practices for Learning and the principles of neuroscience of learning and supports student learning in curriculum, literacy and numeracy. Our pedagogical approach reflects a deep belief in deliberate and reflective practices and routines, whereby we intentionally map learning experiences and closely monitor learning outcomes ensure that each student is provided with an opportunity to maximise their achievement in all areas of the curriculum, cross-curricular priorities and general capabilities.

Our teachers in Junior Secondary have both the generic qualities associated with effective teaching and the specific attributes relevant to teaching adolescents, which means that pedagogical practices are responsive to the needs of young adolescents, and strong, positive student teacher relationships are prioritised. This approach requires an understanding of how students develop both academically and socially across Years 7–9, as well as shared understanding of the expectations of students at this phase of learning. The importance of a safe and supportive learning environment that fosters engagement and belonging allows students to take risks and make mistakes to develop the academic resilience needed to be successful in the senior phase of learning and beyond.

Student Wellbeing

Student wellbeing has been defined as 'a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences' (DEEWR, 2008). It is strongly linked with learning and 'is enhanced when evidence-informed practices are adopted by schools in partnership with families and community' (DEEWR: 9).

Learning and wellbeing are inextricably linked and we know that students learn best when their wellbeing is optimised. At Benowa State High we care about students by first caring about their learning. We know that when students feel safe, supported and challenged they are best able to develop into capable and independent learners and thinkers. In school as large and complex, it is crucial that students are 'known', that they are closely tracked and monitored by a team of teachers and leaders to ensure that each student reaches their potential.

The Heads of Wellbeing and Engagement, Student Support team, and individual classroom teachers, have led this important work with your child. These staff have worked together to develop more meaningful relationships with several key staff to develop a greater sense of belonging. These staff are well placed to discuss student learning across curriculum areas should the need arise. This model has allowed for a smoother transition from primary settings where students often work with a very small number of teachers across a year into Junior Secondary and we strive for this to continue throughout Years 7, 8 and 9.

Distinct Identity

At the core of this principle is the need for students to have a sense of belonging and connectedness to their school. Significant bodies of research identify student alienation and disengagement from school as significant factors contributing to underachievement in the middle years. A general conclusion from these studies was that improvements in the education of young adolescents could be made by challenging existing structural arrangements separating primary and secondary schools and identifying a middle phase of schooling with a clear purpose centred around developmental tasks (COGSCO, 2005).

Parent and Community Involvement

Masters (2004) identified 'high levels of parent and community involvement' as one of the key characteristics of an effective school. He suggests that in a good school, parents would take an active role in their children's learning (through discussing, monitoring and supporting) but that their role would also contribute to school goal setting and school policy development. At Benowa State High School we encourage parents and carers to be involved in their student's learning. Research shows that these partnerships are vital in maximising learning opportunities and outcomes for every student.

Leadership

"Students as leaders" (Bell, 2010) suggests that introducing leadership concepts to adolescents, and giving them the language of leadership, empowers them, enabling them to become more aware of their suitability for leadership roles in the future. Truss (2006, p11) offers the following definition of student leadership: Leadership pertains to getting students to be of service to others, while teaching them to effectively influence and motivate others. This can be successfully accomplished when students work in inclusionary groups or teams that create and take advantage of opportunities to act as servant leaders. Truss (2006) identifies two key elements as being critical to any meaningful student leadership program: it is service-based and it trains students and gives them skills that will affect their lives beyond the immediate school environment. In Year 7, 8 and 9 opportunities will continue to be involved in leadership through a range of formal and informal leadership opportunities.

Learning in Junior Secondary

Benowa State High School places the highest value on learning. We believe that all people can learn. Each individual has special qualities, interests and character to be nurtured and developed. We provide learning experiences in all aspects of life. Young people will experience learning that is rigorous, future-focused, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity – time to think and grow. This teaching comes to life through excellent relationships between learner and teacher. We think that learning should be inspirational, challenging and fun.

We are committed to personal excellence and expect each person to strive for their best and consistently work hard. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high-quality opportunities and experiences so our students maximise their potential. Excellence for students and teachers means they take charge of their own learning, work collaboratively and engage in robust feedback to remain at the cutting edge of their studies/profession.

Teaching, Learning and Curriculum Principles

Our shared vision for Teaching, Learning, Curriculum and Assessment at Benowa State High is informed by these common principles:

1. Everyone can learn at high levels
2. Every Student, Every Lesson, Every Day counts
3. Different people learn in different ways
4. Teachers and students aspire to the highest academic standards
5. Teachers and students are creative and dynamic users of technology

Classrooms at Benowa State High are characterised by:

1. Energy, enthusiasm and a love of learning.
2. Productive and supportive relationships between teachers and students.
3. A variety of learning modes.
4. Structured opportunities for students to think both independently and interdependently.
5. Students persisting with complex problems and striving for accuracy.
6. The deliberate inclusion of higher-order thinking skills.

Curriculum at Benowa State High is characterised by:

1. A clear alignment to the requirements of the Australian curriculum, including the general capabilities
2. Regular opportunities for students to excel.
3. An appropriate degree of challenge and complexity for each individual.
4. A developmental approach to thinking and practical skills, processes and conceptual understanding.
5. Strong emphasis on deep understanding and an ability to apply understanding to unfamiliar situations.
6. Discerning and ethical use of technology to locate, filter and use information, collaborate with others and design innovative solutions and products.
7. Clear connections to the world beyond the school.

Assessment at Benowa State High:

1. Is measured against clearly-stated criteria published by the Queensland Curriculum & Assessment Authority and Australian Curriculum, Assessment & Reporting Authority.
2. Is supported by appropriate preparation activities and support materials.
3. Requires students to problem-solve, analyse, synthesise and evaluate, in addition to locating, classifying or recalling information.
4. Provides sufficient opportunities for every student to achieve to their potential.
5. Is followed by time for students to reflect on their learning and receive feedback on their progress.
6. Is academically honest.

Homework

Homework is mandated by the Queensland Government. It provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom, and involve family members in their learning. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, sport, culture, recreation and part-time employment where appropriate.

There are two types of homework in Junior Secondary:

- set homework - this is day to day work or assignments usually due in after a certain period of time. Homework is not necessarily set every night.
- unset homework - this is work completed each night to revise work done in class and/or to study in preparation for some form of assessment.

Unset homework may include:

- Reading – 30 minutes or more of sustained reading for pleasure. The purpose is to support your reading fluency, vocabulary, spelling, grammar, punctuation and writing.
- Review class notes – reviewing and summarising notes into your own words is important for your learning. Take notes as you need and note any questions that you may have. Note any words you do not know the meaning of. You should then look up at the meaning of these words.
- Repeat mathematics exercises – Repetition is essential to learning mathematics. It is okay to repeat the maths exercises that were completed during the day. Additionally, you can log in to Maths online programs (Maths Space, My Maths online)
- Education Perfect is available to support the learning of languages. It is recommended that students spend 10-15 minutes per night completing the tasks. Students can also complete any work not completed in class.

Time Management is essential if you are to plan your homework, study, assignments, sport and leisure and paid work commitments.

This may mean that some nights a great deal of homework and study has to be done, eg. 3 hours in order that the next night may be almost free of homework so sport and leisure activities can fit in.

If you have work experience or paid work commitments, then expert use of your planner is imperative to ensure assignment deadlines are met.

Use this as a guide:

- Years 7, 8 and 9 - homework, study etc. 5 hours per week (1 hour per school day).
- Homework should be
 - of a high standard
 - set out correctly and neatly
 - checked by parents regularly

Organisation

Have a regular routine and time for study. Be organised; plan your study timetable carefully. If you want to see a favourite television show, then plan ahead and work around it. Work out what has to be done and by when, then pace yourself accordingly.

Variety

Do not spend too long on any one subject or any one type of activity. Practice.

- writing down key ideas and facts from memory
- questioning yourself
- taking notes as you need
- summarising things in your own words
- listing formulae or meanings of words

Ask others to hear work that you have learned. The techniques will help you remember.

Concentration

Keep your mind on what you are doing. Avoid day dreaming. Question yourself on what you have just read before going on to the next page.

Understanding

“Parrot fashion” learning is of no use unless you understand what you have learnt. If you do not understand a section of work after carefully reading and thinking about it, ask your teacher for assistance.

Revision

It is important to revise a new piece of work within 24 hours. If necessary re-learn that work before going on. Well prepared summaries using plenty of space and a minimum of words can be of great assistance in revision. Revise your summaries at regular intervals. This will save you having to restudy the topic in detail.

Ask for Help

Your teachers will help you to develop the skills necessary to master their subject. Don't be afraid to ask your teacher for help.

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The Benowa State High Curriculum

Benowa State High School offers a diverse range of subjects that can be studied in Years 7 to 12. This is in part a function of our size, but also a product of our commitment to meeting the learning needs of a diverse student population with different strengths, areas of interest and future aspirations.

Learning Areas

There are eight Learning Areas around which our Year 7-9 Curriculum is structured, based on the Australian Curriculum – English, Mathematics, Science, Humanities, Health & Physical Education, The Arts, Languages & Technologies.

Year 9 Curriculum Information

The curriculum at this stage of development emphasises activities allowing students to experience things beyond their immediate surroundings and community.

Adolescent learners are required to ask more developed and focused questions as well as investigate a variety of issues. They are also encouraged to participate in situations and problems that relate to real life, work with their local community and use resources outside of their school.

In addition, the curriculum assists students as they explore and identify possible pathways for their future learning, and teaches them the skills required for further studies.

The curriculum that Benowa school students learn is developed through close consultation with the senior syllabi provided by the Queensland Curriculum and Assessment Authority (QCAA) so that students are learning necessary skills at the right stages in their school life.

Our Year 9 program is made up of five (5) CORE subjects and four (4) ELECTIVE subjects: (Exceptions apply in French Excellence, STEM, Sports Excellence, Music Excellence, Dance Excellence and Arts Excellence).

- CORE Subjects include: English, Science and Maths – each for 210 mins per week. In addition students will study Health & Physical Education and History for 210 minutes per week on a semester rotation.
- ELECTIVE subjects will be offered on a semester basis (two electives per semester, 210 minutes per week).
- Students in most specialist programs will have one elective choice only. Current specialist programs include: French Excellence, STEM, Sports Excellence, Steiner, Music Excellence, Drama Excellence, Dance Excellence and Arts Excellence.

Core Learning Areas

English	Mathematics
- English - Adjusted Program English - Access English (SEP)	- Mathematics - Extension Mathematics - Adjusted Program Mathematics - Access Mathematics (SEP)
Humanities	Science
- History - Adjusted Program History - Access History (SEP)	- Science - Adjusted Program Science - Extension Science (Compulsory Elective for STEM students)
Health & Physical Education	
Health and Physical Education	

Elective Learning Areas

The Arts	Business
- Music - Drama - Art	Economics and Business
Hospitality	Languages
Design and Food	- Japanese - French – (continuing French Ex Students) - Spanish
Industrial Technology and Design	Humanities
- Digital technologies - Engineering Principles and Systems - Materials and Technologies Specialisation	Geography (Year 9)

Course Plans

- Elective programs are chosen by students and parents. Class teachers sometimes make recommendations
- Once a path of study is chosen it may be altered only after negotiation if the change is in the best interest of the student and only within the first two weeks of Semester 1 and Semester 2
- Parents need to initiate request for change by writing a note to be brought to Administration by the student
- Once classes have begun for the Semester, it may not be possible to accommodate all requests if an elective class is at capacity
- Request for changes from classes within a Core Learning Area are to be submitted in writing to the Head of Department. It may not be possible to accommodate requests if a Core Learning Area class is at capacity.

Advice on Subject Selection

Your time in Junior Secondary affords you the opportunity to “try out” some subjects to see if you enjoy them and if further study of these subjects is a possibility in your future years at Benowa SHS. In order to maximise performance and enable you to reach your goals you should study subjects in which you are interested and have done well in.

In Year 9, you are beginning to see your future as an adult. You are experiencing a profound period of cognitive, physical, social and emotional change and growth. Parents and teachers often become less important role models to you, while peers become more important.

Added responsibility and expectation can be a time of adventure, learning for your growth. It can also be a time of fear, loss of confidence and insecurity. The rites of passage from childhood to adulthood are becoming more blurred, as adolescents mature physically at younger ages.

At this stage you should have a growing interest in your future career pathways. You are increasingly aware of the world outside school. For some of you this means preparation for work or work-specific training, and for others it means preparation for post-compulsory schooling.

To make the best study choices in Year 9 it is important you think about what you like, what you are good at and what is important to you.

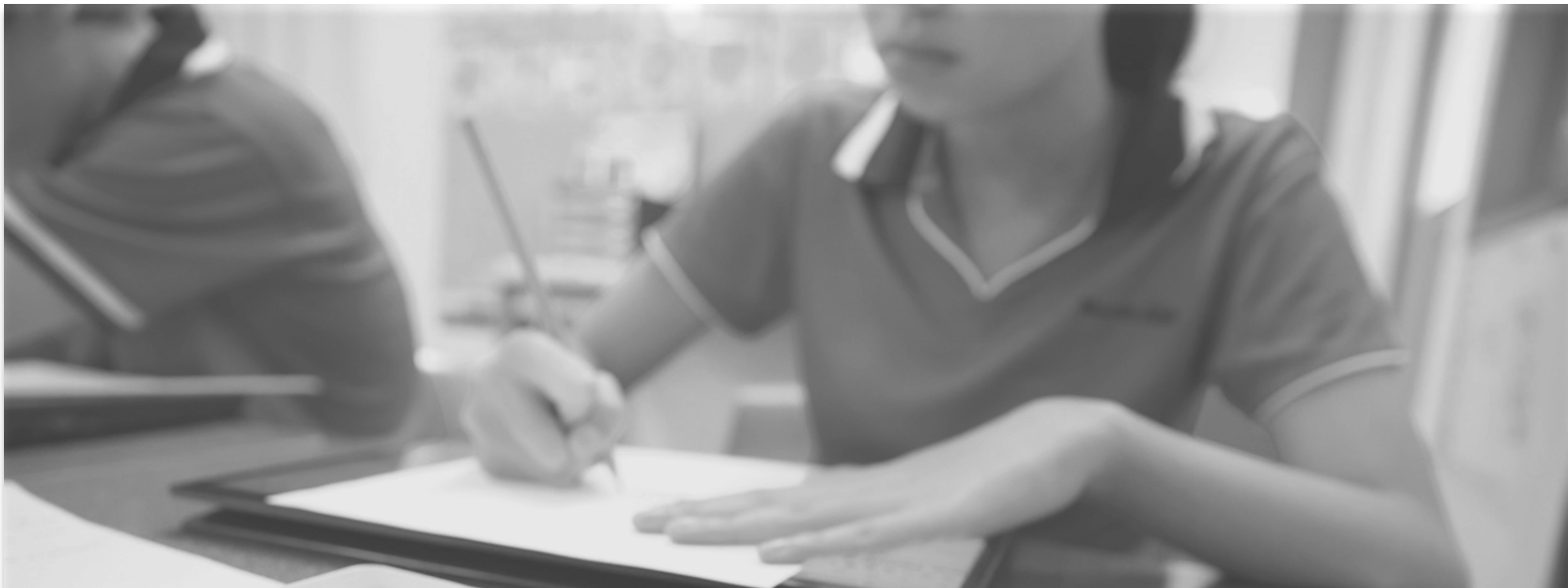
Our advice is:

Choose your elective subjects according to the following:

- Subjects you enjoy.
- Subjects in which you do well, e.g. gain the highest marks.

Do not choose subjects because:

- ‘Your friend is taking that subject’. In a school of this size there are usually several classes in a subject, so even if you are doing the same subjects as your friend, you won’t necessarily be in the same class.
- ‘You do/don’t like the teacher’. There is no guarantee that you will have any particular teacher.
- ‘Someone told you that the subject is fun’. It may be enjoyable for someone but not necessarily for you. Make up your own mind.
- ‘Someone told you that the subject is boring’. See previous point.



English (ENG)

Years 7-9 English courses are aligned to the Australian National Curriculum. Content in Years 7-9 English involves three interrelated strands:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literary texts
- Literacy: expanding the repertoire of English usage.

Students will study, analyse, explore, create and transform a variety of texts such as:

- Literary texts: novels, drama, poetry
- Mass-media texts: film and television, advertising, emerging forms of media
- Non-fiction texts: articles, blogs, speeches, images

English explores ideas, perspectives, events and issues in a range of literary texts that are drawn from historical, social and cultural contexts. These texts are written by First Nations Australian and wide-ranging Australian and world authors.

Formative and summative assessment is designed across three sub-strands:

Listening, speaking and creating

- Formal speeches
- Imaginative presentations
- Group discussions

Reading and viewing

- Examinations
- Assignments
- Analytical discussions

Writing and creating

- Examinations
- Assignments

Assessment

Assessment tasks cover a range of genres, including but not limited to: essays, narratives, monologues, speeches and discussions. These are written for a range of purposes and audiences, where students can demonstrate their understanding of how purpose, audience and context can affect language choices within a genre. Years 7-9 English courses follow a 'spiral' curriculum design, where students revisit similar assessment types with more challenging texts, concepts and conditions.

Year 7 English Course Overview

Unit	Focus	Assessment
Novel Study: Creative Writing	• Novel study • Character and narrative analysis • Creative writing	Task 1 Creative writing: extra chapter – up to 500 words
Non-Fiction Study: Analytical Writing	• Non-fiction analysis	Task 2A Reading Quiz Task 2B Folio of analytical paragraphs – up to 500 words
Poetry Study: Persuasive Speaking	• Poetry study • Exploring issues related to social change • Persuasive speaking	Task 3 Persuasive speech – up to 3 minutes
Novel Study: Analytical Writing	• Novel study – First Nations Australian author • Character and narrative analysis • Analytical writing	Task 4A Listening task Task 4B Analytical essay – up to 600 words

Year 8 English Course Overview

Unit	Focus	Assessment
Novel Study: Persuasive Speaking	- Novel study - Character and narrative analysis - Persuasive writing	Task 1A Book club spoken discussion Task 1B Persuasive multimodal presentation – up to 4 mins
What Matters: Film study	- Exploring issues and values in fiction and non-fiction texts - Film analysis	Task 2 Analytical essay – up to 600 words
Novel Study: Analytical Writing	- Novel study - Character and narrative analysis - Analysing the theme of resilience in a novel - Focus on either Western or Postapocalyptic Genres	Task 3A Reading quiz Task 3B Analytical essay – up to 600 words
Novel Study: Analytical Writing	- Study of short stories and novel excerpts within a genre - Analysis of genre, literary devices and meaning - Creative writing	Task 4A Creative writing – short story exam – up to 600 words

Year 9 English Course Overview

Unit	Focus	Assessment
Film Study: Persuasive Speaking	- Analysis of genre and meaning within film - Persuading audiences to interpret films in particular ways	Task 1 Persuasive blog post – up to 700 words
Novel Study: Analytical Writing	- Novel study - Character and narrative analysis - Analytical writing	Task 2A Book club spoken discussion Task 2B Analytical essay – up to 700 words
Poetry Study: Analytical Reading and Writing	- Poetry study - Analysis of focus themes and meaning - Analysis of language features and text structures within poetry - Exploring a wide range of social and historical perspectives	Task 3A Reading Quiz Task 3B Analytical essay exam
Play Study: Creative scriptwriting and presenting	- Novel study - Character and narrative analysis - Creative writing	Task 4A Creative spoken monologue – up to 5 minutes



Humanities (HUM)

Overview

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts.' It has a '... historical and contemporary focus, from personal to global contexts and considers the challenges that may occur in the future.

Humanities and Social Sciences develops knowledge about, and understanding of, people, places, values and systems and the capacity to use skills to effectively participate in everyday life, now and in the future.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Assessment

Throughout the year, students may complete a varied type of assessment including:

- Short-response and extended response examinations
- Response to seen and unseen stimulus
- Inquiry-based assignments
- Investigations

Year 7 - Humanities – History and Geography

Teacher keeps the same class for the whole year in Year 7. Classes do not rotate

Term 1	Term 2	Term 3	Term 4
Topic: Deep Time History of Australia Type: Exam Length: 70 minutes	Topic: Ancient Egypt Type: Research Assignment Length: 3 weeks, up to 600 words	Topic: Place and Liveability Type: Assignment – Investigation Length: 4 weeks, up to 600 words	Topic: Water in the World Type: Exam Length: 70 minutes

Year 8 Humanities – History and Geography

In Semester 1, half of the cohort studies History while the other half studies Geography. At the end of Semester 1, the two groups swap subjects and teachers, so that by the end of the year, all students will have completed both History and Geography. History and Geography teachers deliver the same units twice—once in Semester 1 and again in Semester 2.

	Term 1	Term 2	Term 3	Term 4
Group 1	Topic: Medieval Europe Type: Exam Length: 70 minutes	Topic: Shoguns Type: Exam Length: 70 mins	Topic: Changing Nations Type: Assignment – data report Length: 4 weeks, up to 600 words	Topic: Landforms and Landscapes Type: Exam Length: 70 minutes
Group 2	Topic: Changing Nations Type: Assignment – data report Length: 4 weeks, up to 600 words	Topic: Landforms and Landscapes Type: Exam Length: 70 minutes	Topic: Medieval Europe Type: Exam Length: 70 minutes	Topic: Shoguns Type: Exam Length: 70 mins

Year 9 - Humanities – History

In Semester 1, half of the cohort studies History while the other half studies HPE. At the end of Semester 1, the two groups swap subjects and teachers, so that by the end of the year, all students will have completed both History and HPE. History teachers deliver the same units twice—once in Semester 1 and again in Semester 2. Geography is offered as an elective on a different line.

Unit 1	Assessment
Industrial Revolution	Exam – 60 minutes
Unit 2	Assessment
World War I	2 exams at 70 minutes each

Geography (GEO)

Course Overview

Students will be able to explain how peoples' activities or environmental processes change the characteristics of places. They explain the features of biomes' distribution and identify implications for environments. Students will also analyse the interconnections between people and places and environments and how these interconnections influence people and change places and environments.

You should choose this subject if you have an interest in understanding environments across the world, understanding the interconnected systems of the world, how societies function, and how we interact with these environments.

Type of Assessment in Geography

- Assignment: Research Report
- Exam: Short response questions in response to sources

Requirements: A laptop or book.

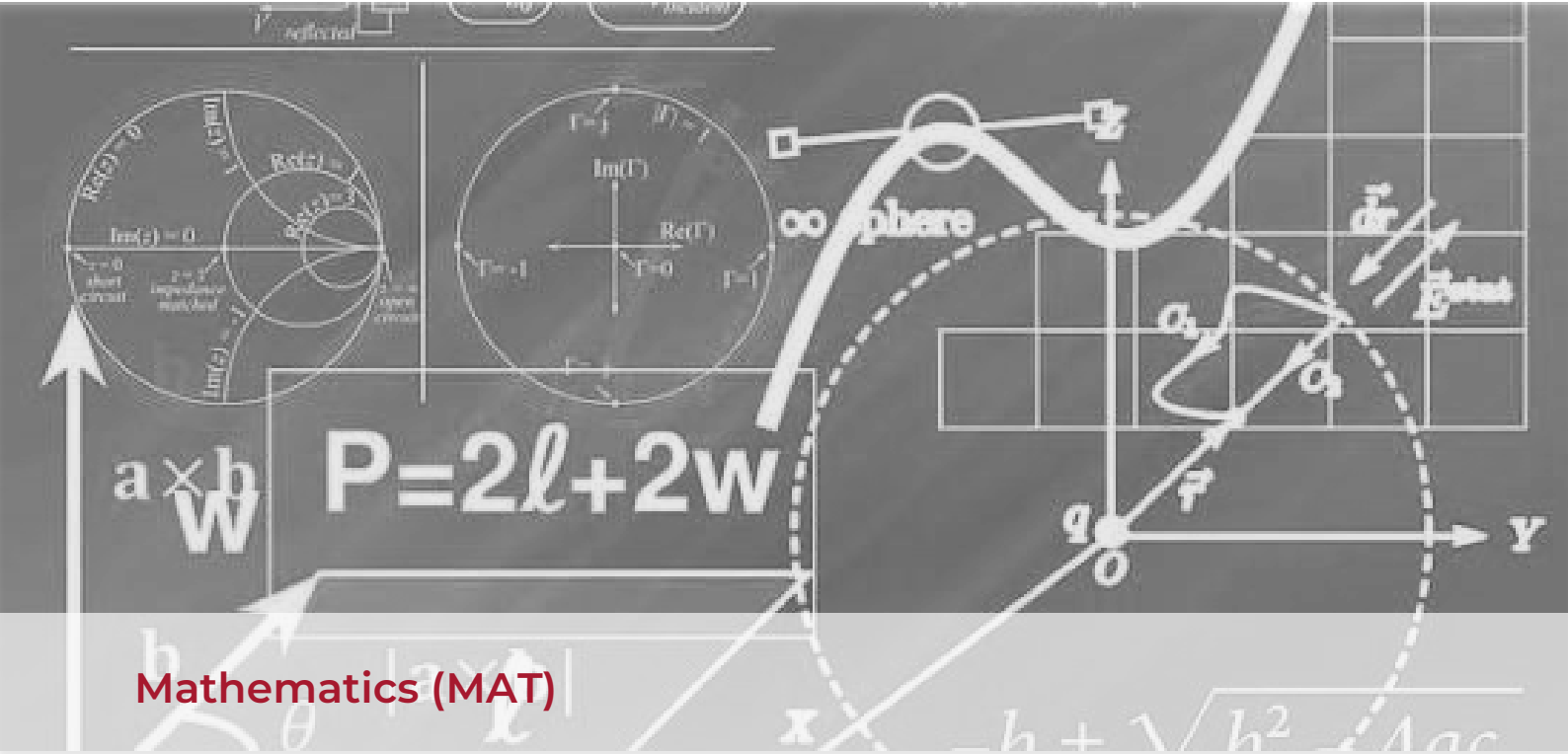
Prerequisite Subjects: Nil.

Excursions: Students may have the opportunity to attend an excursion for Unit 1 to consolidate learning through practical activities. *Subject to numbers

Possible Career Pathways: Climate change assessment and planning, Climatology and meteorology, Coastal, marine and hydrographic analysis, Community development, Conservation, heritage and land management, Consulting and project management, Education, Environmental science, Hazard assessment, mitigation and disaster management, International development and aid, Research, Social services and welfare, Surveying and geomatics, Sustainability, Tourism management

Year 9 Geography Course Overview

Unit 1	Focus	Assessment
Biomes and Food Security	• Distribution and types of biomes • Human alteration of biomes • Impact of agriculture on biomes • Food Security	• Assignment • Research Report
Unit 2	Focus	Assessment
Geographies of Interconnections	• Personal, technological and trade connections • The effects of trade on people and places • Fast fashion • Food waste	• Short response exam



Mathematics (MAT)

Benowa Mathematics follows the National Curriculum which focuses on five areas of learning. Statistics, Integers (Number), Geometry, Measurement and Algebra. This Maths course has been designed to be both challenging and to enable all students engaging to reach their potential in each of the learning areas.

Mathematics at Benowa aims to develop students thinking and reasoning skill by providing the foundations that connect concepts with their application to real life examples.

All classes cover all components of the program; more advanced students cover the learning outcomes at an accelerated rate allowing them to cover additional topics relating to algebra, trigonometry and problem solving. Students are also able to participate in national and international competitions that are offered throughout the year. Students that require additional support are identified and given both formal and informal support where required.

Our aim is to challenge and develop mathematical thinking and problem-solving processes with an inquisitive and positive outlook, creative initiative, persistence, cooperative effort and enjoyment.

Academic rigor ranges from the well-rehearsed to totally unfamiliar and open-ended challenges.

The Mathematics department has a range of computer software that is available for developing, consolidating and reinforcing concepts as well as for use in completing assignments. Scientific calculators are used routinely as an aid to calculation rather than as a substitute for mental effort.

Content and Assessment in this subject may change due to the implementation and changes of the National Curriculum.

Year 7 Mathematics Course Overview

Term 1	Focus	Assessment
Positive Integers	• Check their understanding: • Adding, subtracting, multiplying and dividing positive integers • Order of operations • Adding and subtracting • Multiplication and division combined	1. Exam – no calculator (held at End of Term)
Decimals	• Place Value • Comparing decimals • Adding and subtracting decimals • Multiplying and dividing decimals • Converting decimals to fractions and fractions to decimals	
Fractions	• Expressing fractions • Fractions on a number line • Comparing fractions • Adding and subtracting fractions • Multiplying and dividing fractions	

Term 2	Focus	Assessment
Patterns and Algebra, Linear Non-linear relationships	• Generating algebraic rules to determine patterns • Developing mathematical models • Solve simple linear equations • Plotting points on Cartesian plane • Analysing graphs on a Cartesian plane • Connecting fractions, decimals and percentages	
Real numbers and Chance	• Connecting fractions, decimals and percentages • Calculation percentages of quantities • Representing ratios • Investigating equivalent ratios • Simplifying ratios • Calculating probabilities using sample space • Exploring sample spaces • Investigating theoretical and experimental probabilities • Revision	1. Assessment – Calculator allowed (held at End of Term)

Term 3	Focus	Assessment
Real numbers	- Expressing one quantity as a fraction of another - Create and evaluate algebraic expressions - Multiplying, dividing and rounding decimals - Multiplying decimals using written strategies - Financial decisions based on unit pricing - Introduce fraction work - Multiplying fractions - Dividing fractions - Add & Subtract mixed numbers unrelated denominators - Solving problems by selecting and using appropriate operations with fractions - Solving problems involving ratio - Write large numbers using powers of ten	2. Start Eat Easy Assignment (Week 1) 3. Assessment assignment catering and budgeting (Week 6) 4. Exam – No Calculator (held at End of Term)
Term 4	Focus	Assessment
Geometry	- Identifying transversals on parallel lines - Identifying and applying properties of corresponding angles - Alternate and co-interior angles - Axes of symmetry - Translations - Reflections - Rotations and combined transformations - Review reinforce extend Data and angles - Transforming reflecting translating on a Cartesian plane	5. Exam - Calculator allowed (held at End of Term)
Data	- Classifying data - Displaying data in tables - Measures of central tendencies and spread - Representing data graphically focus stem and leaf plots - Comparing Data - Interpreting graphs - Numeracy and Literacy	

Year 8 Mathematics Course Overview

Term 1	Focus	Assessment
Whole Numbers	• Place Value • Estimation • Mental Arithmetic • Adding and Subtracting Whole Numbers • Multiplying and Dividing Whole Numbers • Order of Operations (BOMDAS, BODMAS or PEDMAS)	1. Exam (held at End of Term)
Time and Mass	• Time Calculations • 24 hour Clock • Time Zones and Flight Schedules • Mass	
Fractions	• Meaning of Fractions • Understanding common fractions • Simplifying common fractions • Improper Fractions and Mixed Numbers • Adding and Subtracting Fractions • Multiplying Fractions • Dividing Fractions • Mixed Operations with Fractions • Introduction to ratios, simplifying and equivalent ratios	
Length	• Units of length • Converting units of length • Perimeter • Circumference	
NAPLAN Preparation		

Term 2	Focus	Assessment
Directed numbers	• Integers on the Number Line • Integers on the Number Plane • Adding Integers • Subtracting Integers • Multiplication of Integers • Dividing Integers • Combined Operations with Integers	1. Exam (held at End of Term) 2. Assignment: Investigation of the Length of our Right Foot (Week 10)
Patterns and Functions	• Number Patterns • Geometric Patterns • Graphing number patterns and placing patterns in tables • Writing and finding formulas • Using formulas • Problems solving using algebra	
Data	• Collecting and Classifying Data • Displaying data in tables • Understanding graphical displays • Displaying data as graphs • Histograms and Frequency Polygons • Summary Statistics – Mean, Median, Mode, Range	

Term 3	Focus	Assessment
Decimals and Fractions	- Place Value - Comparing Decimals - Rounding - Adding and Subtracting Decimals - Multiplying Decimals - Dividing Decimals - Converting Decimals to Fractions	1. Exam (held at End of Term) 2. Assignment Investigation of π (Week 10)
Patterns and Functions	- Converting Fractions to Decimals - Percentages - Terms, expressions and equations - Simplifying expressions - Multiplying and Dividing pronumerals - Indices - Expanding and Simplifying - Factorising	
Angles	- Measuring and Constructing angles - Classifying and Naming Angles - Parallel Lines - Angle Relationships - Triangles - Quadrilaterals and Polygons	
Area	- Units of Area and Conversions - Area - Area of Circle - Area of Composite Shapes	
Term 4	Focus	Assessment
Measurement	- Revision of Area - Volume - Capacity - Nets - Surface Area	3. Exam (held at End of Term)
Equivalence and Equations	- Inverse Operations - Building up Expressions - Solving equations using backtracking - Checking Solutions - Keeping equations balanced - Doing the same on both sides	4. Assignment – Designer Boxes (Week 8)
Probability	- Solving word problems - Language of Chance - Sample Space - Experimental Probability - Simple Probability - Two-way Tables and Tree Diagrams - Venn Diagrams	Exam (held at End of Term)

Year 9 Mathematics Course Overview

Term 1	Focus	Assessment
Basic Skills	- Decimals - Rounding - Addition and Subtraction of Fractions - Multiplication / Division of Fractions - Multiplying Decimal Fractions - Dividing Decimal Fractions - Order of Operations - Estimation	
Financial Maths	- Algebra - Expanding (one bracket only) - Percentages - Discount - Profit and Loss - Simple Interest	
Ratios and Rates	- Ratios - Simplifying Ratios - Direct Proportion - Comparing Ratios - Dividing in a Given Ratio - Speed	
Indices Scale and Bearings	- Scale - Bearings - Powers and Bases - Multiplication and Division - Zero Index - Square and Cube Roots	Test (held at End of Term)
Term 2	Focus	Assessment
Statistics	- Histogram and Frequency Polygons - Stemplots (not back-to-back) - Mean, Median and Mode - Range and Interquartile Range - Boxplots - Scientific Notation Review from Yr 8 - Very Small & Very Large Time Scales	
	NAPLAN Revision	
Pythagoras	- Pythagoras' Theorem - Composite Shapes	
Trigonometry	- The Sine and Cosine Ratio - The Tangent Ratio	
Probability	- Experimental Probability - Theoretical Probability - Tree and Grid Diagram for 2 events	Test (held at End of Term)

Term 3	Focus	Assessment
Linear Functions	- Plotting Co-ordinates and Linear Graphs - Gradient and y-intercept - Sketching Linear Graphs - Equations of Lines using Gradient & Y-intercept - Midpoint Formula - Distance Between Two Points	
Measurement, Perimeter and Area	- Conversion of Units - Perimeter and Circumference - Area of Parallelogram - Area of Trapezium - Area of Circles and Part Circles - Area of Composite Shapes	
Algebra	- Factorising (simple) - Factorising using difference of two squares rule - Solving Equations - Equations with Variables on both sides - Equations with Brackets	Test (held at End of Term) Assignment - Scale Drawing (Weeks 9 & 10)
Term 4	Focus	Assessment
Surface Area and Volume	- Surface Areas - Surface Areas of Cylinders - Volume - Capacity	
Algebra & Functions	- Problem Solving - Quadratic Functions	
Geometry	- Angle Review - Exterior Angle of a Triangle - Angles and Parallel Lines - Congruent Figures - Similar Figures	Test (held at End of Term)



Science (SCI)

Junior Secondary Sciences - Year 7 to 9

Science provides an empirical way of answering interesting and important questions about the biological, physical, chemical 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.

The Australian Curriculum: 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.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, giving students the capability to investigate the natural world and impacts made to it through human activity.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

To cater for all student needs and abilities, Benowa State High School offers The Australian Curriculum for Science in the junior secondary years (Year 7, 8 and 9):

Mainstream Sciences: The content of the Australian Curriculum for Sciences is delivered in its original format from Year 7 to Year 9.

STEM Excellence - The content of the Australian Curriculum for Sciences is explored much further and students are exposed to more advanced and challenging Science content and concepts. The core and extra contents are blended throughout each term from Year 7 to Year 9.

Reporting: All students in Mainstream Sciences and STEM Excellence classes are reported on the core content of the Australian Curriculum for Sciences. Achievements in the Extension content are reported separately in a student assessment folio.

Pathways: Students who achieve a B overall grade in Year 9 Science, English and Mathematics will be eligible to enrol in Foundation Biology, Chemistry or Physics in Year 10. All other students will be enrolled in Year 10 Mainstream Science. Students may also choose Foundation Psychology as an elective subject.

Year 7 Mainstream Science Course Overview

Term 1 Topic: Chemistry / Working Scientifically - Separating mixtures Type: Assignment Length: 500-600 words Time: 2 weeks class time	Term 2 Topic: Biology and Classification Type: Exam Time: 70 minutes
Term 3 Topic: Physics / Working Scientifically - Balloon Powered Vehicle Type: Assignment Length: 500-600 words Time: 2 weeks class time	Term 4 Topic: Seasons & Heavenly Bodies Type: Exam Duration: 70 minutes

**Subject to changes and modifications*

Year 7 STEM Course Overview

Term 1 Topic: Seasons & Heavenly Bodies Type: Exam Time: 70 min	Topic: Space - Extension Type: Negotiated (student directed) Time: 5 weeks class time
Term 2 Topic: Biology and Classification Type: Exam Time: 70 minutes	Topic: Predator Prey – Extension Type: Exam – Excell Time: 70 min
Term 3 Topic: Chemistry – Extension Type: Exam Time: 70 min	
Term 4 Topic: Physics / Working Scientifically - Balloon Powered Vehicle Type: Assignment Length: 500-600 words Time: 2 weeks class time	

**Subject to changes and modifications*

Year 7 Science, Research & Technology

Term 1 Topic: Microsoft Word Type: Exam Time: 70 min	Topic: Excell Type: Exam Forms Quiz and Graph Construction Time: 70 min	
Term 2 Topic: Rocket Research Type: Research Length: 600-800 words Time: 2 weeks	Topic: Predator Prey – Extension Type: Exam – Excell Time: 70 min	Topic: GROCK Python Online Platform Type: Progress Mark Length: Semester
Term 3 Topic: Chemistry / Working Scientifically - Separating mixtures Type: Assignment Length: 500-600 words Time: 2 weeks class time	Topic: Science Investigation Type: Poster and Journal Time: 10 weeks class time	
Term 4 Topic: Chemistry – Solving Water Issues Type: Assignment Length: 400-600 words Time: 2 weeks	Topic: Lego Robotics Type: Project/Journal Length: 400-600 words Time: 5 weeks	Topic: GROCK Python Online Platform Type: Progress Mark Length: Semester

**Subject to changes and modifications*

Year 8 Mainstream Science Course Overview

Term 1 Topic: Chemistry Type: Exam Length: 60 minutes	
Term 2 Topic: Physical Sciences Type: Assignment – student experiment Time: up to 800 words	
Term 3 Topic: Biology (Cells) Type: Exam	Topic: Biology (Cells + Body Systems) Type: Exam Time: 60 mins
Term 4 Topic: Geology Type: Exam Time: 70 mins	

**Subject to changes and modifications*

Year 8 STEM Course Overview

Term 1 Topic: Chemistry Type: Assignment – Student Experiment Length: up to 1000 words Time: 3 weeks (10 hours class time)	Topic: Tectonic Plates – Extension Type: Exam Duration: 60 minutes
Term 2 Topic: Biological Sciences Type: Exam Time: 60 minutes	Topic: Biological Sciences – Extension Type: Exam Time: 60 minutes
Term 3 Topic: Chemical Sciences Type: Assignment – Separating Mixtures Length: up to 800 words Time: 2 weeks	Topic: Chemical Sciences – Extension Type: Exam Time: 60 minutes
Term 4 Topic: Physical Sciences Type: Rube Goldberg Machine Construction Length: up to 600 words Time: 4 weeks	Topic: Physical Sciences – Extension Type: Exam Time: 60 minutes

Year 8 Science, Research & Technology Overview

Term 1 Topic: Solar ovens Type: Group Project Time: 5 weeks class time		
Term 2 Topic: Data and graphing Type: Forms Quiz Time: 60 mins (in class)	Topic: Arduino Type: Group Project Time: 4 weeks class time	Topic: Grok Type: Online modules Time: Completed over Term 1 and 2
Term 3 Topic: Science Investigation Type: Poster and Journal Time: 10 weeks class time		
Term 4 Topic: Engineering (Athletics track) Type: Written assignment Time: 8 weeks class time	Topic: Grok Type: Online modules Time: Completed over Term 3 and 4	

**Subject to changes and modifications*

Year 9 Mainstream Science Course Overview

**Subject to changes and modifications*

Term 1 Topic: Physics Type: Experiment (Week 7-9), Assignment Length: 1000 words Time: 3 weeks	Term 2 Topic: Chemistry Type: Exam Time: 70 mins
Term 3 Topic: Biology Type: Exam Time: 2 x 45 minutes	Term 4 Topic: Earth Science Type: Research task Length: up to 1000 words Time: 3 weeks

Year 9 STEM Course Overview

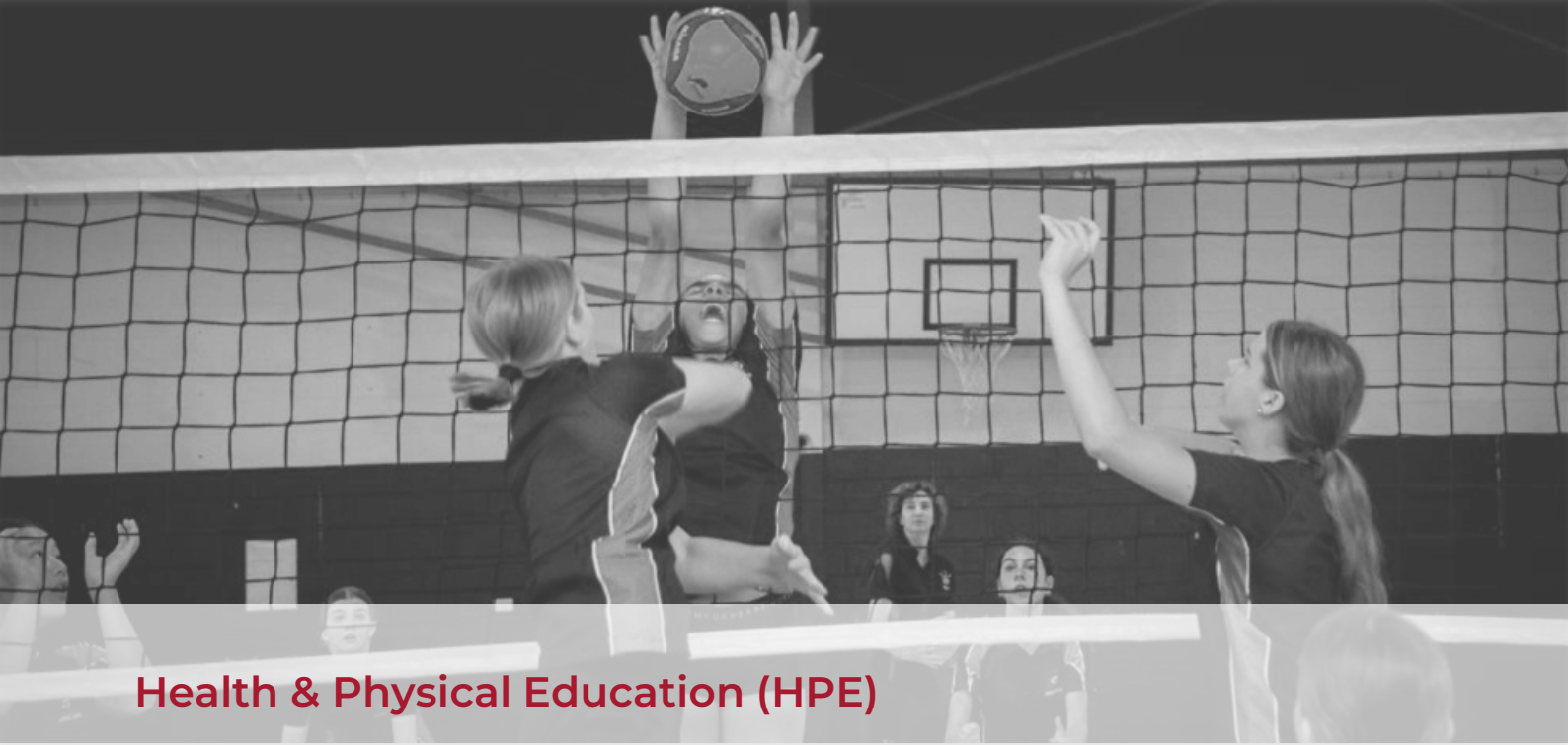
**Subject to changes and modifications*

Term 1 Topic: Chem Type: Graphing Quiz (Ext) Time: 70min	Topic: Chemistry Type: Exam (Ext) Time: 70min
Term 2 Topic: Chemistry Type: Exam (Mainstream) Time: 70min	Topic: Extension Chemistry Type: Exam (Ext) Time: 70min
Term 3 Topic: Physics Type: EEI (Mainstream) Length: up to 1000 words	Topic: Physics Type: Formative Exam (Mainstream) Time: 70min
Term 4 Topic: Physics Type: Exam (Ext) Time: 70min	Topic: Chemistry Type: Student Experiment Report (Ext) Length: up to 1500 words

Year 9 Science, Research, and Technology

**Subject to changes and modifications*

Term 1 Topic: Body Systems Type: Exam Time: 70 min	Type: Extension Quiz Time: 70min
Term 2 Topic: Disease Type: Research Assignment Task Length: up to 1000 words Time: 2 weeks	Topic: Ecology Type: Exam Time: 70min
Term 3 Topic: Genetics Type: Exam Time: 70min	
Term 4 Topic: Evolution Type: Research Investigation Length: up to 1500 words	Topic: Plate tectonics Type: Exam Time: 70min



Health & Physical Education (HPE)

Core Health and Physical Education

Creating pathways for life through health and physical activity.

The Year 7-9 course is aligned to the Australian National Curriculum Version 9.0. Content is divided into two interrelated strands:

Personal, Social and Community Health

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Movement and Physical Activity

- Moving our body
- Understanding movement
- Learning through movement

The HPE program aims to empower students to become healthy, active and informed members of their communities. Through a combination of practical and classroom learning, students develop their health literacy by building the knowledge and skills to make informed decisions about their health, safety and wellbeing. Students also develop their physical literacy by building the confidence, competence and motivation to participate in lifelong physical activity. Alongside these, students strengthen important life skills including communication, collaboration, leadership, resilience and critical thinking, supporting success both in and beyond the classroom.

The practical component aims to engage all students in enjoyable, challenging, fitness-enhancing and skill-based activities while developing movement skills and tactical understanding that can be applied across a variety of sports and physical activities. Practical assessment focuses on both movement skills and the application of strategies during performance.

The classroom component develops students' understanding of health concepts and contemporary issues while strengthening the literacy, inquiry and critical thinking skills that support success throughout the junior and senior years of schooling.

Generally, students participate in three 70-minute lessons per week across one semester, with a combination of practical and classroom-based learning.

Active Participation

Active participation is an important component of the HPE program. Students are encouraged to contribute positively to lessons and demonstrate a willingness to engage in all activities while working within their individual capabilities. Through regular participation, students develop confidence, resilience, teamwork and movement competence, all of which support success in practical assessment and lifelong involvement in physical activity.

Assessment

A variety of assessment techniques are used so that students have every opportunity to show their best performance in both practical and theoretical units of work. The program is designed so that students are able to re-visit assessment types in preparation for the senior phase.

Uniform

For all practical lessons, students are required to wear full and correct sports uniform as detailed in the Student Dress Code. PLEASE NOTE THAT SOFT, LOW-CUT CANVAS SPORTS SHOES ARE NOT ALLOWED. Sunscreen is provided for outdoor lessons upon request. Students are required to wear personal sun safe items in the form of the Benowa school hat with sunglasses being optional.

Year 7 HPE Course Overview

Unit	Focus	Assessment
Unit 1 – Who Am I?	The transition from primary to high school is an important time of change for young people. In this unit students explore how their sense of identity develops as they adapt to new routines, friendships, responsibilities, and learning environments. This unit encourages students to reflect on their personal strengths, values, and goals, while recognising how changes in their social, emotional, and physical worlds influence who they are and who they are becoming.	Project Folio 400-600 words, 2-3 mins Individual Written, spoken/signed or multimodal
	Practical Locomotor skills and object control (throwing, catching, striking). Potential activities include; Pickleball and T-Ball.	Performance Ongoing during practical lessons
Unit 2 – Culture and Integrity	Sport is more than just a game — it reflects the values, traditions, and behaviours of the people and communities involved. In this unit, students explore how culture shapes the way sport is played and experienced, and how integrity underpins fair and respectful participation. They investigate examples from different sports and cultures, develop an understanding of fair play and ethical behaviour, and apply these principles in their own participation.	Investigation 400-600 words Individual Written
	Practical Locomotor skills and object control (throwing, catching, kicking). Potential activities include; Traditional games and other cultural games.	Performance Ongoing during practical lessons

Year 8 HPE Course Overview

Unit	Focus	Assessment
Unit 1 – Respectful Relationships	Building and maintaining respectful relationships is an essential skill for life, both in face-to-face interactions and in the digital world. In this unit, students explore the qualities of respectful relationships, such as empathy, communication, and trust, and examine how these apply in different contexts. They investigate the challenges and risks that can occur online and offline, develop strategies promote safety, inclusion, and respect in their personal and community connections.	Investigation Up to 3 minutes Group task Written, spoken/signed or multimodal
	Practical Manipulative skills (in game contexts). Potential activities include; Basketball and Netball.	Performance Ongoing during practical lessons
Unit 2 – Move and Nourish	Regular physical activity and healthy eating are vital for growth, learning, and overall wellbeing. In this unit, students explore the national recommendations for daily movement and nutrition and examine how these guidelines support physical health and mental wellbeing. They analyse their own habits, identify areas for improvement, and develop strategies to make realistic, balanced, and sustainable choices that fit their lifestyle.	Project Folio 400-600 words, 2-3 mins Individual Written, spoken/signed or multimodal
	Practical Balance, stability and body control (Fitness activities integrated within Project Folio). Potential activities include; aerobic fitness circuit and body weight strength circuit.	Performance Ongoing during practical lessons

Year 9 HPE Course Overview

Unit	Focus	Assessment
Unit 1 – Power, choice and respect	In this unit, students investigate the qualities of respectful relationships and how roles, decision-making, and power dynamics can be influenced. They will examine how coercion and control can undermine equality and respect and explore strategies to challenge these behaviours. Through discussion, role-play, and scenario-based learning, students will develop the skills to communicate assertively and respectfully when seeking, giving, or denying consent, fostering safe and supportive interactions in both online and offline contexts.	Project Folio 600–800 words Individual Written responses to scenarios
	Practical Practical movement and special awareness – Invasion games. Potential activities include; Soccer and European handball.	Performance Ongoing during practical lessons
Unit 2 - Risk Ready: Making Safer Choices	In this unit, students explore risk-taking behaviours and harm minimisation strategies, focusing on the issue of teen vaping. They will investigate the social, physical, and legal impacts of vaping, as well as the powerful influences of media and peer pressure on these behaviours. Using a strengths-based approach, students will identify personal and community resources that support healthy decision-making. They will critically evaluate health information and resources, and plan and implement practical strategies to reduce harm and promote positive choices.	Analytical Report 600–800 words Individual Written response
	Practical Skill execution of hitting and striking. Potential activities include; Hockey and Softball.	Performance Ongoing during practical lessons



Elective Programs

Selection of Year 9 elective subjects is generally not critical with respect to career or post-secondary course options as specific requirements for a particular career may be achieved through post-Year 10 courses at TAFE or private colleges. Care needs to be taken so that each student receives the best and most enjoyable education possible.

How to Choose Year 9 Electives

Consider the following:

- Which introductory subjects did you enjoy in Year 8?
- How well did you achieve in these subjects?
- Do any of the subjects offered for the first time in Year 9 appeal to you?
- Do you need any particular subject for future tertiary courses?

Need More Help?

You may need more information about the subjects themselves, or about the requirements for particular careers, or you may have this information but still cannot decide what subjects to take. If so, seek help now rather than regret a bad decision later.

Make an appointment with the Guidance Officer.

Geography (GEO)

Course Overview

Students will be able to explain how peoples' activities or environmental processes change the characteristics of places. They explain the features of biomes' distribution and identify implications for environments. Students will also analyse the interconnections between people and places and environments and how these interconnections influence people and change places and environments.

You should choose this subject if you have an interest in understanding environments across the world, understanding the interconnected systems of the world, how societies function, and how we interact with these environments.

Type of Assessment in Geography

- Assignment: Research Report
- Exam: Short response questions in response to sources

Requirements: A laptop or book.

Prerequisite Subjects: Nil.

Excursions: Students may have the opportunity to attend an excursion for Unit 1 to consolidate learning through practical activities. *Subject to numbers

Possible Career Pathways: Climate change assessment and planning, Climatology and meteorology, Coastal, marine and hydrographic analysis, Community development, Conservation, heritage and land management, Consulting and project management, Education, Environmental science, Hazard assessment, mitigation and disaster management, International development and aid, Research, Social services and welfare, Surveying and geomatics, Sustainability, Tourism management

Year 9 Geography Course Overview

Unit 1	Focus	Assessment
Biomes and Food Security	• Distribution and types of biomes • Human alteration of biomes • Impact of agriculture on biomes • Food Security	• Assignment • Research Report
Unit 2	Focus	Assessment
Geographies of Interconnections	• Personal, technological and trade connections • The effects of trade on people and places • Fast fashion • Food waste	• Short response exam

Drama (DRA)

Course Overview

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Drama provides a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts.

You should choose Drama if you enjoy working in groups, working actively and creatively, expressing ideas through voice and movement or writing and designing.

Requirements: USB; Black Drama Pants.

Prerequisite Subjects: Nil

This is a foundation subject for the Senior Authority Drama Subject.

Excursions: Students are provided with opportunities to view live performances throughout the year.

Performances: Students are given opportunities to take part in live performances throughout the year during several Drama Nights.

Possible Career Pathways: Actor, Director, Events Management, Teacher, Researcher, Television Presenter, Lawyer, Arts Writer, Tourism, Public Speaking, Politics, Marketing, Advertising, Journalist, Agent, Presenter, Dramaturge, Lighting and Sound Designer, Theatre Technician, Artist, Playwright, Screenwriter, Lecturer, Events Management, Editor, Producer, Educator.

Selection of Drama Styles that May be studied in this Course:

- Comedy: Using humour or satire to amuse an audience.
- Realism: Performing in a representation of people and events in a way that is accurate or true to life
- Improvisation: Developing scenarios and characters through spontaneous performance
- Theatre Sports: Working in teams to create dramatic responses to themes and ideas in a short time frame.

Students will be assessed in three areas:

- Performing and Presenting
- Making and Creating
- Exploring and Responding

Music (MUS)

Course Overview

Music is a subject which enables students to develop personally in many ways. It can provide an expressive outlet, and a way of getting to know others. Students will find music a most enjoyable subject that assists in balancing their school course.

You should choose this subject if you have an interest in expressing your ideas about the world, love performing and/or composing music and you have a passion for music. Students will encounter music in a variety of ways and have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to music and to understand a variety of musical styles.

Types of Assessment in Music

- Performing and Presenting: Performances on a range of instruments including keyboard, guitar and percussion exploring music styles such as pop, rock, and jazz.
- Making and Creating: composition of song and section of music that communicate ideas, meaning and emotion.
- Exploring and Responding: development of listening and aural skills and understanding the elements of music.

Requirements: A USB.

Prerequisite Subjects: Year 8 Music OR ability to play a musical instrument is preferable but not essential.

Excursions: Students are provided with opportunities to view live performances throughout the year.

Performances: Students are given opportunities to take part in live performances throughout the year.

Possible Career Pathways: Solo Performer, Concert Manager, Composer, Music Publisher, Screen composer, Studio Manager, Music Teacher, Record Producer, Recording Engineer, Music Copyist, Studio Teacher, Musicology, Orchestra Musician, Tour Operator, Instrument production-repair, Ethnomusicology, Teacher, Childcare, Tour Manager, Backstage Crew, Event Management, Sound or Lighting Engineer, Radio Presenter, Programmer, Television Production Team, TV Presenter, Journalist, Music Director.

Students will be assessed in three areas:

- Performing and Presenting: Performances on a range of instruments including keyboard, guitar and percussion exploring music styles such as pop, rock, and jazz.
- Making and Creating: composition of song and section of music that communicate ideas, meaning and emotion.
- Exploring and Responding: development of listening and aural skills and understanding the elements of music.

Art (ART)

Course Overview

Art is a visual imagery that expresses ideas, emotions and the real world using a variety of media. Part of art is looking at artists from the past as well as the present.

You should choose this subject if you like to express your ideas in a variety of art media and learning the appropriate techniques to do this.

Types of Assessment in Art

Responding and Reflecting

The written tasks reinforce research into practical areas studying both traditional and contemporary art.

Creating and Presenting

Students make images and objects to express personal responses to researched ideas.

Knowledge and Understanding

Showing an understanding of art practices in producing art works, researching and writing about art.

Requirements: Exercise book; coloured pencils; 2B and 6B pencils; eraser; gluestick.

Prerequisite Subjects: Nil

This subject forms part of the foundation for Senior Authority Visual Art and Applied Art subjects.

Excursions: Students are provided with opportunities to view in-house exhibitions and professional artists. Eg. Gallery Excursions.

Exhibitions: Students produce art to be displayed in the school and annual art exhibition.

Possible Career Pathways: Architect, Interior Designer, Artist, Gallery Director, Appraiser, Researcher, Industrial Design, Animator, Graphic Artist, Computer Design, Photographer, Make Up Artist, Set Designer, Fashion Designer, Antiquarian, Art Historian, Tattoo Artist.

Students will be assessed in three areas:

- Presenting: Completing Artworks for presentation in exhibits or displays that represent ideas, perspectives and meaning.
- Making and Creating: development of art skills through a variety of art making experiences including, drawing, sketching, portraiture, ceramics, painting, sculpture and collage.
- Exploring and Responding: Reflection on own and others artworks using the elements and principles of design.



Economics & Business

Overview

Global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges. Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. Young Australians will also face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges.

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

Aims

Economics and Business aims to ensure students develop:

- knowledge and understanding of the nature and operation of the work and business environments within the Australian economy, and factors influencing decision-making, their impacts and appropriate responses
- an understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy
- a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions in relation to contemporary issues drawn from local, national, Asian and global contexts
- an appreciation of economic and business issues affecting contemporary Australian society, an understanding of how Australia and Asia are interdependent through economic and business connections, and consideration of sustainable patterns of living
- skills to engage in inquiries, including questioning and researching, interpreting and analysing, decision-making, and communicating
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence.

Assessment

Students demonstrate their understanding and application of knowledge through a range of assessment types, including:

- Examinations consisting of multiple-choice questions, short-response questions, source or stimulus analysis, and extended written responses.
- Inquiry assignments involving research, investigation and analysis of contemporary economic, business, legal or financial issues.

Economics and Business - Year 7

Unit 1: Opportunity Cost and Reasons Businesses Exist

Students learn that resources such as time, money and materials are limited, while people's needs and wants are unlimited. They explore how making one choice often means giving up another, known as opportunity cost. Through everyday examples, students consider the consequences of decisions made by individuals, businesses and governments.

Students also investigate why businesses exist and the role they play in society. They learn how businesses provide goods and services to meet the needs and wants of consumers and explore different types of businesses operating within the Australian economy.

Unit 2: Entrepreneurs and their influence on business success

Students explore the qualities and characteristics that help entrepreneurs identify opportunities and build successful businesses. These may include creativity, innovation, leadership, persistence and a willingness to take risks.

Through a range of case studies, students examine how entrepreneurs develop ideas into products and services, respond to customer needs and contribute to economic growth. They consider how entrepreneurial thinking can influence the success of a business.

Economics and Business - Year 8

Unit 1: Markets Influencing Decisions and Businesses adapting to Opportunities

Students investigate how markets influence decisions about what goods and services are produced and sold. They learn how prices are affected by supply and demand and how these factors influence the choices made by consumers and businesses.

Students also examine how businesses respond to changes in the marketplace. They explore how businesses adapt to new opportunities, changing consumer preferences, advances in technology and shifts in the nature of work. Students consider the skills and capabilities that are increasingly important in modern workplaces.

Unit 2: Australia's Legal System

Students develop an understanding of Australia's democratic and legal systems. They learn how citizens are informed about issues, participate in democracy and contribute to decision-making processes.

Students investigate how laws are made through Parliament and the courts and examine the role laws play in maintaining order and protecting the rights of individuals. They explore the differences between criminal and civil law and use real-world examples to understand how laws affect people, businesses and communities.

Economics and Business - Year 9

Unit 1: Competitive Advantage and Entrepreneurs

Students investigate how businesses gain and maintain a competitive advantage in the marketplace. They examine strategies businesses use to attract and retain customers, including innovation, branding, customer service and the development of unique products and services.

Students also explore the role of entrepreneurs in driving business success. Through contemporary examples, they examine how entrepreneurs identify opportunities, respond to changing market conditions and contribute to business growth.

Unit 2: Managing Consumer and Financial Risk and Rewards

Students learn how individuals and businesses make financial decisions that involve both risks and rewards. They explore consumer choices related to spending, saving, borrowing and investing, and consider the potential consequences of these decisions.

Students also investigate how businesses manage financial and operational risks while seeking opportunities for growth and success. Through practical examples, students develop skills that support informed consumer and financial decision-making in everyday life.



Technologies

Design and Food (TDF) – Year 7 and 8

The Design & Food (TDF) course for Year 7-8 is designed to provide students with a comprehensive understanding of how food and fibre are produced in managed environments, as well as the importance of sustainability in these processes. Additionally, the course aims to develop students' ability to analyse the properties of foods and how they influence preparation and presentation techniques when designing solutions for healthy eating. Through a combination of theoretical knowledge and practical application, students will gain valuable skills and insights into the world of food production and healthy eating.

Throughout the year, students will have the opportunity to rotate through this course as well as other elective courses. The course provides approximately 210 minutes of class time per week for a semester. It's important to note that the course does not run for the entire year in Year 7 and 8. Estimated cost of ingredients is \$10 to \$15 per week.

Design and Food - Year 7

Unit 1: Kitchen management (lunch unwrapped)

Students learn safe kitchen practices and basic food preparation skills. They develop understanding of food safety and hygiene, including hazard identification, risk reduction, and safe use of equipment. Practical skills include making beeswax packaging, measuring, basic knife techniques, and simple cooking methods, alongside introduction to cooking terminology, nutrition, sensory evaluation, sustainability, and the design process.

Examples of dishes students prepare include:

- Chicken salad wraps
- Chocolate coconut balls
- Scones
- Fruit salad and smoothies

Unit 2: Oz Harvest (use it up)

Students explore sustainability, food production, and healthy eating while developing practical cookery skills. They learn recipe and menu design, flavour balancing, plating, nutrition, meal planning, food waste reduction, and sensory analysis, applying theory through simple, sustainable food preparation tasks.

Examples of dishes students prepare include:

- Hanoi style eggs
- Weetbix brownie bliss balls
- Chicken fajitas wraps

Design and Food - Year 8

Unit 1: Cookery methods (create a protein dish)

Students develop food preparation skills with a focus on kitchen safety, hygiene, food storage, and food poisoning prevention. They learn a range of cooking methods including baking, boiling, poaching, frying, and steaming, applying these in practical tasks. The unit also focuses on nutrition, recipe modification, and evaluation of food choices.

Examples of dishes students prepare include:

- Apple pear crumble
- Meat pie
- Beef hokkien noodles

Unit 2: Oz Harvest (waste not, want not)

Students investigate food waste and sustainability, including the role of OzHarvest in reducing surplus food. They develop skills in knife use, food preparation, preservation techniques such as jam making, pickling, and sterilisation, as well as labelling and recipe modification. Practical work focuses on reducing waste through safe, sustainable food practices.

Examples of dishes students prepare include:

- Jam drops including making own jam
- Vegetable fritters
- Burger including making own pickles

Assessment:

Students demonstrate their understanding and practical skills through a range of assessment types, including:

- Practical assessments involving food preparation, production skills, sensory evaluations and safe food-handling practices.
- Written assessment that incorporates design projects including recipe development, menu planning and the design and evaluation of food solutions.

Resources:

- ***Protective footwear is required at all times for practical activities.**

By engaging in these topics, students will gain valuable skills and knowledge, providing them with a solid foundation in food specialisation. These opportunities will prepare students for Design and Food in Year 9, and Hospitality in Years 10-12. As well as potential careers in the culinary industry or simply enhance their culinary skills for personal enjoyment.

Design and Food (TDF) Year 9

Year 9 Food Studies is a practical course designed for students who have an interest in food preparation, food presentation, taste testing, and learning about food and nutrition. The primary goal of this course is to enhance essential life skills for all students. Throughout the course, students will be engaged in practical cooking lessons and will be responsible for providing ingredients on a weekly basis. They will also have the opportunity to share their prepared meals with their families regularly. The estimated cost for ingredients is \$10 to \$15 per week. The course consists of 210 minutes of class time each week and has a duration of one semester.

Unit 1: Food for life (pasta)

Students explore healthy eating and the Australian Guide to Healthy Eating, focusing on fruit, vegetables, grains, dairy and carbohydrates. They develop practical skills in preparing pasta, rice and bread-based dishes while applying safe food handling and cooking techniques such as mixing, kneading, shaping, and cooking. Students also participate in taste testing and use sensory evaluation to assess the appearance, aroma, texture, flavour, and overall quality of their dishes.

Examples of dishes students prepare include:

- Lemon and blueberry cheesecake slice
- Chicken biryani
- Fettucine carbonara

Unit 2: Essential nutritional building blocks (meat)

Students investigate food groups and their nutritional roles, including protein sources such as meat, fish, eggs, nuts, and legumes. They explore fats, sugar, salt, and water, and their impact on health, while developing practical skills in preparing balanced meals using a range of cooking methods and ingredients.

Examples of dishes students prepare include:

- Beef fajitas
- Teriyaki chicken
- Cheesy chicken strips
- Chocolate brownies
- Gyoza

Assessment:

Students demonstrate their understanding and practical skills through a range of assessment types, including:

- Practical assessments involving food preparation, production skills, sensory evaluations and safe food-handling practices.
- Written assessment that incorporates design projects including recipe development, menu planning and the design and evaluation of food solutions.

Resources:

- **Protective footwear is required at all times for practical activities.**
- **Students must bring their own ingredients to cook each week.**

Participating in this course will equip students with essential skills and knowledge, establishing a strong foundation in food specialisation. These experiences will serve as preparation for further studies in Hospitality for Year 10 to 12 and can open doors to potential careers in the culinary industry. It also enhances their culinary expertise for personal enjoyment and culinary pursuits.

Industrial Design (TID) Year 7 and 8

The Industrial Design subject in Year 7 and 8 focuses on introducing students to the principles and skills involved in industrial design. Through this subject, students explore various design processes, materials, and tools used in creating functional and aesthetically pleasing products. They learn to develop design ideas, make prototypes, and evaluate their designs based on established criteria.

Throughout the year, students will have the opportunity to rotate through this course as well as other elective courses. The course provides approximately 210 minutes of class time per week for one semester. It's important to note that the course doesn't run for the entire year in Year 7 and 8.

Overview:

Students in Year 7 and 8 TID will be exposed to a range of learning experiences. These may include, but are not limited to:

Design Thinking: Students develop an understanding of the design thinking process, which involves identifying problems, brainstorming ideas, creating prototypes, and refining designs. They learn to empathise with users, define design challenges, ideate potential solutions, and test and evaluate prototypes.

Creative Problem Solving: Students develop their creative problem-solving skills by applying design thinking principles. They explore different techniques to generate innovative ideas and learn how to overcome design constraints and limitations.

Material Selection and Manipulation: Students explore a range of materials commonly used in industrial design, such as wood, metal, plastics, and textiles. They learn about the properties and characteristics of these materials and how they can be manipulated and combined to create functional and visually appealing products.

Tools and Equipment: Students gain familiarity with various tools and equipment used in industrial design, such as drawing and modelling software, hand tools, 3D printers, laser cutters, and CNC machines. They learn how to safely and effectively use these tools to transform their design concepts into physical prototypes.

Design Elements and Principles: Students develop an understanding of design elements (e.g., line, shape, colour, texture) and principles (e.g., balance, proportion, emphasis) and how they can be used to create aesthetically pleasing and functional designs. They explore the importance of user-centred design and consider ergonomics and accessibility in their design processes.

Sustainability and Ethical Considerations: Students explore the environmental and ethical aspects of industrial design. They learn about sustainable design practices, including the use of recycled materials, reducing waste, and considering the lifecycle of products. They also consider ethical considerations related to design, such as accessibility, inclusivity, and cultural sensitivity.

Assessment:

Formative and summative assessments will be conducted using various formats. For example:

- Design projects, where students apply the design thinking process, create prototypes, and evaluate their designs based on criteria.
- Design journals or portfolios, documenting the design process, sketches, research notes, and reflections.
- Presentations or exhibitions, where students showcase their designs and explain their decisions to peers, teachers, and potentially a wider audience.
- Written reflections, discussing the design process, challenges faced, and lessons learned.
- Use of design software (e.g., CAD) to create digital designs.

Resources:

The Technologies: Industrial Design subject may require access to the following resources:

- Design software (e.g., CAD, graphic design software)
- Drawing materials (e.g., pencils, A4 notebook)
- Workshop tools and equipment (e.g., hand tools, 3D printers, laser cutters)
- Internet access for research and inspiration
- **Protective footwear is required at all times for practical activities.**

Engineering Principles and Systems (TES) Year 9

Engineering Principles and Systems is an exciting subject offered in Year 9 that introduces students to the fundamental principles of engineering, providing them with a solid foundation in understanding the design, construction, and operation of various engineering systems. Through practical projects and problem-solving activities, students develop critical thinking, creativity, and teamwork skills while exploring real-world engineering applications. The course consists of 210 minutes of class time each week and has a duration of one semester.

Overview:

Students in Year 9 TES will be exposed to a range of learning experiences. These may include, but are not limited to:

Engineering Concepts: Students learn about the core concepts and principles that underpin engineering disciplines. They explore topics such as force, motion, energy, materials, and structures. Students also investigate the role of engineering in addressing societal challenges and improving everyday life.

Design Process: Students engage in the engineering design process, which involves identifying problems, conducting research, generating ideas, developing prototypes, and evaluating solutions. They learn to apply systematic approaches to problem-solving and understand the importance of considering constraints, feasibility, and sustainability in the design process.

Systems Thinking: Students develop an understanding of systems thinking, where they analyse how components interact to form complex engineering systems. They explore concepts such as inputs, processes, outputs, feedback, and control in engineering systems. Students investigate how systems thinking is applied in various engineering fields, such as mechanical, civil, and electrical engineering.

Engineering Tools and Technologies: Students gain exposure to a range of tools and technologies used in engineering. They learn how to use computer-aided design (CAD) software to create technical drawings, simulations, and virtual prototypes. Students also explore the use of data acquisition tools, sensors, and programmable devices to monitor and control engineering systems.

Teamwork and Communication: Students develop teamwork and communication skills by working collaboratively on engineering projects. They learn to effectively communicate ideas, delegate tasks, and resolve conflicts within a team setting. Students also develop presentation skills, as they are required to share and explain their engineering solutions to their peers and teachers.

Assessment:

Formative and summative assessments will be conducted using various formats. For example:

- Design projects: Applying engineering principles to produce outcomes.
- Problem-solving tasks: Analysing scenarios and proposing engineering solutions.
- Research reports: Investigating engineering topics and presenting findings.
- Practical skills assessments: Demonstrating proficiency in using engineering tools.
- Presentations: Communicating engineering solutions and project outcomes.

Resources:

To support learning and practical work, resources for Engineering Principles and Systems may include:

- Computer-aided design (CAD) software
- Materials and tools for prototyping and construction
- Safety equipment and guidelines for hands-on activities
- **Protective footwear is required at all times for practical activities.**

Materials and Technologies Specialisation (TMT) Year 9

Materials and Technologies Specialisations is an engaging subject offered in Year 9, that focuses on introducing students to various materials and technologies used in specialised fields, providing them with opportunities to explore and develop skills in specific areas of interest. Through practical projects and hands-on activities, students deepen their understanding of materials, manufacturing processes, and technological applications. The course consists of 210 minutes of class time each week and has a duration of one semester.

Overview:

Students in Year 9 TMT will be exposed to a range of learning experiences. These may include, but are not limited to:

Materials Analysis: Students explore the characteristics and properties of various materials, such as metals, polymers, ceramics, and composites. They learn to analyse and evaluate these materials based on their properties, including strength, durability, flexibility, and thermal conductivity. Students also investigate how the choice of materials can impact the performance and functionality of designed solutions.

Safety and Sustainability: Students develop an understanding of safe practices and procedures in handling materials and using specific technologies. They explore the importance of sustainability in materials selection, production processes, and waste management, considering the environmental impacts of individual and industrial needs.

Tools and Equipment: Students gain knowledge of the tools and equipment used in the design and manufacturing process. They learn about the capabilities and limitations of various tools and equipment, understanding how to select and use them effectively. Students analyse how different tools and equipment can be utilised to shape, join, and manipulate materials to create designed solutions.

Designing Solutions: Students develop skills in designing practical solutions by integrating materials, systems, components, tools, and equipment. They engage in design projects where they analyse design briefs, generate ideas, select appropriate materials and components, and create prototypes. Students make informed judgments on how to combine and utilise resources effectively to achieve desired design outcomes.

Manufacturing Processes: Students explore manufacturing processes of various specialisations. They learn about the steps involved in transforming raw materials into finished products and the considerations for efficient and sustainable production.

Assessment:

Formative and summative assessments will be conducted using various formats. For example:

- Design projects: Creating practical solutions by combining materials, systems, components, tools, and equipment.
- Analysis and evaluation: Assessing existing designs and making informed judgments based on the characteristics and properties of resources.
- Practical skills assessments: Demonstrating proficiency in using tools, equipment, and technologies.
- Reflections and reports: Documenting design processes, material analysis, and critical analysis of created solutions.

Resources:

To support learning and practical work, resources for Materials and Technologies Specialisations may include:

- Computer-aided design (CAD) software
- Materials and tools for prototyping and construction
- Safety equipment and guidelines for hands-on activities
- **Protective footwear is required at all times for practical activities.**

Digital Technologies (DIG) Year 7 & 8

Digital Technologies is an engaging subject offered in Years 7 and 8. This subject focuses on developing students' skills and understanding of computer science, coding, and the use of digital technologies. Through a combination of theoretical knowledge and hands-on activities, students explore the fundamentals of programming, computational thinking, data representation, and problem-solving.

Throughout the year, students will have the opportunity to rotate through this course as well as other elective courses. The course provides approximately 210 minutes of class time per week for one semester. It's important to note that the course doesn't run for the entire year in Year 7 and 8.

Overview:

Students in Year 7 and 8 DIG will be exposed to a range of learning experiences. These may include, but are not limited to:

Computational Thinking: Students develop computational thinking skills, which involve breaking down complex problems into smaller, manageable parts. They learn to analyse problems, design algorithms, and develop step-by-step solutions using logical reasoning.

Programming Concepts: Students are introduced to the principles of programming, learning about variables, loops, conditions, and functions. They apply their knowledge to write code in programming languages, such as Python, Scratch, or JavaScript. Students gain an understanding of how programming is used to control and interact with digital technologies.

Data Representation: Students explore how data is represented and stored digitally. They learn about binary numbers, ASCII, and Unicode character encoding. Students investigate data formats, such as images, sound, and text, and how they are stored and manipulated by digital systems.

Digital Systems and Networks: Students gain an understanding of digital systems, including hardware components and software applications. They explore the interaction between hardware and software and how data is transmitted and exchanged through computer networks. Students learn about internet safety, cybersecurity, and ethical considerations related to the use of digital technologies.

Problem-Solving and Design Thinking: Students develop problem-solving skills through designing, implementing, and testing solutions to real-world problems. They engage in project-based activities that require them to identify problems, analyse user needs, and create digital solutions using appropriate tools and technologies.

Assessment:

Formative and summative assessments will be conducted using various formats. For example:

- Coding projects: Creating functioning programs to solve problems.
- Computational thinking tasks: Applying logical reasoning and problem-solving skills.
- Data representation assignments: Demonstrating understanding of different data formats.
- Digital systems analysis: Evaluating components and their impact.
- Design and prototyping projects: Creating digital solutions and evaluating their effectiveness.

Resources:

To support learning and practical work, resources for Digital Technologies (Year 7-8) may include:

- Online platforms or programming environments for coding practice and experimentation.
- Data sets and examples for data representation activities.
- Internet access for research and exploration of digital systems and networks.
- Classroom materials and resources (e.g., 3D printers, laser cutters)
- Computers or devices with relevant software and programming tools.

Digital Technologies (DIG) Year 9

Digital Technologies is an engaging subject offered in Year 9. This subject focuses on developing students' skills and understanding of computer science, coding, and the use of digital technologies. Through theoretical knowledge and hands-on activities, students explore advanced concepts in programming, computational thinking, data analysis, and the ethical use of technology. The course consists of 210 minutes of class time each week and has a duration of year.

Overview:

Students in Year 9 DIG will be exposed to a range of learning experiences. These may include, but are not limited to:

Computational Thinking and Problem-Solving: Students enhance their problem-solving abilities through computational thinking. They develop algorithms, create efficient solutions, and apply strategies to tackle simulated problems in various domains.

Advanced Programming: Students build upon their programming skills by exploring more complex concepts and languages, such as Java, C++, or HTML/CSS. They learn about object-oriented programming, data structures, algorithms, and the development of software applications.

Data Analysis and Visualisation: Students learn how to collect, manage, and analyse data using appropriate tools and techniques. They explore data visualisation methods to present insights effectively and make informed decisions based on the data.

Cybersecurity and Ethical Considerations: Students examine the importance of cybersecurity, privacy, and responsible use of technology. They learn about common threats, ethical considerations related to data privacy, and strategies to protect digital assets and information.

Digital Projects and Innovation: Students undertake digital projects that require them to design, develop, and evaluate innovative solutions. They collaborate in teams, apply project management skills, and showcase their creativity and technical competence.

Assessment:

Formative and summative assessments will be conducted using various formats. For example:

- Programming projects: Demonstrating advanced coding skills.
- Computational thinking challenges: Solving complex problems using logical reasoning.
- Data analysis tasks: Analysing and visualising data sets.
- Cybersecurity and ethics assessments: Understanding digital security and ethical considerations.
- Digital project presentations: Showcasing design, development, and evaluation of solutions.

Resources:

To support learning and practical work, resources for Digital Technologies (Year 9) may include:

- Data sets for analysis and visualisation.
- Online resources for cybersecurity education and awareness.
- Collaboration tools for project management and team collaboration.
- *Students are required to have daily access to a personal computer or device with relevant software and programming capabilities.



Languages

French (FRE)

Years 7-9 French courses are aligned to the Australian National Curriculum. Content in Years 7-9 French involves two interrelated strands: communicating and understanding.

Students will study, explore, create and transform a variety of texts such as:

- Written texts: textbook, teacher made
- Spoken texts: rehearsed conversations, individual orals, role plays
- Cultural texts: articles, videos

Formative and summative assessment tasks cover a range of skills, including translating, composing and comprehending. At times, this will require memorising vocabulary and grammar patterns in order to communicate in a range of settings for a variety of purposes. Years 7-9 French courses follow a 'spiral' curriculum design, where students revisit similar assessment types with more challenging texts, concepts and conditions.

Please note: *Students in the French Excellence Program will study a language in Year 8 and 9 on a line for a full year. Students in mainstream classes may participate in a semester program as part of a rotation of electives so that they can make more informed subject selections in Year 9. Whilst we endeavour to ensure continuity of language learning it is not always possible due to timetabling and staffing parameters.*

Year 9: French Units

Unit	Focus
Ma ville et mon école - My city and my school	• school subjects and routines • buildings around town • directions • prepositions of place • treasure hunts
Rencontrer des amis - Making plans with friends	• sports and activities • times and schedule • accepting and refusing an invitation • future tense • talking about friends and friendships
Des choix écologiques – Making environmentally friendly choices	• green choices at home • going on an environmental holiday • exploring eco cities around the world • the past tense

**Subject to changes and modifications*

Japanese (JPS)

Years 7-9 Japanese courses are aligned to the Australian National Curriculum. Content in Years 7-9 Japanese involves two interrelated strands: communicating and understanding.

Students will study, explore, create and transform a variety of texts such as:

- Written texts: textbook, teacher made
- Spoken texts: rehearsed conversations, individual orals, role plays
- Cultural texts: articles, videos

Formative and summative assessment tasks cover a range of skills, including translating, composing and comprehending. At times, this will require memorising vocabulary and grammar patterns in order to communicate in a range of settings for a variety of purposes. Years 7-9 Japanese courses follow a 'spiral' curriculum design, where students revisit similar assessment types with more challenging texts, concepts and conditions.

Please note: *Students in Excellence Programs will study a language in Year 7 and 8 on half a line for a full year. Students in mainstream classes may participate in a semester program as part of a rotation of electives so that they can make more informed subject selections in Year 9. Whilst we endeavour to ensure continuity of language learning it is not always possible due to timetabling and staffing parameters.*

Year 7 Japanese Units

Unit	Focus
Watashi no Tomodachi (My Friend)	• Following Classroom Instructions • Where is Japan? Map of Japan / Identifying major Japan cities • My Timetable in Japanese! Days of Week/ School Subjects • Greeting People • Self- introductions • Stating my friend's name, age • Stating their likes, dislikes
Sekai no Tomodachi (Friends of the World)	• Countries, nationality, languages • simple adjectives • Where someone lives • Where someone comes from
Watashi no Kazoku (My Family)	• introduce family members, hobbies, family, chores, activities • Japanese Homelife – shoes, toilets, bath, using chopsticks • number in the family • keeping pets
Manga to Anime (Japanese Pop Media)	• imaginative characters • naming body parts • describing body features colours, sizes • composing a manga comic strip

**Subject to changes and modifications*

Year 8 Japanese Units

Unit	Focus
"Itadakimasu!" (Let's Eat!)	- Japanese cuisine: Food and Drinks - What are good / bad manners? - Expressing a range of likes / dislikes
Omedetou Gozaimasu (Congratulations!)	- Days of Week / Months / Dates - Planning Events – Birthday Party / Karaoke Party - Festivals & Celebrations in Japan
Supoutsu Shiyoi! (Let's play Sport!)	- Where are you from? - Olympics 2020 - Hobbies and Sports - Traditional Sports - School Clubs - Describing Abilities
"Nihon ni Ikou!" (Let's go to Japan!)	- Train Travel in Japan - Respectful Travel - People you go with - How you get there - When you go

**Subject to changes and modifications*

Year 9 Japanese

Japan is one of Australia's closest neighbours and an important global leader in technology, innovation, business and culture. Studying Japanese at Benowa State High School gives you the opportunity to develop valuable language skills while exploring one of the world's most fascinating cultures.

In Year 9 Japanese, you'll build your confidence in speaking, listening, reading and writing through engaging, real-world topics. You'll communicate about everyday life, share your ideas and opinions, and learn how language reflects Japanese customs, traditions and ways of thinking. Through authentic texts and interactive learning experiences, you'll deepen your understanding of contemporary Japan while developing practical communication skills. At Benowa, Japanese students have opportunities to participate in cultural activities, connect with our Japanese sister school, and engage in authentic language experiences that bring learning to life. These experiences help build confidence, cultural understanding and global awareness.

Studying Japanese also strengthens your communication, critical thinking, creativity and problem-solving skills—qualities that are highly valued by universities and employers. Whether you dream of travelling to Japan, working in international business, technology, education, tourism or diplomacy, Japanese provides a pathway to exciting opportunities in an increasingly connected world.

Why choose Japanese?

- Learn the language of one of Australia's most important trading and regional partners.
 - Build practical communication skills for travel, study and future careers.
 - Explore Japan's unique culture, traditions, technology and contemporary society.
 - Participate in cultural experiences and connect with Benowa's Japanese sister school.
 - Develop confidence, global awareness and skills that are valued by universities and employers.
- Open your world. Choose Japanese and discover where language can take you.

Year 9 Japanese Units

Unit	Focus
Oitachi My Origins and Identity	• Personal background – family, childhood, hometown and personal identity • Describe milestones • Past tense of verbs and adjectives • Express opinions using adjectives • Consider formality, respect and humility in cultural contexts
Fa-suto Fu-do wa Herushi-? Is Fast Food Healthy?	• Explore Japanese eating habits and the role of fast food in Japan and Australia • Describe foods and meals using adjectives • Express preferences and reasons
Minna de Waiwai Having Fun Together	• Explore how Japanese teenagers spend their time and build friendships • Tell Time • Suggest activities • Invite friends • Describe own plans

**Subject to changes and modifications*

Spanish

Did you know that Spanish is spoken by more than 500 million people across Europe, North and South America, and beyond? Learning Spanish gives you the opportunity to connect with people from around the world while developing skills that will benefit you for life.

In Year 9 Spanish, students build confidence in speaking, listening, reading and writing through engaging, real-world topics. Students communicate about their experiences, express opinions, work collaboratively with others and explore the diverse cultures, traditions and lifestyles of Spanish-speaking countries.

As students learn the language, they will also strengthen valuable skills in communication, critical thinking, problem-solving and intercultural understanding—skills that are highly valued by universities and employers. Whether they aspire to travel, study overseas, work in international business, tourism, diplomacy, education or simply enjoy the challenge of learning a new language, Spanish provides a strong foundation for their future.

Why choose Spanish?

- Connect with over 500 million Spanish speakers worldwide.
- Develop practical communication skills for travel and work.
- Explore the rich cultures, history and traditions of the Spanish-speaking world.
- Build confidence, creativity and global awareness.
- Gain skills that complement careers in business, education, health, tourism, international relations and more.

Year 9 Spanish Units

Unit	Focus
Mi Día My Day	• Explore how teenagers in Hispanic countries spend their time • Tell Time • Family culture • School culture • Food culture • Describe daily activities • Reflexive verbs
Celebrando la Vida Celebrating Life	• Explore how Hispanic countries celebrate life and commemorate the past • Celebrations and festivals • Music/Food • Describe events, places and customs using adjectives • Using ser and estar
¡A viajar! Let's Travel	• Explore the variety of the Hispanic world • Plan a trip to a Hispanic destination • Using the past tense • Transport and travel customs

**Subject to changes and modifications*