BENOWA

STATE HIGH SCHOOL

Junior Secondary Curriculum Guide 2025

Respect

Integrity

Diligence

Compassion

Contents

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 is underpinned by the New Art and Science of Teaching pedagogical framework and other evidence-based teaching practices to support student learning in reading, writing and numeracy. Our teaching reflects a deep belief in deliberate and reflective practices, whereby we closely monitor student achievement and map learning experiences, to ensure each student is provided with an opportunity to maximise their achievement in all areas of the curriculum, including cross-curricula 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. This means that teaching practices are responsive to the needs of young adolescents along with strong and positive student teacher relationships. This requires an understanding of how students develop both academically and socially and a shared understanding of the expectations of students across Years 7–9. The importance of a safe and supportive learning environment that allows students to take risks and make mistakes in order to develop the academic resilience is needed to be successful in the senior phase of learning and beyond.

High quality staff development is considered to be 'an important and necessary prerequisite' for improvement in student learning (Guskey and Sparks, 1996). Upper primary teachers and our teachers of Junior Secondary work together to share best practice and information about student progress, so that curriculum, pedagogical and assessment practices are aligned and student learning is continuous. Strong partnerships have been formed with our local schools, including Benowa SS, Ashmore SS, Bellevue SS and Surfers Paradise SS, and learning from our transitioning teachers about pedagogical practices suitable for adolescent learners.

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 House, 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.
- Vocabulary, spelling, writing – log in to Word Flyers.
- 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 ok 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)
- Language 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.

Homework Club

Students seeking additional support also have access to Homework Club. Homework Club operates two afternoons (Monday and Thursday) per week from 3-4pm in the Collaboration Centre.

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, History, 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 three (3) ELECTIVE subjects: (Exceptions apply in French Immersion, STEM, Sports Excellence, Music Excellence and Dance Excellence).

- CORE Subjects include: English, Science, Maths, and History – each for 210 mins per week. In addition students will study Health & Physical Education for 105 minutes per week
- ELECTIVE subjects will be offered on a 1-year basis (105 mins per week for two Semesters). This will allow most students to develop in-depth skills and knowledge in three elective areas. Due to class numbers students are expected to remain in these subjects for the entire year
- Students in most specialist programs will have one elective choice only. Current specialist programs include: French Immersion, STEM, Sports Excellence, Music Excellence and Dance Excellence. Students in Waldorf classes will have two electives

Core Learning Areas

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

Electives Learning Areas

The Arts	Business
• Dance • Music • Drama • Art	• Business Enterprise Education
Hospitality	**Languages**
• Food Studies	• Japanese • French – (continuing French Immersion Students)
Industrial Technology and Design	
• Practical Woodwork • Industrial Technology & Design • Graphics	

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 enjoyable for someone but not necessarily for you. Make up your own mind.
- ‘Someone told you that the subject is boring’. See previous point.

Core Learning Areas

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. Thes 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
- Spontaneous discussion

Reading and viewing

- Examinations
- Assignments
- Analytical discussions

Writing and creating

- Examinations
- Assignments

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

Minor assessment tasks (A) are short, classroom-based, activity-style tasks. These are completed during lessons but contribute to a student's overall grade. They make up approximately 25% of a student's level of achievement each term.

Major assessment tasks (B) are larger, more traditional assessment tasks. These are either drafted assignments or exams that are practised. They make up approximately 75% of a student's level of achievement each term.

Units and assessment are being redeveloped to align to Version 9 of the Australian Curriculum. The overview below is a draft of Benowa's updated English program. Some changes may occur as this is finalised.

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

Year 8 English Course Overview

Minor assessment tasks (A) are short, classroom-based, activity-style tasks. These are completed during lessons but contribute to a student's overall grade. They make up approximately 25% of a student's level of achievement each term.

Major assessment tasks (B) are larger, more traditional assessment tasks. These are either drafted assignments or exams that are practised. They make up approximately 75% of a student's level of achievement each term.

Units and assessment are being redeveloped to align to Version 9 of the Australian Curriculum. The overview below is a draft of Benowa's updated English program. Some changes may occur as this is finalised.

Unit	Focus	Assessment
Genre Study: Creative Writing	• Study of short stories and novel excerpts within a genre • Analysis of genre, literary devices and meaning • Creative writing	Task 1A (Minor) Book club spoken discussion Task 1B (Major) Creative writing: short story exam – up to 600 words
What Matters: Persuasive Speaking & Film Analysis	• Exploring issues and values in fiction and non-fiction texts • Persuasive speaking • Film analysis	Task 1A (Minor) Persuasive short speech or video Task 1B (Major) 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 (Minor) Multiple choice and short response test Task 3B (Major) Analytical essay – up to 600 words
Novel Study: Analytical Writing	• Novel study • Character and narrative analysis • Creative writing • Persuasive writing	Task 4A (Minor) Creative writing – extra chapter Task 4B (Major) Persuasive writing – up to 600 words

Year 9 English Course Overview

Minor assessment tasks (A) are short, classroom-based, activity-style tasks. These are completed during lessons but contribute to a student's overall grade. They make up approximately 25% of a student's level of achievement each term.

Major assessment tasks (B) are larger, more traditional assessment tasks. These are either drafted assignments or exams that are practised. They make up approximately 75% of a student's level of achievement each term.

Units and assessment are being redeveloped to align to Version 9 of the Australian Curriculum. The overview below is a draft of Benowa's updated English program. Some changes may occur as this is finalised.

Unit	Focus	Assessment
Film Study: Creative Writing and Persuasive Speaking	• Analysis of genre and meaning within film • Persuading audiences to interpret films in particular ways • Creative writing – representing a movie in new ways	Task 1A (Minor) Creative reinterpretation Task 1B (Major) Persuasive blog post – up to 700 words
Novel Study: Analytical Writing	• Novel study • Character and narrative analysis • Analytical writing	Task 2A (Minor) Book club spoken discussion Task 2B (Major) 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 (Minor) Rigorous reading task with short response/multiple choice test Task 3B (Major) Analytical essay exam – up to 700 words
Play Study: Creative scriptwriting and presenting	• Novel study • Character and narrative analysis • Creative writing • Persuasive writing	Task 4A (Minor) Creative visual presentation Task 4B (Major) 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 assessments including:

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

Year 7 - Humanities – History and Geography

Unit	Domain	Focus
1	History	Deep time history of Australia • theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia • theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent • how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time • how First Nations Australians have responded to environmental processes and changes over time • the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management • the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time • the cultural obligations of First Nations Australians about significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation
2	History	The ancient world: Egypt • the different methods and sources of evidence used by historians and archaeologists to investigate early societies, and the importance of archaeology and conserving the remains, material culture and heritage of the past • how the physical environment and geographical features influenced the development of the ancient society • the organisation and roles of key groups in ancient society such as the nobility, bureaucracy, women and slaves, and how they influenced and changed society • key beliefs, values and practices of an ancient society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs • causes and effects of contacts and conflicts within ancient societies and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties • the role and achievements of a significant individual in an ancient society
3	Geography	Water in the world • classification of environmental resources and the way that water connects and changes places as it moves through environments • the location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water • the economic, cultural, spiritual and aesthetic value of water for people, including First Nations Australians • the causes and impacts of an atmospheric or hydrological hazard, and responses from communities and governments

4	Geography	Place and liveability • factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality • the location and distribution of services and facilities, and implications for liveability of places • the cultural connectedness of people to places and how this influences their identity, sense of belonging and perceptions of a place, in particular the cultural connectedness of First Nations Australians to Country/Place • strategies used to enhance the liveability of a place, including for young people, the aged or those with disability, drawing on studies such as those from Australia or Europe

Year 8 - Humanities – History and Geography

Unit	Domain	Focus
1	History	Medieval Europe and the early modern world (c.590–c.1500) • the transformation of the ancient world to the early modern world, from the decline of the Roman Empire in western Europe through Medieval, Renaissance or pre-modern Europe • the roles and relationships of different groups in Medieval, Renaissance or pre-modern Europe • a significant event, development, turning point or challenge that contributed to continuity and change in Medieval, Renaissance or pre-modern Europe • the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in Medieval, Renaissance or pre-modern Europe • the role and achievements of a significant individual and/or group in Medieval, Renaissance or pre-modern Europe • interpretations about an event, individual, group, institution or movement in Medieval, Renaissance or pre-modern Europe
2	History	Asia-Pacific world: Japan under the Shoguns (c.794–1867) • the significant social, religious, cultural, economic, environmental and/or political features of different groups in the Asian-Pacific society • a significant development, event, turning point or challenge that contributed to continuity and change in the Asian-Pacific society • the experiences and perspectives of rulers and of subject peoples, and the interaction between power and/or authority in the Asian-Pacific society • the role and achievements of a significant individual and/or group in the Asian-Pacific society • interpretations about the Asian-Pacific society and events, and/or individuals and/or groups connected to the society
3	Geography	Changing nations • causes of urbanisation and its impacts on places and environments, drawing on a study from a country such as the United States of America, and its implications • differences in the distribution of urban settlements and urban concentration in Australia compared with another country such as the United States of America, and their implications • reasons for, and effects of, internal migration and international migration in Australia, China or other countries • strategies to manage the sustainability of Australia's changing urban places
4	Geography	Landforms and landscapes • geomorphological processes that produce different landscapes and significant landforms • the location and distribution of Australia's distinctive landscapes and significant landforms • the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians • the interconnections between human activity and geomorphological processes, and ways of managing distinctive landscapes • the causes and impacts of a geomorphological hazard on people, places and environments, and the effects of responses

Year 9 - Humanities – History and Geography

Unit	Domain	Focus
1	Geography	Biomes and food security & Geographies of interconnections • the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity • the effects on environments of human alteration of biomes to produce food, industrial materials and fibres • the environmental, economic and technological factors that impact agricultural productivity, in Australia and a country in Asia • challenges to sustainable food production and food security in Australia and appropriate management strategies • the ways changing transportation and technologies are used to connect people to services, information and people in other places • the effects on places of people's travel, recreational, cultural or leisure choices, and the strategies for managing the impacts on these places • the ways that places and people are interconnected with other places through trade in goods and services, at all scales • the impacts of the production and consumption of goods on places throughout the world, and strategies to manage sustainability in these places
2	History	Making and transforming the Australian nation (1750–1914) • the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration • the key social, cultural, economic and political changes and their significance in the development of Australian society during the period • the causes and effects of European contact and extension of settlement, including their impact on the First Nations Peoples of Australia • significant events, ideas, people, groups and movements in the development of Australian society • continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society • different experiences and perspectives of colonisers, settlers and First Nations Australians and the impact of these experiences on changes to Australian society's, ideas, beliefs and values • the development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people
3	History	World War I • the causes of World War I and the reasons why Australians enlisted to fight in the war • the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East • significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice • the effects of World War I on Australian society such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers • the commemoration of World War I, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war

4	History	World War II • the causes, outbreak and course of World War II and the significance of Australian involvement • the places where Australians fought, and their perspectives and experiences during World War II, such as the fall of Singapore, prisoners of war (POWs), the Battle of Britain and Kokoda • the significant events and turning points of World War II, including the Holocaust and use of the atomic bomb • the effects of World War II, with a particular emphasis on the continuities and changes on the Australian home front, such as the changing roles of women and First Nations Australians, and the use of wartime government controls • the significance of World War II to Australia's immediate post-war economic, political and social development, and Australia's international relationships in the 20th century • the commemoration of World War II, including different historical interpretations and debates

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 • Revision • 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 • Revision	
	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 • Revision	

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) 4. Assignment – Designer Boxes (Week 8)
Equivalence and Equations	• Inverse Operations • Building up Expressions • Solving equations using backtracking • Checking Solutions • Keeping equations balanced • Doing the same on both sides	
Probability	• Solving word problems • Language of Chance • Sample Space • Experimental Probability • Simple Probability • Two-way Tables and Tree Diagrams • Venn Diagrams	
	• Revision	

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	
	• Revision	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	
	• Revision	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	
	• Revision	• 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	
	• Revision	Test (held at End of Term)
	• Worksheets • End of Year Program	

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 ourculture 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, 9 and 10):

Mainstream Sciences: The content of the Australian Curriculum for Sciences is delivered in its original format from Year 7 to Year 10.

Extension Sciences: The content of the Australian Curriculum for Sciences is condensed allowing students to be exposed to extension content during the remaining three weeks each term.

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, Extension 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, Marine Science, Physics, and/or Psychology in Year 10. All other students will be enrolled in Year 10 Mainstream Science.

Pre-requisites: Students wishing to join a Science Extension class in Year 8 or Year 9 must have received an A overall grade for Sciences for two consecutive terms. Eligibility for Science Extension classes is determined based on academic achievement, effort and behaviour, and is heavily dependent to availability of places in the extension classes.

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 Submission: Hard copy
Term 2 Topic: Chemistry – Solving Water Issues Type: Assignment Length: 400-600 words Time: 2 weeks Submission: Hard Copy Topic: Seasons & Heavenly Bodies Type: Exam Duration: 70 minutes Submission: Hard copy
Term 3 Topic: Biology and Classification Type: Exam Time: 70 minutes Submission: Hard copy
Term 4 Topic: Physics / Working Scientifically - Balloon Powered Vehicle Type: Assignment Length: 500-600 words Time: 2 weeks class time Submission: Hard copy

**Subject to changes and modifications*

Year 7 Mainstream/Extension Science Course Overview

Term 1 Topic: Seasons & Heavenly Bodies Type: Exam Time: 70 min Submission: Week 9	Topic: Space - Extension Type: Negotiated (student directed) Time: 5 weeks class time Submission: Week 10, Digital (OneNote)
Term 2 Topic: Biology and Classification Type: Exam Time: 70 minutes Submission: Week 9	Topic: Predator Prey – Extension Type: Exam – Excell Time: 70 min Submission: Week 9
Term 3 Topic: Chemistry – Extension Type: Exam Time: 70 min Submission: Week 9	
Term 4 Topic: Physics / Working Scientifically - Balloon Powered Vehicle Type: Assignment Length: 500-600 words Time: 2 weeks class time Submission: Week 9	

**Subject to changes and modifications*

Year 7 Science, Research & Technology

Term 1 Topic: Microsoft Word Type: Exam Time: 70 min Submission: Week 7	Topic: Excell Type: Exam Forms Quiz and Graph Construction Time: 70 min Submission: Week 7	
Term 2 Topic: Rocket Research Type: Research Length: 600-800 words Time: 2 weeks Submission: Week 3	Topic: Predator Prey – Extension Type: Exam – Excell Time: 70 min Submission: Week 9	Topic: GROCK Python Online Platform Type: Progress Mark Length: Semester Submission: Week 10
Term 3 Topic: Chemistry / Working Scientifically - Separating mixtures Type: Assignment Length: 500-600 words Time: 2 weeks class time Submission: Week 10	Topic: Science Investigation Type: Poster and Journal Time: 10 weeks class time Submission: Week 6 = Poster, Week 8 = Journal	
Term 4 Topic: Chemistry – Solving Water Issues Type: Assignment Length: 400-600 words Time: 2 weeks Submission: Week 3	Topic: Lego Robotics Type: Project/Journal Length: 400-600 words Time: 5 weeks Submission: Digital submission Week 8	Topic: GROCK Python Online Platform Type: Progress Mark Length: Semester Submission: Week 10

**Subject to changes and modifications*

Year 8 Mainstream Science Course Overview

Term 1 Topic: Chemistry Type: Assignment – Student Experiment Length: 800-1000 words Time: 3 weeks (10 hours class time) Submission: Week 8	
Term 2 Topic: Biology (Cells and Reproduction) Type: Exam Time: 70 mins Submission: Week 8	
Term 3 Topic: Biology (Body Systems) Type: Exam Time: 60 mins Submission: Week 4	Topic: Geology Type: Exam Time: 70 mins Submission: Week 9
Term 4 Topic: Chemistry Type: Assignment – Student Experiment Length: 800-1000 words Time: 3 weeks (10 hours class time) Submission: Week 6	

**Subject to changes and modifications*

Year 8 STEM/Extension Science Course Overview

Term 1 Topic: Chemistry Type: Assignment – Student Experiment Length: 800-1000 words Time: 3 weeks (10 hours class time) Submission: Week 8	Topic: Tectonic Plates – Extension Type: Exam Duration: 60 minutes Submission: Hard copy Week 6
Term 2 Topic: Biological Sciences Type: Exam Time: 60 minutes Submission: Hard copy Week 8	Topic: Biological Sciences – Extension Type: Exam Time: 60 minutes Submission: Hard copy Week 5
Term 3 Topic: Chemical Sciences Type: Assignment – Separating Mixtures Length: 600 – 800 words Time: 2 weeks Submission: Hard copy Week 3	Topic: Chemical Sciences – Extension Type: Exam Time: 60 minutes Submission: Hard copy Week 10
Term 4 Topic: Physical Sciences Type: Rube Goldberg Machine Construction Length: 400-600 words Time: 4 weeks Submission: Hard copy/ video	Topic: Physical Sciences – Extension Type: Exam Time: 60 minutes Submission: Hard copy

**Subject to changes and modifications*

Year 8 Science, Research & Technology Overview

Term 1 Topic: Solar ovens Type: Group Project Time: 5 weeks class time Submission: Week 10, Digital (OneNote)		
Term 2 Topic: Data and graphing Type: Forms Quiz Time: 60 mins (in class) Submission: Week 4	Topic: Arduino Type: Group Project Time: 4 weeks class time Submission: Week 9, Digital (OneNote)	Topic: Grok Type: Online modules Time: Completed over Term 1 and 2 Submission: Week 9
Term 3 Topic: Science Investigation Type: Poster and Journal Time: 10 weeks class time Submission: Week 6 = Poster, Week 9 = Journal		
Term 4 Topic: Engineering (Athletics track) Type: Written assignment Time: 8 weeks class time Submission: Week 8	Topic: Grok Type: Online modules Time: Completed over Term 3 and 4 Submission: Week 9	

**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 Submission: Week 9	Term 2 Topic: Chemistry Type: Exam Length: Time: 70 mins Submission: Week 9
Term 3 Topic: Biology Type: Exam Length: Time: 70 mins Submission: Week 9	Term 4 Topic: Earth Science Type: Research task Length: 1000-1500 words Time: 3 weeks Submission: Week 7

Year 9 STEM/Extension Science Course Overview

**Subject to changes and modifications*

Term 1 Topic: Chem Type: Graphing Quiz (Ext) Time: 70min Submission: Week 6	Topic: Chemistry Type: Exam (Ext) Time: 70min Submission: Week 10
Term 2 Topic: Chemistry Type: Exam (Mainstream) Time: 70min Submission: Week 5	Topic: Extension Chemistry Type: Exam (Ext) Time: 70min Submission: Week 9
Term 3 Topic: Physics Type: EEI (Mainstream) Length: <1000 words Submission: Week 5	Topic: Physics Type: Formative Exam (Mainstream) Time: 70min Submission: Week 9
Term 4 Topic: Physics Type: Exam (Ext) Time: 70min Submission: Week 4	Topic: Chemistry Type: Student Experiment Report (Ext) Length: 1000-1500 words Submission: Week 7

Year 9 Science, Research, and Technology

**Subject to changes and modifications*

Term 1 Topic: Body Systems Type: Exam Time: 70 min Submission: Week 10	Type: Extension Quiz Time: 70min Submission: Week 10
Term 2 Topic: Disease Type: Research Assignment Task Length: 1000 words Time: 2 weeks Submission: Week 5	Topic: Ecology Type: Exam Time: 70min Submission: Week 9
Term 3 Topic: Genetics Type: Exam Time: 70min Submission: Week 9	
Term 4 Topic: Evolution Type: Research Investigation Length: 1500 words Submission: Week 5	Topic: Plate tectonics Type: Exam Time: 70min Submission: Week 8

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. Content is divided into two strands and then organised into sub 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 program is centred around the creation of healthy citizens through highlighting the importance of life-long health, wellness and physical activity both now and in the future. We will educate across the breadth of the components of health and provide life-long skills and knowledge to promote a lifestyle which includes regular exercise and an appreciation between well-being and one's ability to be a productive, happy citizen of the world.

Generally the students participate in 105 minutes of lessons per week and these are a combination of physical activity and classroom lessons.

The aim of the physical activity lessons is to involve all students in worthwhile fitness enhancing pursuits while also having fun and developing skills which can be applied in a variety of games, sports and athletic events. Physical lessons are assessed on both skills, strategies and meaningful participation.

The activities in which students will be involved include track and field, basketball, touch football, tennis, soccer, netball, soft-cross, AFL, and baseball/softball and modified games. Depending on timetabling, some classes will be able to have indoor lessons in the sports hall in futsal, volleyball and badminton.

Classroom topics focus on both content and skills, particularly those academic skills that will be needed as they progress through to the senior phase.

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
Theory Unit 1 - PERMA+	Communicating and interacting for health and wellbeing • Evaluate health information and communicate their own and other's health concerns (ACPPS076) • Contributing to healthy and active communities • Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) • Being healthy, safe and active • Practice and apply strategies to seek help for themselves or others (ACPPS072)	Multi Modal
Theory Unit 2 – Food and Nutrition	Being healthy, safe and active • Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Multi Modal Students collect and analyse their own diet. They will submit a written paragraph and a persuasive speech about their personal eating habits
Theory Unit 3 – Generations	Communicate and interacting for health and wellbeing • Investigate the benefits of relationships and examine their impact on their own and others health and wellbeing (ACPPS074) Being healthy, safe and active • Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)	Presentation- Powerpoint Students present information gathered during interview of a family member or friend from an older generation to investigate changes they have gone through in the areas of personal, physical and social.
Theory Unit 4 – Human Body	*Being healthy, safe and active* • Investigate and select strategies to promote health, safety and wellbeing(ACPPS073) • Develop skills to evaluate health information and express health concerns (ACPPS076) • Contributing to healthy and active communities • Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077)	Exam - Mixed Response Students examined on their knowledge of bones and muscles and how to prevent/treat injuries

Year 8 HPE Course Overview

Unit	Focus	Assessment
Theory Unit 1 – Sleep	Being healthy, safe and active • Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	Exam Students will use mind maps, Cornell Notes and personal sleep diary to write 2 paragraphs that: 1.Identifies two key reasons why sleep is important for teenagers (support with primary and secondary evidence) 2.Implement a sleep 'tweak' into their life for one week (keep a sleep log) and reflect on the impacts it had or could have (in the long term) on sleep and wellness. Use sleep logs for primary evidence.
Theory Unit 2 – Health Benefits of Physical Activity	Contributing to healthy and active communities • Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078)	Mixed Response Students; 1. Write a proposed Personal Fitness Plan in response to fitness test data. 2. Suggest natural and built environments that might promote health and wellbeing within the local community
Theory Unit 3 – Cyber Safety	Being healthy, safe and active • Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) • Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) • Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)	Multimodal Students address and range of issues relation to Cyber Safety in teenagers and propose some solutions to maximise safety when interacting in the cyber world.
Theory Unit 4 – Indigenous and World Games	Communicating and interacting for health and wellbeing • Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Being healthy, safe and active • Investigate the impact of transition and change on identities (ACPPS070) Contributing to healthy and active communities • Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079) physical activities (ACPMP086) • Modify rules and scoring systems to allow for fair play, safety and inclusive participation	Practical Performance Students investigate a range of Indigenous and World Games and participate in them. Students then select one indigenous or world game to present (as a group) to the rest of the class, which they play.

Year 9 HPE Course Overview

Unit	Focus	Assessment
Theory Unit 1 – My Relationship with Movement	Communicating and interacting for health and wellbeing • Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095) Contributing to healthy and active communities • Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) Being healthy, safe and active • Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Exam Written Response to unseen stimulus about how one's wellbeing can be impacted upon by exercise.
Theory Unit 2 – Alcohol and other Drugs	Contributing to healthy and active communities • Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098) Being healthy, safe and active • Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) Being healthy, safe and active • Examine the impact of changes and transitions on relationships (ACPPS090)	Exam Essay responding to statement "Rates of Binge Drinking in teenagers is increasing"
Theory Unit 3 – Relationships	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102) Being healthy, safe and active • Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) Communicating and interacting for health and wellbeing • Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) • Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	Case Study Exam Students use prepared notes to respond to a scenario about teenage relationships
Theory Unit 4 - Mindfulness	Contributing to healthy and active communities • Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	Multimodal Students complete a PPT and a persuasive speech to create a health campaign to promote mindfulness to other teens. They will focus on the What, Why and How mindfulness is relevant in teenagers' lives.

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.

Elective Descriptions

The Arts

The Arts Department at Benowa State High School is an integrated department that offers studies in Art, Dance, Drama and Music. Students have the opportunity to study units in each of these areas.

Dance (DAN)

Course Overview

Dance is an important human activity through which students can capture and express ideas, learn about other cultures, develop self-confidence, improve social skills, enhance physical wellbeing and develop an appreciation of other artistic forms.

You should choose this subject if you have an interest in expressing your ideas about the world, you have a passion for dancing or you want to improve your fitness and flexibility.

Types of Assessment in Dance

- Choreography: Creating movements to convey themes interpret music and visually entertain.
- Performance: Development of technical and expressive dance skills.
- Appreciation: Viewing, analysing, discussing and writing about dance.

Requirements: A USB; A laptop; black dance pants and black singlet.

Prerequisite Subjects: Nil. This subject forms part of the foundation for Senior Dance.

Excursions: Students are provided with opportunities to view live performances and work with professional artists at times throughout the year.

Performances: Students are given opportunities to take part in live performances throughout the year, culminating with Dance Night in October.

Possible Career Pathways: Dancer, Entertainer, Teacher, Childcare Worker, Pre School Teacher, Choreographer, Events Management, Lecturer, Researcher, Writer, Arts Lawyer, Presenter, Agent, Journalist, Editor, Hospitality Industry, Fitness Trainer, Yoga Instructor, Physiotherapist, Naturopath, Medical Rehabilitation, Sports Psychology.

Year 9 Dance Course Overview

Term 1 - Unit	Focus	Assessment
Sporty Steps	• Inspired by the movement of Sport this unit explores the human need to dance and express ourselves.	1. Choreography in pairs (sport as inspiration for movement) 2. Hip Hop performance
Term 2 - Unit	**Focus**	**Assessment**
Social Dance	• Dance from across the globe influences everyone. A loot at where it began and where we are going.	3. Social Dance Performance Medley 4. Social Dance Brochure
Term 3 - Unit	**Focus**	**Assessment**
Contemporary	• Dance to develop meaning and emotion in the contemporary style.	5. Performance – Teacher Devised 6. Choreography Lyrical piece using Song Lyrics
Term 4 - Unit	**Focus**	**Assessment**
Musical Theatre	• Exploration of dance in musical theatre, from *Singing in the Rain* to *High School Musical*.	7. Performance Teacher Devised 8. Appreciation folio of Musical Theatre selection

Dance Excellence(DAX)

Course Overview

Dance involves using the human body to express ideas. In Dance Excellence students develop Performance skills in a range of styles including Hip Hop, Jazz, Contemporary and Musical Theatre. They also have many opportunities to create choreography and analyse the effectiveness of professional works. In this course it is also important to be self- motivated, the life skills of collaboration, cooperation, resilience, organisation and confidence are enhanced and developed.

Requirements: Knee length black leggings; Dance Excellence T-shirt; black jazz shoes; laptop; USB

Prerequisite Subjects: Entry into class is from Year 7 and 8 Dance Excellence. When room exists new students will be taken after completing a successful audition.

Excursions: Students will be provided with opportunities to view live performances and participate in workshops and choreography development activities with professional Dancers.

Performances: Student are given opportunities to participate in live performances throughout the year, culminating in Dance Directions at the end of the year.

Possible Career Pathways: Dancer, Entertainer, Teacher, Childcare worker, Pre School Teacher, Choreographer, Events Management, Lecturer, Researcher, Writer, Arts Lawyer, Presenter, Agent, Journalist, Editor, Hospitality Industry, Fitness Trainer, Yoga instructor, Physiotherapist, Naturopath, Sports Psychologist.

Year 7 Dance Excellence Course Overview

Term 1 - Unit	Focus	Assessment
The Ultimate Performer	• Exploration of performance skills and techniques in all artistic dance styles.	1. Performance Jazz 2. Performance Hip Hop 3. Choreography 4. Appreciation Exam
Term 2 - Unit	**Focus**	**Assessment**
Creative Choreography	• All the tools, tricks and basics of choreography. • How to entertain and influence an audience.	5. Performance Contemporary 6. Choreography (Lyrical) 7. Written Appreciation
Term 3 - Unit	**Focus**	**Assessment**
Latin Fever Social Dance	• Salsa, Rhumba, Bachata and Cha Cha. A trip to Cuba and South America through dance.	8. Performance – Social Dance Medley 9. Written Appreciation – seminar social history
Term 4 - Unit	**Focus**	**Assessment**
Challenging Perceptions	• What is dance? • What is art? • How to frame ourselves and performers and creatives	10. Written Appreciation – Here We Go 11. Choreography Post Modern Workshops 12. Dance Night performance

Year 8 Dance Excellence Course Overview

Term 1	Focus	Assessment
World of Dance	• The functions of dance around the world. • Hip hop • Jazz • Ballet	1. Performance Jazz 2. Performance Hip Hop 3. Choreography 4. Written Test – Dance Elements
Term 2	**Focus**	**Assessment**
Jigsaw Pieces	• How do we take all the rules of choreography and make a dance?	5. Performance Contemporary 6. Choreography Contemporary (Theme and Stimulus) 7. Written Appreciation
Term 3	**Focus**	**Assessment**
Lights Cameras Action	• The Just Dance phenomenon unpacked and a new creative touch put on it Benowa style	8. Popular Dance Performance 9. Just Dance Choreography 10. Proposal and creative reflection booklet.
Term 4	**Focus**	**Assessment**
Dance Careers	• Where to from here? • Looking at careers in dance and how to prepare for the future.	11. Performance 12. Choreography 13. Resume

Year 9 Dance Excellence Course Overview

Term 1	Focus	Assessment
New Moves	• The latest Hip Hop moves and how to create meaning and characters for Hip Hop choreography	1. Written Responding Task
Term 2	**Focus**	**Assessment**
Innovation and Influence	• The major influences of contemporary dance and what they mean for modern movement	2. Written Responding Task
Term 3	**Focus**	**Assessment**
All That Jazz	• A chance to create a new vision for a piece of musical theatre. • Reinvent and revitalise	3. Written Responding Task
Term 4	**Focus**	**Assessment**
Poetry in Motion	• Opportunities to choreograph a large group and explore challenging performances.	4. Final choreographic statement or performance review

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: Students communicate to audiences through playing, singing and conducting of music, in solo and ensemble situations.
- Composing: Students combine musical elements to create music that is in a specific context and/or genre.
- Listening: Students listen, analyse, discuss and write about music.

Requirements: A USB.

Prerequisite Subjects: Year 8 Music (French Immersion) 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.

Year 7 Music Excellence Course Overview

Term 1	Focus	Assessment
Rhythm … and Melody	• Making and responding to music while exploring the way music is designed	1. Percussion ensemble performance 2. Percussion ensemble composition 3. Solo performance 4. Musicianship exam 5. Responding exam
Term 2	**Focus**	**Assessment**
Timbre Time	• Understanding how version of pieces change the interpretation of lyrics	6. Solo performance 7. Analysis exam 8. Ensemble performance 9. Musicianship exam
Term 3	**Focus**	**Assessment**
Children's Music	• Learning about composition through the study of children's music *From Baroque to The Wiggles*	10. Keyboard performance 11. Guitar performance 12. Composition folio 13. Solo performance 14. Musicianship exam
Term 4	**Focus**	**Assessment**
Music Rebels	• Looking at composers through time who challenge compositional norms.	14. Analysis exam 15. Musicianship exam 16. Song profile

Year 8 Music Excellence Course Overview

Term 1	Focus	Assessment
Heroes and Villains	• Representations in art, film and musical theatre	1. Ensemble performance 2. Arrangement 3. Solo performance 4. Musicianship exam 5. Responding exam
Term 2	**Focus**	**Assessment**
Around the World in 30 Days	• Travel from the depth of the Amazon to the mountains of Nepal in this fabulous musical journey adventure	6. Analysis exam 7. Musicianship exam 8. Concert
Term 3	**Focus**	**Assessment**
Pop!	• Popular music from the 1950s to now • Revolutions of each decade	9. Ensemble performance 10. Solo performance 11. Musicianship Exam 12. VLOG
Term 4	**Focus**	**Assessment**
Music Storytelling	• Looking at programmatic music	13. Folk song arrangement 14. Solo performance 15. Musicianship exam 16. Analysis exam

Music Excellence (MUX)

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 Excellence

Performing: Students communicate to audiences through playing, singing and conducting of music, in solo and ensemble situations.

Composing: Students combine musical elements to create music that is in a specific context and/or genre.

Listening: Students listen, analyse, discuss and write about music.

Requirements: A USB.

Prerequisite Subjects: Year 8 Music Excellence is the prerequisite subject for Year 9 Music Excellence but this may be waived upon the completion of a performance audition.

This subject forms part of the foundation for Senior Authority Music.

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.

Year 9 Music Excellence Course Overview

Term 1 - Unit	Focus	Assessment
Macabre Masterpieces 1	• Introduction to the amazing musical world of good and evil in all its depictions	1. Arrangement – Composition 2. Solo Performance 3. Musicianship Exam 4. Analysis Exam
Term 2 - Unit	**Focus**	**Assessment**
Macabre Masterpieces	• Macabre Masterpieces 2 is an analysis-based unit where the colourful music studied depicts stories of witches, goblins, trolls, werewolves, vampires and ghosts	5. Ensemble Performance 6. Solo Performance 7. Analysis Exam 8. Musicianship Exam
Term 3 - Unit	**Focus**	**Assessment**
Hooks, Loops and Riffs	• The study of the significance of creating your own sound	9. Ensemble Performance 10. PodCast - VLog 11. Solo Performance 12. Musicianship Exam
Term 4 - Unit	**Focus**	**Assessment**
The New Inventors	• Music of the 20^{th} and 21^{st} Centuries	13. Solo Performance 14. Comp?? Folio 15. Analysis Exam 16. Musicianship 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.

Year 7 Drama Course Overview

Unit	Focus	Assessment
Elements of Drama	• Exploring the building blocks of drama through games and practical activities	1. Written Journal 2. Practical Workshops & Improvisations
So You Want To Write A Script	• Elements and principles of script writing and how to engage an audience.	3. Written – Script 4. Practical – Presentation of Group Revised Script

Year 8 Drama Course Overview

Unit	Focus	Assessment
Get on Board	• Improvisation skills, drama games and performance opportunities	1. Improvisation – Forming 2. Journal – Forming
A Perilous Pilgrimage	• Working as a group on a scripted performance	3. Responding – Analysis 4. Presenting – Group Performance

Year 9 Drama Course Overview

Unit	Focus	Assessment
Laughing All the Way (Clowning)	• Clowning and Comedy	1. Presenting – Improvisation 2. Responding Exam
Unit	**Focus**	**Assessment**
Visiting a Familiar Place (Lady MacBeth)	• Collage Drama	3. Presenting – Performing 4. Forming – Prompt Book
Unit	**Focus**	**Assessment**
Voyage to a New World (Ritual)	• Ritual Drama	5. Forming Folio 6. Responding – Review 7. Presenting – Performance
Unit	**Focus**	**Assessment**
Returning Home (Burnt)	• Australian Drama	8. Presenting – Performance

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.

Year 7 Art Course Overview

Unit	Focus	Assessment
Elements and Principles	• The underlying principles of art, design and creativity.	1. Artist's Book: Making Task

Year 8 Art Course Overview

Unit	Focus	Assessment
Vanitas: Exploration of Media	• Practical and written tasks to explore art making techniques.	1. Making Folio 2. Select from 2D, 3D and mixed media

Year 9 Art Course Overview

Term 1 Unit	Focus	Assessment
Representation and Abstraction	• 2D Media and Experimentation (Portraiture).	1. Making – The Art of the Selfie
Term 2 Unit	**Focus**	**Assessment**
Cultural Contexts	• 3D Media and Experimentation (Ceramic Masks or Plaster sculpture).	2. Making 3. Appraising Analysis
Term 3 Unit	**Focus**	**Assessment**
The Australian Ethos	• 2D Painting/Printmaking and Mixed Media (Landscape Painting).	4. Making 5. Appraising
Term 4 Unit	**Focus**	**Assessment**
Contemporary Drawing	• Drawing – Form and Meaning (Zentangle)	6. Making - Zentagle

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

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

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

Economics and Business - Year 7

Unit 1: Opportunity cost and the reasons businesses exist

- Economic scarcity
- Needs and wants of a local community
- Limited resources vs unlimited wants
- Sustainable use of economic resources
- First Nations communities and their use of exchange systems and partnerships
- Opportunity cost
- Purpose and existence of businesses
- Goods and services production
- Different ways of providing goods and services
- Types of businesses (sole proprietorship, partnership, cooperative, corporation, franchise, not-for-profit organisation)
- Business owned by First Nations Australians
- Types of goods and services offered by businesses
- Reasons for starting a business
- Examples of businesses in the local community

Unit 2: Entrepreneurs

- Entrepreneurial knowledge and skills
- Recognizing opportunities
- Establishing a shared vision
- Decision-making in business
- Characteristics of First Nations Australian entrepreneurs
- Community-run companies
- Individual success stories
- Processes applied for success
- Influence of values on entrepreneurial decision-making
- Negotiating with stakeholders
- Compliance with laws and regulations
- Factors contributing to business success
- Observations of successful local businesses
- Initiative and innovation

Unit 3: Individuals and work

- Types of work (full-time, part-time, casual, at home, paid, unpaid, unrecognised, volunteer)
- Reasons for working or contributing to community organisations
- Ways people derive income (wage/salary, business ownership, shareholder, rental service, social security benefit)
- Continuity of cultural practices and management of Country/Place in First Nations communities
- Work's contribution to individual identity and role within a community
- Earning income and its impact on self-esteem and happiness
- Community support through volunteering
- Enhancement of material and non-material living standards

Unit 4: Rights and responsibilities of individuals and businesses

- Difference between rights and responsibilities
- Rights and responsibilities of individuals and businesses
- Rights of individuals and businesses regarding consumer and financial products and services
- Examples of rights (warranties, cooling-off periods, return processes)
- Responsibilities of businesses regarding consumer and financial products and services
- Role of mandatory and voluntary standards in business responsibilities
- Product safety recalls as a business responsibility
- Importance of personal or business budgets and savings plans
- Decision-making in relation to consumer and financial products and services

Economics and Business - Year 8

Unit 1: Markets influencing decisions and businesses adapting to opportunities

- Market system participants in Australia (household, business, finance, government sectors)
- Operation of the market system through participant interactions
- Allocation of resources in the production of goods and services
- Factors influencing high and low prices of products or services
- Setting of prices and influencing factors (supply, demand, manufacturing costs, competition)
- Price as a means of resource allocation based on consumer and business decisions
- Identification of needs, niches, and gaps in established markets by businesses
- Development of specific services or products to address market opportunities (electric cars, solar power)
- Use of technology to streamline and gain efficiencies in existing business models
- Examples of technology adoption (ride share, food delivery apps, online retail)
- Current influences on the ways people work (technological change, global outsourcing, communication changes, casualization of the workforce)
- Changes in the workforce over time (available jobs, value placed on work, career length, human resource development, changing demography, corporate social responsibility, sustainability practices, workplace law changes)

Unit 2: First Nations Businesses and entrepreneurs

- First Nations Australian businesses and entrepreneurs
- Partnerships and cooperatives in providing goods and services
- Examples of industries (farming, fashion, design, tourism)
- Participation of First Nations Australian communities in contemporary markets
- Production, buying, and selling of goods and services
- Approaches to marketing, employment, and social contribution
- Strategies to overcome difficulties in accessing markets
- Connection to and responsibility for Country/Place
- Innovations in production and distribution of goods and services
- Examples of products (medicines, food) derived from the environment
- Cultural tourism and its impact on goods and services

Unit 3: Australia's system of taxation

- Government's role in collecting taxation revenue
- Provision of services to individuals and communities
- Examples of government services (healthcare, education, parental leave, childcare, aged care, infrastructure)
- Taxation for young Australians
- Types of government services provided to young Australians
- Rights and obligations of individuals in relation to taxation
- Application for a tax file number
- Calculation of income tax
- Dealing with incorrect tax deductions by employers
- Lodging a tax return
- Examples of taxes paid by individuals and businesses
- Influence of taxes on spending decisions

- Effects of income tax, import duties, and excise duties on prices
- Connection between tax collection, service provision, and individual/community wellbeing
- Support of Australian society through tax collection and service provision

Unit 4: Business planning and budgeting for financial objectives

- Short-term and long-term personal financial objectives
- Achievement of financial objectives through budgeting and savings plans
- Importance of financial records in business decision-making
- Types of financial records (income statements, balance sheets, budgets, cash flow statements)
- Use of financial records to inform business decisions
- Business processes for financial management and planning
- Devise a business plan as a financial management process
- Borrowing from financial institutions for business purposes
- Building savings through interest earnings

Economics and Business - Year 9

Unit 1: Australia's financial sector, economic decision-making and interdependence

- Different organisations in Australia's financial sector (banks, credit unions, building societies)
- Functions of financial institutions (collecting deposits, pooling savings, lending funds)
- Nature of investments and financial products/services for future income (shares, term deposits, managed funds, superannuation)
- Distinction between good and bad debt and debt management
- Risks of over-indebtedness and importance of savings buffer
- Forces shaping Australia's financial landscape (deregulation, technological changes, economic/business activities, consumer/business sentiment)
- Role of Australia's financial sector in supporting businesses in global markets
- Global financial services, payment systems, currency access, insurance, and capital
- Interdependence of economic decision-making in local, national, and global contexts
- Impact of globalisation on transnational corporations and supply chains
- Advantages and disadvantages for businesses, workers, and consumers
- Implications of interdependence within the global economy for Australian stakeholders
- Effects of economic changes in one country on others (e.g., unemployment, consumer demand, exports)

Unit 2: Australia's trading with other nations

- Reasons for countries to engage in trade
- Variations in economic resources as a driving factor for trade
- Selling surplus goods and services and acquiring needed goods and services
- Benefits of trade at various levels (economic, individual/business, national)
- Economic benefits such as increased production, specialization, household incomes, and employment
- Benefits for individuals and businesses including selling surpluses, competition, and innovation opportunities
- National benefits including international relationships, access to services, and diversified income sources
- Analysis of trade patterns between Australia and Asian countries over time
- Total value of trade, composition (goods, services), direction (exports, imports)
- Comparison of trade composition and direction between present and 50 years ago
- Understanding the interdependent nature of trade between Australia and Asian countries

Unit 3: Competitive advantage and entrepreneurs

- Processes used by First Nations Australian businesses to out-perform competitors and innovate in global markets
- Promoting brand image recognition and uniqueness of experiences
- Managing cultural and intellectual property, copyright, and licensing
- Collaboration through the First Nations Chamber of Commerce and Industry
- Processes used by First Nations Australian businesses to maintain, control, protect, and develop cultural expressions in goods and services
- Designing products, licensing art and music, consulting on locations of cultural significance

- Reasons why businesses seek to build a competitive advantage
- Meeting changing demands of a competitive global market and improving profit margins
- Processes used by businesses to build connections
- Collaborating with other businesses to share promotion costs, working with government to increase exports, developing skilled professionals and leaders
- Processes used by businesses to produce goods and services at a lower cost
- Research and development, improving efficiency in development and production processes, utilizing local resources and outsourced labor
- Processes used by businesses to innovate and differentiate products and services
- Creating identifiable marketable attributes, utilizing advertising and social media.

Unit 4: Managing consumer and financial risk and rewards

- Examples of consumer and financial risks to individuals and businesses, such as scams, identity theft, and fraudulent transactions
- Examples of consumer reward programs, including innovative products and services, loyalty schemes, and rewards for savings and investments
- Strategies individuals use to manage consumer and financial risk, such as setting financial goals, having insurance and savings, and being vigilant against scams
- Practices used by businesses to protect the safety of consumers, including mandatory and voluntary standards, product safety recalls, and cooling-off periods
- Importance of ethical decision-making and corporate social responsibility in consumer and financial decisions
- Considering consequences for oneself, family, community, and the environment in making consumer and financial choices.

Technologies: Design and Food (TDF) Year 7 and Year 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 105 minutes of class time per week. 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 TDF will be exposed to a range of learning experiences. These may include, but are not limited to:

Safety and Hygiene: Students will have the chance to delve into food safety principles and regulations, learning about proper food handling, storage, and preparation techniques. They will gain an understanding of how to prevent foodborne illnesses and develop personal hygiene practices essential in a food preparation environment.

Macrame Keyring: Students have the chance to explore the art of macrame and acquire the skills needed to create unique keyrings. They will learn about various textiles, knotting techniques, material selection, and creative design ideas to personalise their creations.

Recipe Design: Students will have the opportunity to develop their recipe development and design skills. They will learn how to balance flavours and textures, explore ingredient combinations and substitutions, and refine their recipes through testing. Additionally, they will discover techniques for visually appealing dish presentation and plating.

Cupcake Design: Students interested in baking will have the chance to explore the world of cupcake design. They will learn the basics of cupcake baking, including batter preparation and baking techniques. Additionally, they will discover various frosting recipes, piping techniques, and decorative elements to create visually stunning cupcakes for special occasions.

Food Nutrients: This unit will educate students on the importance of nutrition in food. They will gain knowledge about essential nutrients and their functions in the body. Students will also learn to evaluate food labels, make informed dietary choices, and design balanced meals that meet specific nutritional needs for different age groups and special populations.

Assessment:

Formative and summative assessment occurs in the following formats. For example:

- Written assessments: Exams, research reports, and reflective workbooks related to practical tasks.
- Practical assessments: Food preparation tasks, sensory evaluations, and cooking demonstrations.
- Design assignments: Menu planning, recipe development, and food presentation projects.
- Class participation and engagement

Resources:

- *Leather shoes required at all times

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 them for Design and Food in Year 9, and Hospitality in Year 10 – 12. As well as potential careers in the culinary industry or simply enhance their culinary expertise for personal enjoyment.

Technologies: Design & 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 105 minutes of class time each week and has a duration of 1 year.

Overview:

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

Ready, Set, Go!: Students are introduced to kitchen safety and hygiene as well as exploring design principles and food technology. Students will learn how to make informed food choices about healthy eating models, using grains, bread making, pasta and noodle dishes.

Fruit, Vegetables, Dairy Foods: Students explore vegetables, learn about legumes, understand fruits, delve into milk and its uses, and engage in yogurt and cheese making.

Meat, Fish, Poultry, Nuts, and Legumes: The focus of this unit is on meat cuts and cooking techniques, seafood exploration, poultry understanding, egg cookery, introduction to nuts, and exploration of vegetarian diets.

Water and Eating Foods in Small Amounts: This unit emphasises the importance of water in the diet, understanding fats and their role, the impact of sugar on health, and managing salt intake.

Assessment:

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

- Written assessments: Exams, research reports, and written assignments/PowerPoints.
- Practical assessments: Weekly Food preparation tasks, sensory evaluations, and cooking demonstrations.
- Design assignments: Menu planning, recipe development, and food presentation projects.
- Class participation and engagement

Resources:

- *Practical classes require students to wear leather shoes
- *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. Additionally, it will enhance their culinary expertise for personal enjoyment and culinary pursuits.

Technologies:
Industrial Design (TID) Year 7 & 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 105 minutes of class time per week. 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
- *Leather shoes are required at all times for practical activities

Technologies: 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 105 minutes of class time each week and has a duration of 1 year.

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
- *Leather shoes are required at all times for practical activities

Technologies: 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 105 minutes of class time each week and has a duration of 1 year.

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
- *Leather shoes are required at all times for practical activities

Technologies: 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 105 minutes of class time per week. 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.

Technologies: 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 105 minutes of class time each week and has a duration of 1 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.

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 or 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 Possible 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

Year 8 Japanese Possible 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 Shiyou! (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

Year 9 Japanese Possible Units

Unit	Focus
Tanoshii! (Having Fun)	• Daily Activities – describing what you do / don't do • School Clubs in Japan • Free Time Activities • Suggesting Activities • Expressing Opinions on what is fun / boring • Revise Katakana
Yasumi wa dou? (How was the Holiday?)	• describing past events • Change of School Year in Japan (March / April)
Endangered Animals	• descriptions of animals – colour / fur / adjectives • habitats / food / threats • the elements - seasons / temperature / weather
Paatii Shiyou! (Let's Party!)	• Telling Time • Posting the event • inviting friends • discussing abilities – who can do what • discussing cost

French (FRE)

French Immersion

Years 7-9 French Immersion are aligned to the Australian curriculum for Maths, History/Geography and Science. Content in Years 7-9 involves teaching content in the French language.

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 composing and comprehending. At times, this will require memorising vocabulary and grammar patterns in order to communicate in a range or settings for a variety of purposes. Years 7-9 French courses follow a 'spiral' curriculum design, where students revisit similar structure 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 French Immersion Course Overview

TERM 1	Focus
French: Le Français c'est facile comme bonjour	• Following Classroom Instructions • Verbs to have and to be • Questioning and answering • Self- introductions • School time table • Directions and positions
TERM 2	**Focus**
French: Super encore du Français	• Regular verbs, present tense • Irregular verbs (to do and to go), present tense • Consolidating questioning and answering
History: Prehistory/ Egypt	• Palaeolithic and Neolithic periods • Primary and secondary sources
Science: introduction to science	• Scientific techniques

TERM 3	Focus
French: Super encore du Français History: Egypt Geography: Water in the world Science: Astronomy	• Pronominal verbs • Description of a weekend • Daily routines • Demonstrative pronoms • Primary and secondary sources • Different types of water • Where do we find water • Planets • Vocabulary related to Astronomy
TERM 4	**Focus**
French: Super, encore du Français Geography: Places Science: Earth Resources	• Countries • Future tense • Where do we live • Quality of life • Energy sources • Natural cycles • The water cycle • Water management

Year 8 French Immersion Course Overview

TERM 1	Focus
French: Adomania 2: units 1&2	• Present tense • Directions • Partitive articles
History : The Vikings	• Life of a Viking
Science : Physics	• Forms of energy • Energy laws • Reducing energy consumption
TERM 2	**Focus**
French: Adomania 2: units 3&4	• Reflexive verbs • Pronoms COD • Imperative tense • Past tense: PC with avoir
History: The Shoguns	• Life in Japan during the shogunates period
Science: Biology	• Growth and Reproduction • Cells • Microscopes and slides
TERM 3	**Focus**
French: Adomania 2: units 5&6	• Indefinite pronoms • Past tense : PC with être • COD • Imperative tense
Geography: Unit 1: Human geography. Maps/Climate zones/reliefs	• Natural and built environments • Locate countries and continents and interpret graphs
Science: Chemistry	• States of matter • Periodic table • Chemical and physical changes
TERM 4	**Focus**
French: Adomania 2: units 7&8	• Simple future tense • Adverbs & Adjectives • COD & COI
Geography: Unit 2: Environment types	• Population • Urbanisation
Science: Geology	• Structure of the Earth • Types of rocks • Volcanoes and earthquakes

Year 9: French Immersion Course Overview

TERM 1	Focus
French: Adomania 3: units 1&2 Leisure / Generations	• COD & COI pronoms • Relative pronoms: qui/que • Past tenses: PC/Imparfait • Negation • Adjectives
History : Natural disasters	Different types of disasters and their consequences
Science : Ecology	• Ecosystems • Sustainability • Natural and human impacts
TERM 2	**Focus**
French: Adomania 3: units 3&4 Somewhere else/Creations	• Pronoms Y and En • Pronom Où and On • Places/landscapes • During (pendant) • Past tenses • Intensity adverbs
History : Movement of populations	• Settlers/ Convicts /Slaves
Science : Chemistry	• Atoms • Periodic table • Acids and bases
TERM 3	**Focus**
French: Adomania 3: units 5&6 Consumption/Flavours	• Recent paste tense • DRE verbs • Simple future • Si+ present
History: China (ancient)	• Life during emperor time in China
Science: Biology	• Systems of the human body
TERM 4	**Focus**
French: Adomania 3: units 7&8 Wellbeing and respect	• Superlatif • Demonstrative pronoms • Verbs with prepositions • Adverbs • Possessive pronoms • Irregular verbs : dire/lire/écrire
Geography : First World War	• Western and Eastern fronts • Gallipoli /The ANZACS
Science: Physics	• Heat, sound, light • Visible spectrum • Refraction • Communications and remotes