



Middle School (Years 7–9)

# CURRICULUM GUIDE 2025



CHRISTIAN  
BROTHERS  
COLLEGE





**Mr David Johnston**  
Principal

## A Message from the Principal

Welcome to the CBC Curriculum Guide.

At CBC, we value each boy, and we want him to have an academic pathway built around his individual needs, abilities, and interests. His curriculum choices must support his growth and development, allow him to pursue his areas of interest, and prepare him for the opportunities that will come when he completes the senior phase of schooling. In selecting choices for subjects, it is important to take advantage of all the available resources, including this booklet, online resources, and our staff.

Choosing subjects involves discernment and honesty. As our boys move into Years 11 and 12, they must determine if the work they have already completed will enable them to succeed in the subjects chosen. There are two messages here: Ensure every boy pays attention to the basic habits required to establish the foundation of success in the later years of schooling; attendance, punctuality, work completion, application, and arriving to class prepared to learn. Secondly, be aware of the prerequisites necessary to study certain subjects, particularly in Years 11 and 12. Meeting these prerequisites are required to continue studying that subject, meaning all the more reason to focus entirely on your Year 10 and 11 studies in particular.

We believe that the development of inquiring minds demands an environment of wise freedom, opportunity, and discipline, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We want all CBC boys to nurture their skills and talents and develop a respect for hard work and a love of learning that will endure for a lifetime.

Our staff will work closely with your son to encourage him to strive for excellence, find challenges for growth and development, and support him to make the most of every opportunity.

We look forward to sharing the learning journey with you and your son and supporting all our students to be the best they can be.











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The information contained in this document is correct at the time of publication. However, the Principal reserves the right to make changes to subject and student options at any time based on the needs of the College, student choices, class sizes and/or for other reasons.



**Dr Lee Del Col**  
Head of Senior Campus

## From the Head of Senior Campus

Welcome to the 2025 Curriculum Handbook at Christian Brothers College (CBC). This booklet has been designed to provide you with a complete overview of the curriculum offerings from the Junior, Middle and Senior Schools. Due to its strong enrolments, CBC can continue to offer a broad and diverse curriculum to provide for the needs of all its students. Our curriculum offerings in the Early Years are based on the Reggio Emilia principles and followed by the Australian Curriculum in Junior and Middle School, and in the Senior School, the local South Australian Certificate of Education (SACE) incorporating a wide range of Vocational Education certificate courses.

A section of this handbook is dedicated to Flexible Learning which incorporates Vocational Education & Training (VET) and community learning opportunities. Apprenticeships, traineeships and trades form an important and essential part of our economies work skills force. Please see the VET Coordinator if you require further information on this.

An important aspect to our curriculum has been the introduction of STEAM (Science, Technology, Engineering, Arts and Mathematics) initiatives and projects. We have been pleased to collaborate with Catholic Education South Australia and the University of South Australia to provide dynamic and innovative STEAM projects and initiatives.

We know that in a rapidly changing society, 21st Century learners need to be confident with technology, global in their thinking, problems solvers, work collaboratively and ready to adapt to any situation. These are reflected in the Australian Curriculum and SACE capabilities embedded throughout the curriculum which include:

- Literacy and Numeracy
- Information and communications technology
- Critical and creative thinking
- Personal and social
- Ethical understanding
- Intercultural understanding.

CBC's ongoing work with the cross-curricular priorities are highlighted for example with strong partnerships in China and immersion programs to the Philippines and Vietnam. Clear opportunities are provided to Aboriginal and Torres Strait Islander histories and cultures through the curriculum and support for individual students.

The role the CBC architecture plays in learning spaces can also be designed to accommodate boys, which involve, light, bright and spacious, technologically enriched with breakout spaces and furniture, which promote both collaborative and individual learning. We are eagerly awaiting the opening of our exciting new three storey

Centre of Innovation and Learning comprising Music, the Arts and Science, along with multipurpose flexible classrooms. This building will also provide exciting new learning spaces for our senior students.

We know that the safety and wellbeing of your child is your highest priority. The Keeping Safe Child Protection Curriculum provides the framework to teach children and young people from age 3 to Year 12, in an age appropriate way, to recognise abuse, talk to trusted adults and understand ways to keep themselves safe. The curriculum is embedded through areas such as Health and Physical Education and Religious Education, along with pastoral care initiatives that focus on building resilience in children and young people.

To help students and their families with their subject selection we will:

- Hold subject information sessions for students,
- Provide information evenings for parents and students to carefully help our secondary students select the most appropriate areas of study that relate to their areas of interest and proposed career pathways,
- Allow students to enter their subject preferences with the Edval online facility,
- Provide each student and their family an opportunity to meet with a course counsellor to help them map out their course pathway,
- Allow your son to check his subjects with his Tutor and seek any advice from current subject teachers, SACE Coordinator, VET Coordinator or Curriculum leaders.

It is important that SACE students are aware of:

- Their subject interests and how these will lead to a further studies and/or a career pathway,
- The SACE requirements and associated patterns with the compulsory requirements (Numeracy, Literacy, *Exploring Identities and Futures*, and *Research Project*, 200 credit points),
- SATAC information in relation to courses beyond Year 12,
- Tertiary scores and tafeSA requirements in terms of future courses.

This handbook also provides students with our policy on co-curricular opportunities and the many sports and activities on offer throughout the school year. It is important for boys to engage in activities and sporting pursuits beyond the classroom which promote a healthy, active and team orientated lifestyle. Each year we review our offerings to ensure we are meeting the expectations of our students.





# Getting to know the Curriculum

# The Australian Curriculum Framework

The rationale for the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. The Australian curriculum sets the expectations for what all Australians should be taught, regardless of where they live or their background. For F-10, it means that students now have access to the same content, and their achievement can be judged against consistent national standards.

The Australian Curriculum for each subject specifies **content** and **achievement standards**. The content describes the knowledge, understanding and skills that are to be taught and learned within a given subject.

The **achievement standards** describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

ACARA has developed **Foundation - Year 10** Australian Curriculum in the following:

- English, Mathematics, Science, Humanities, The Arts, Technologies and Health and Physical Education.
- Arabic, **Chinese**, French, German, Indonesian, **Italian**, Japanese, Korean, Modern Greek, Spanish and Vietnamese.\*
- Work Studies Years 9–10 (an optional subject designed to ready young people for work).

ACARA is continuing to develop F-10 curriculum for AUSLAN and classical languages.

\* At Christian Brothers College, the languages offered are Italian and Chinese.

The Middle School (Years 7–9) subjects of English, Geography, History, Mathematics and Science are utilising the new Australian Curriculum as the framework for planning the learning program.

Subjects at Year 11 and 12 are developed in line with the Curriculum Outlines provided by the South Australian Certificate of Education (SACE) Board. English, Mathematics, Science and History subjects are now in line with ACARA senior secondary subjects. Specific Learning and Assessment Plans are written by teachers for each subject and approved by the SACE Board. A number of subjects across Stage 1 and Stage 2 are moderated by the SACE Board in order to ensure consistency of standards across the state.

A major focus at Christian Brothers College will be the implementation of STEAM subjects – Science, Technology, Engineering, Arts and Mathematics. You can read more about these under the Science section.

## Cross Curricular Priorities

### Asia and Australia's engagement with Asia

Christian Brothers College works collaboratively with local, national and international partners and organisations, to develop our community's knowledge, skills and understandings of Asia's culturally and linguistically diverse environments.

Through the curriculum and visits / exchanges to Asian countries, particularly China, Vietnam and the Philippines, we aim to develop an appreciation of Australia's Asian heritage through economic, social and cultural perspectives.

### Aboriginal and Torres Strait Islander Histories and Cultures

This cross curricular priority is highlighted through many curriculum areas particularly in Human and Social Sciences. Our college recognises the traditional owners and custodial traditions of the Kurna people. We recognise significant events throughout the school year with assemblies and ceremonies.

### Sustainability

This cross curricular priority is highlighted through many curriculum areas particularly in Human and Social Sciences. As a college we are fully aware of our global responsibilities to ensure our environment is sustained and improved for future generations. We are conscious of the Holy Father's encyclical *Laudato Si* on the environment and human ecology as well as CESA's *On Holy Ground – An Ecological Vision for Catholic Education*.





# General Capabilities

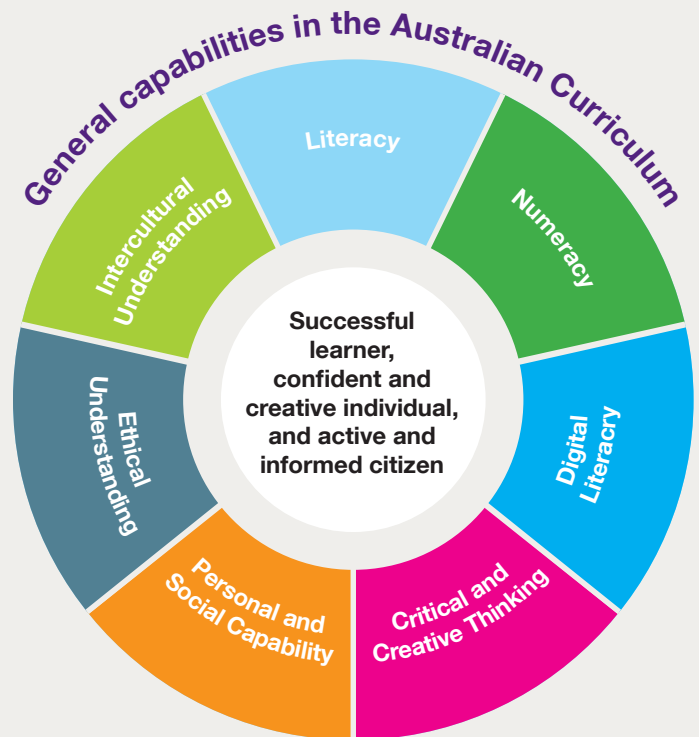
(From ACARA)

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the 21st Century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Australian Curriculum includes seven general capabilities, as shown in the accompanying figure.

Through its subjects, CBC fosters the development of a common set of capabilities to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.



## The following seven general capabilities underpin the SACE

### Literacy

You will extend your literacy capability by, for example, choosing and using language, engaging with a variety of texts, and communicating with a range of people in different situations.

### Personal and Social Capability

Developing confidence, self-discipline, independence, resilience, initiative, and adaptability while working in teams and dealing with challenging situations in a constructive way are some of the skills to be developed through the personal and social capability.

### Numeracy

You will extend your numeracy capability by, for example, interpreting information in diagrams, maps, graphs, and tables

### Ethical Understanding

Through this capability you will gain a deeper understanding of how ethical issues are managed successfully.

### Digital Literacy

You will further extend this capability by using current and emerging technologies and understanding their impact on society and the workplace.

### Intercultural Understanding

Learning about and developing respect for other people's social and cultural backgrounds, to work and live together, is a key aspect of intercultural understanding. You will also explore global citizenship, and learn about the social, cultural, linguistic, and religious diversity of a nation.

### Critical and Creative Thinking

Identifying and exploring different topics, posing and investigating questions, and organising information are some of the skills you will use to improve your critical and creative thinking capability.

Please note: These seven capabilities are gradually replacing the five SACE capabilities of communication, citizenship, personal development, work, and learning.

This means that some subjects still have five capabilities, while others already include the seven general capabilities. Both sets of capabilities are similar. What's important is that they help to build skills that are useful now and for the future.

In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via the content elaborations, which are provided to give teachers ideas about how they might teach the content. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.

Teachers teach and assess general capabilities to the extent that they are incorporated within learning area content.

## Assessment and Reporting

For Reception to Year 10, Subject Achievement levels in each KLA (subject) are shown as Grades (A-E) in the report. The grade indicates the extent to which the student has achieved the subject learning outcomes.

The student's approach to learning in each subject is shown term reports. This includes application, homework, behaviour, organisation and punctuality. Teachers have also provided feedback on learning indicators specific to each subject and learning area.

As a tool for interpretation for parents and students, the following table shows the connection between the grade and the description provided for each grade band (Reception – Year 10).

Grade	15-Point Scale	Descriptor
<b>A</b>	<b>14</b>	A student has demonstrated excellent achievement of what is expected.
<b>B</b>	<b>11</b>	A student has demonstrated high achievement of what is expected.
<b>C</b>	<b>8</b>	A student has demonstrated satisfactory achievement of what is expected.
<b>D</b>	<b>5</b>	A student has demonstrated partial achievement of what is expected.
<b>E</b>	<b>2</b>	A student has demonstrated limited achievement of what is expected.

All subjects from Years 7–11 were assessed on a 15-point scale. For example, an 'A+' is 15, an 'A' is 14 and a 'B+' is considered 12 points.

## Reference Table for Key Learning Areas and Strands

Key Learning Area	Strand
<b>Religious Studies</b>	<ul style="list-style-type: none"> <li>Celebrating</li> <li>Living</li> <li>Believing</li> <li>Praying</li> </ul>
<b>Arts</b>	<ul style="list-style-type: none"> <li>Arts Making</li> <li>Arts Responding</li> </ul>
<b>Design and Technology</b>	<ul style="list-style-type: none"> <li>Critiquing</li> <li>Designing</li> <li>Making</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>Language</li> <li>Literature</li> <li>Literacy</li> </ul>
<b>Health and Physical Education</b>	<ul style="list-style-type: none"> <li>Personal, Social and Community Health</li> <li>Movement and Physical Activity</li> </ul>
<b>Humanities</b>	<ul style="list-style-type: none"> <li>Knowledge &amp; Understanding</li> <li>Inquiry &amp; Skills</li> </ul>
<b>Languages</b>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Understanding</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Number and Algebra</li> <li>Measurement and Geometry</li> <li>Statistics and Probability</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Science Understanding</li> <li>Science as a Human Endeavour</li> <li>Science Inquiry Skills</li> </ul>

The curriculum has been designed to be accessible to as many students as possible. Christian Brothers College has arrangements in place as part of their curriculum, assessment and certification practices and policies to address the needs of all students.

## Understanding the SACE Performance Standards

- How does your teacher assess your work?
- How do they decide between award students an A and/or a B?

Students work in every subject needs to meet a certain standard to achieve a particular grade. These are known as 'Performance Standards'. Each Stage 1 and Stage 2 SACE subject has performance standards that describe five levels of achievement from A to E.

The standards describe how well students have demonstrated what they know, understand, and can do. They can also help students set goals for improvement.

Performance standards for each subject can be found in the 'Learning' section on the SACE website.



# SACE Information

(From the SACE Board – [www.sace.sa.edu.au](http://www.sace.sa.edu.au))

## What is the SACE?

The South Australian Certificate of Education is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students who successfully complete the requirements are awarded the SACE certificate.

## How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the *Exploring Identities and Futures* subject, which most will do in Year 10.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (2023) or *Exploring Identities and Futures* (10 credits at Stage 1) (2024 onwards)
- Research Project (2024) or *Activating Identities and Futures* (10 credits at Stage 2) (2025 onwards)
- Literacy – 20 credits from a range of English subjects or courses
- Numeracy – 10 credits from a range of Mathematics subjects or courses
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board recognised courses of a student's choice.

**Stage 1 Personal Learning Plan (2023) or  
Stage 1 Exploring Identities & Futures (2024 onwards)**  
compulsory subject at a C grade or better

**Numeracy**  
from a range of Mathematics subjects  
and courses at a C grade or better

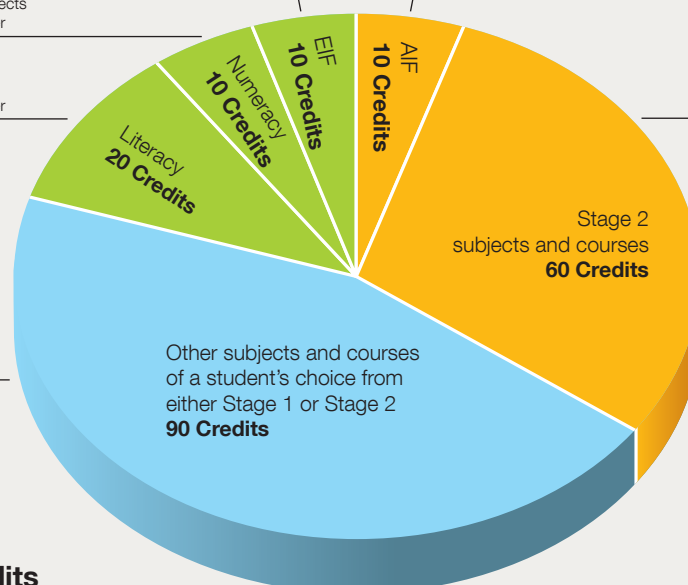
**Literacy**  
from a range of English subjects  
and courses at a C grade or better

**Other**  
Stage 1 or Stage 2  
subjects and courses

**Stage 2 Research Project (2024) or  
Stage 2 Activating Identities & Futures (2025 onwards)**  
compulsory subject at a C grade or better

**Stage 2**  
from a range of subjects and  
courses at C grade or better

**SACE = 200 Credits**



- Stage 1 = 40 Credits
- Stage 2 = 70 Credits
- Stage 1 or 2 = 90 Credits

## SATAC Information

SATAC (South Australian Tertiary Admissions Centre) processes applications for courses offered by the following post-secondary institutions:

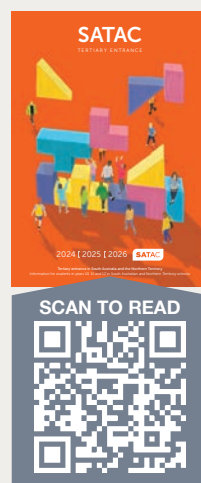
- |  |                                |
|--|--------------------------------|
| ▪ Charles Darwin University                | ▪ SAIBT                        |
| ▪ Flinders University                      | ▪ Tabor                        |
| ▪ The University of Adelaide               | ▪ TAFE SA                      |
| ▪ University of South Australia            | ▪ Torrens University Australia |
| ▪ CQUniversity Australia (Adelaide campus) |                                |

SATAC processes applications; assesses the academic and non-academic qualifications of applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the above institutions.

SATAC generates offers based on the number of applicants required to fill each course, as set by the institutions, and act as a 'one-stop-shop' for enquiries about the outcomes of applications.

SATAC also administers the Special Tertiary Admissions Test (STAT) for applicants applying for undergraduate courses under a special entry program, and processes applications for selected equity scholarships at the University of South Australia.

The selection rules for courses are the responsibility of the institution offering each course. SATAC doesn't make decisions on how qualifications are assessed or how eligible applicants are ranked, nor decide on the relative merits of different types of qualifications.



### Tertiary Entrance Booklet

The Tertiary Entrance booklet provides information about tertiary entrance requirements for South Australian Certificate of Education (SACE) and Northern Territory Certificate of Education and Training (NTCET) students. It is designed to assist years 10, 11 and 12 students to make subject choices which will maximise their opportunities for tertiary study.

Each edition provides detailed course-by-course information for the coming year and highlights changes to entrance requirements planned for the following two years. It includes an explanation of the calculation of the university aggregate and Australian Tertiary Admission Rank (ATAR).



### SATAC Guide

The SATAC Guide is published by SATAC on behalf of participating institutions. It contains information on entry requirements to undergraduate courses; how to make an application, and includes descriptions of all undergraduate courses offered through SATAC.





## Post-secondary Education Entrance Requirements

Selection into university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course you must:

- Qualify for the SACE.
- Obtain an Australian Tertiary Admissions Rank (ATAR).
- Meet any prerequisite subject requirements for the course.

### The university aggregate and the Australian Tertiary Admission Rank (ATAR)

- Your competitiveness in relation to other applicants for a given university course is based on your selection rank, which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.
- To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:
- Qualify for the SACE/NTCET.
- Comply with the rules regarding precluded combinations.
- Comply with the rules regarding counting restrictions.
- Complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts which need not be in consecutive years.
- Of the 90 credits of study a minimum of 60 credits of study must be from 20 credit TAS.\*

(\* Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Such subjects are identified in the SATAC Tertiary Entrance Booklet)

### Precluded Combination

- Two subjects are a precluded combination if they are defined by the universities and tafeSA as having significant overlap in content. They cannot both count towards your ATAR or tafeSA Selection Score.

### Scaling

- The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, content and assessment processes. The 'raw scores' are scaled to ensure they are comparable before they are totalled to produce the university aggregate. For further information about scaling, refer to the SATAC website: <http://www.satac.edu.au/pages/scaling>

### Calculating the University Aggregate

- The university aggregate is calculated from scaled scores. These are the numeric measures of your performance in Tertiary Admissions Subjects (TAS) which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. Please note that if you do not attempt the publicly assessed component of a TAS (e.g. an examination or final recital), you will be given a scaled score of 0.0.

The university aggregate is calculated from your best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- The scaled score of a 20 credit TAS.
- Half the scaled score of one or more 20 credit TAS.
- The scaled score of one or more 10 credit TAS.
- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

### How your university aggregate is calculated

60

Three 20 credit scores



30

Final 30 credits – flexible option

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.

Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.

Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- The scaled score of a 20 credit TAS
- Half the scaled score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS
- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.

### Converting the university aggregate to an Australian Tertiary Admission Rank (ATAR)

- The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is important to remember that the ATAR is a rank, not a score, and that it cannot be calculated arithmetically from a university aggregate.

### Reporting the University Aggregate and ATAR

- The university aggregate is reported to students on a score range of 0–90.0 with intervals of 0.1. The ATAR is reported to students on a percentile scale, i.e. on a range 0–99.95 with intervals of 0.05. The university aggregate and ATAR are reported only to students who qualify for the SACE.



### Prerequisites

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/ program. These subjects are known as prerequisites. In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C- or better.

### Assumed knowledge

Many university courses recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course content. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses.

### Adjustment Factors

SATAC's participating institutions may add adjustment factors to a student's university aggregate to calculate a selection rank for entry to their courses (see TEC for more information).

There are two schemes which provide adjustment factors to applicants - **the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme.**

SATAC administers these schemes on behalf of its participating institutions. Applicants who are eligible for adjustments under the Universities Equity Scheme will have their university aggregate adjusted by 5 points, and applicants who are eligible for adjustments under the Universities Language, Literacy and Mathematics Scheme will have their university aggregate adjusted by either 2 or 4 points. An individual's aggregate can be adjusted by a maximum of 9 points. (Please refer to the *SATAC Tertiary Entrance Booklet* for eligibility criteria and a list of excluded courses)

## TAFE SA Entry Requirements

Many TAFE SA courses offered through SATAC have course admission requirements which all applicants must meet in order to be eligible for selection. Course admission requirements differ according to the level and type of course.

### Course Admission Requirements

Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

Admission requirements for competitive courses are either:

- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA), or
- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA) and satisfactory performance in an audition/written assessment/portfolio

Most Certificate IV, Diploma and Advanced Diploma courses do not have any course admission requirements, but some courses may require a lower level Certificate. SACE completion is a requirement for some courses.

There are no course admission requirements for non-competitive Certificate I, II and III level courses at TAFE SA. Students are required to demonstrate satisfactory reading, writing and numeracy skills as part of course counselling before enrolling in a TAFE SA course. (Information about the CSPA and admission requirements for individual courses is available from the TAFE SA website.

## Post-school Information Links

The following websites may be useful when exploring post school options within the Tertiary, Vocational Education and Training (VET) and employment sectors.

### South Australian Tertiary Admissions Centre

- [www.satac.edu.au](http://www.satac.edu.au)

### Tertiary Institutions

- Charles Darwin University | [www.cdu.edu.au](http://www.cdu.edu.au)
- Flinders University | [www.flinders.edu.au](http://www.flinders.edu.au)
- The University of Adelaide | [www.adelaide.edu.au](http://www.adelaide.edu.au)
- University of South Australia | [www.unisa.edu.au](http://www.unisa.edu.au)
- CQUniversity Australia (Adelaide campus) | [www.cqu.edu.au](http://www.cqu.edu.au)
- SAIBT | [www.saiibt.sa.edu.au](http://www.saiibt.sa.edu.au)
- Tabor | [www.tabor.edu.au](http://www.tabor.edu.au)
- TAFE SA | [www.tafesa.edu.au](http://www.tafesa.edu.au)
- Torrens University Australia | [www.torrens.edu.au](http://www.torrens.edu.au)

### Tertiary Admission Centres

- SATAC SA & NT | [www.satac.edu.au](http://www.satac.edu.au)
- QTAC Queensland | [www.qtac.edu.au/home](http://www.qtac.edu.au/home)
- TISC Western Australia | [www.tisc.edu.au/static/home.tisc](http://www.tisc.edu.au/static/home.tisc)
- UAC NSW & ACT | [www.uac.edu.au](http://www.uac.edu.au)
- UTAS Tasmania | [www.utas.edu.au](http://www.utas.edu.au)
- VTAC Victoria | [vtac.edu.au](http://vtac.edu.au)



# Inclusive Education

The Inclusive Education Program is underpinned by Christian Brothers College and the Catholic Education Strategic Plans, the *Charter for Catholic Schools in the Edmund Rice Tradition*, and Legislative and policy frameworks: *Disability Discrimination Act (DDA, 1992)*, *Disability Standards for Education (2005)* and Catholic Education South Australia (CESA) *Students with Disabilities Policy (2010)*.

In keeping with The Edmund Rice Tradition, current legislation and the Melbourne Declaration; Christian Brothers College has a strong commitment to all students so that they are provided with opportunities to access and participate in a broad, balanced and relevant curriculum.

The College acknowledges and recognises that some students may have additional learning needs related to their academic progress, intellectual, social/emotional difficulties, sensory impairments or physical difficulties. Student learning needs are supported through a differentiated curriculum. Teaching is adapted to take into account the individual needs of students. This comprises 'reasonable adjustments' to the curriculum, environment, pedagogical practices and assessment methods to ensure that instruction is relevant, flexible and responsive, leading to successful achievement and the development of students as self-regulated learners.)

## The aims of the program are:

- Every student is encouraged, valued and accepted equally, regardless of ability.
- Students are provided with opportunities to demonstrate their individual strengths and aspirations.
- Every student will have access to the curriculum to which he is entitled.
- Students with additional learning needs will be identified at the earliest opportunity.
- Students identified under the Catholic Education South Australia (CESA) policy, *Students with Disabilities (2010)* and those with learning difficulties and complex profiles, will be provided with a Personalised Plan for Learning (PPL) as part of the Nationally Consistent Collection of Data (NCCD).
- A collaborative process with parents, carers and agencies will be encouraged for meeting student needs.
- Where appropriate student voice is encouraged by the student attending and contributing to meetings held in relation to him.

## Identification of Student's needs may be sought through:

- Relevant reports or assessments made available (with written parent consent) by outside professionals and agencies.
- Teacher and school assessments including NAPLAN.
- Anecdotal information and observations.
- Student work samples.
- College and previous school reports.

## Responsibilities of the College

- Staff will engage in appropriate Professional Learning as required to meet the additional needs of individual students.
- College staff will liaise and work collaboratively with parents, carers and agencies in the planning of support for students with additional needs and focus on building a collaborative school and home partnership.
- Teachers will provide a curriculum in which students can access and participate successfully.
- Case management will be provided for students considered 'at risk'.
- Teachers will provide learning approaches that recognise and build on student strengths.
- Staff, in collaboration with the Inclusive Education Coordinator, will assist in monitoring the educational progress of students in the Inclusive Education Program. The Coordinator will assist in the identification and coordinate the mechanisms required to meet student's educational, pastoral care, safety and health needs and in negotiation with teachers, coordinate the planning and review process.
- The Inclusive Education Coordinator will, as appropriate, maintain communication with the CESA personnel, in particular Special Education, Behaviour Education and Indigenous Education to assist in the support of students with additional needs.



## Responsibilities of Parents/Carers

- Inform the relevant College staff of any significant changes in their son's life, e.g. health, relevant family issues/changes, that may impact on their son's wellbeing and/or learning.
- Share updated professional reports relevant to their son's education.
- Share observations and insights into their son's strengths, interests, friendships and daily living skills within a range of contexts.
- Participate in planning or review meetings and the development of, or progress toward the educational goals or objectives.
- In the first instance raise any concerns with their son's Tutor Group teacher on the Senior campus or class teacher on the Junior campus.

## Responsibilities of Students

- Participate in the planning and review of goals as appropriate.
- Share relevant information in relation to their educational program, e.g. success, areas of concern, including support received through the Inclusive Education program.
- Act in a respectful and responsible manner as a participant of the Inclusive Education program.

## Guidelines for Implementation of the Policy

The Inclusive Education program provides support by:

- Specialist intervention programs
- In class support
- Withdrawal situation
- Homework club

### Identification of students within the College Inclusive Education policy:

Students may be identified by:

- The CESA policy, Students With Disabilities (2010) verified as eligible by current professional reports.
- Teachers, substantiated by relevant assessments, professional reports or work samples that demonstrate the student is achieving **significantly** below or above the expectation for their chronological age.
- Parents, substantiated by relevant assessments, professional reports that demonstrate the student is achieving **significantly** below or above the expectation for their chronological age.
- The transition process at the time of enrolment or Interview.

Applications for students for inclusion in the Inclusive Education Program will be made through the Inclusive Education Coordinator.

The student needs and appropriate course(s) of action or intervention will be determined to support the student's access and participation in the educational program.





## Advanced Learners at Christian Brothers College

At Christian Brothers College the student is at the heart of our teaching and The College very much acknowledges the wisdom of the Australian Curriculum, Assessment and Reporting Authority (ACARA) when it states *'Students who are gifted and talented have a right to rigorous, relevant and engaging learning activities drawn from a challenging that addresses their individual learning needs'*.

The Higher Achiever's Program (HAP) is unique to Christian Brothers College, developed over many years of peer-reviewed research, and continually being reformed and tested in line with best practice. It is not a static program. Christian Brothers College recognises that giftedness is about the student and not about a definition; it is about a fluid characteristic that when properly developed flourishes into a life-long talent. We believe that giftedness can exist across many domains and can be of various levels.

Unlike many programs developed for high achieving students that are built around extended or accelerated content, Christian Brothers' program is focused on the meta-cognitive strategies with a specific aim of developing an autonomous, self-regulated learner, in control of their own pathways. The program is not based around the teaching but centred on the act of learning, the one aspect of education that the student has ultimate agency over.

Our work with high-achieving students has found that many of these students can cruise through their middle years only to be left floundering in their senior years. We have established a link between talented students not being practised in explicit meta-cognitive strategies and their reluctance to choosing challenging and fulfilling educational pathways. In response, the College has developed a Higher Achievers Program that addresses this link at the students' formative years, in early Middle School.

The high achievers at Christian Brothers have their own unique timetable, developed in order for the student to practise self-regulated and meta-cognitive strategies whilst being engaged in rigorous, relevant, and engaging activities. The students are given scaffolded freedom, promoting agency and developing a voice.

Alongside the timetable structure, the most important feature of the program, the following opportunities are forwarded to our gifted learners:

- Enrichment (differentiated) programs in Science, English and Humanities.
- Affective support through mentorship.
- Skill and talent development in sport.
- Interest and high-skill programs within courses, (Astronomy).
- Classes with pedagogical styles especially adapted for the inclusion of the Gifted and Talented.
- Flexible groupings, tier-based class resourcing.
- Co-curricular activities that sit alongside the academic such as Robotics, Programming, Chess and a variety of competitions, such as Computational & Algorithmic Thinking.
- Australian Mathematics Competition, Oliphant Science Awards.
- G&T Conferences for students, Youth forums from Amnesty.
- Monthly Adelaide University lecture by a variety of lecturers for the students participating in the Gifted and Talented Physics/ Astronomy program.

Competitions we enter our Higher Achievers in:

- Academy Conferences for the gifted and talented
- Ingenuity Engineering
- Year 7 Gifted and Talented students entered into SA Da Vinci Decathlon
- UNSW Mathematics competition for gifted or talented mathematicians in Years 7–10
- The Australian Science Olympiads in Chemistry, Physics, Biology, Earth Science Years 7–10
- World Education Games for Year 7 and 8 Gifted and Talented (ICT based competition).



# Learning Area Overview

	Compulsory Subjects		Non-Core / Elective Subjects		
Junior School	Chinese English Health and Physical Education Humanities Mathematics	Music Religious Education Science Technologies The Arts			
Year 7	Chinese (Mandarin) Civics and Citizenship Design Technology & Engineering Digital Technologies English Food Technology Geography	Health and Physical Education History: The Ancient World Italian Mathematics Religious Education Science The Arts (Drama, Music and Visual Arts)	English Enrichment Health and Physical Education (Soccer) Humanities Enrichment Mathematics Enrichment Science Enrichment		
Year 8	Civics and Citizenship Design Technology & Engineering Digital Technologies English Food Technology Geography Health and Physical Education	History: The Ancient to the Modern World Italian or Chinese (Mandarin) Mathematics Religious Education Science	Drama English Enrichment Health and Physical Education (Soccer) Humanities Enrichment Mathematics Enrichment	Music Science Enrichment Visual Arts and Design	
Year 9	Civics and Citizenship English Geography Health and Physical Education	History: The Making of the Modern World Mathematics Religious Education Science	Design Technology & Engineering Digital Technologies Drama English Enrichment Food Technology	Health and Physical Education (Soccer) Humanities Enrichment Italian or Chinese (Mandarin) Managing Money and My Future Mathematics Enrichment	Music Science Enrichment Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 10	Biology Chemistry English Exploring Identities and Futures (Stage 1) General Mathematics Health and Physical Education History: The Modern World and Australia Physics Society and Culture - Business in the Global Economy Spiritualities, Religion and Meaning (Stage 1)		Certificate III Sport Coaching Chinese (Mandarin) Community Developed Programs Design Technology & Engineering: Material Solutions - Metal Design Technology & Engineering: Material Solutions - Timber Design Technology & Engineering: Robotic and Electronic Systems Digital Technology: Digital Communication Solutions (Stage 1)	Drama Food Technology: Food and Lifestyle Food Technology: Food with Flair Geography Health and Physical Education (Soccer) Italian Managing Money and My Future Mathematics 10A	Essential Mathematics (Stage 1) Pre-Methods Mathematics Music Explorations (Stage 1) Pre-Trades (Off Campus) Self-directed Community Learning Sport and Recreation Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 11	Activating Identities and Futures (Stage 2) English* Essential English* Pre-Literary Studies* Essential Mathematics* General Mathematics* Mathematical Methods* Specialist Mathematics* Spiritualities, Religion and Meaning (Stage 2)  * Students must choose two semesters of English and one semester of Mathematics.		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry - Biological and Environmental Child Studies Chinese (Mandarin) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Metal Design Technology & Engineering: Material Solutions - Timber	Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies: eSports (Stage 2) Drama Economics Food and Hospitality Geography Health and Physical Education (Soccer) Information Processing and Publishing Integrated Learning (Sport) Italian Legal Studies Media Studies Modern History	Music Explorations (Stage 2) Nutrition Outdoor Education Physical Education Physics Physics (Astronomy + Medicine) Physics for Trades Psychology Scientific Studies: Sports Science Self-directed Community Learning VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices
Year 12	CBC Advantage  * Students must choose one option from the CBC Advantage line. (Refer to page 109)		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry Child Studies Chinese (Continuers) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Composite Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies Drama	Economics English English Literary Studies Essential English Food and Hospitality Geography Health and Wellbeing Information Processing and Publishing Integrated Learning (Sport) Italian Legal Studies Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics Media Studies	Modern History Music Explorations Music Performance Nutrition Outdoor Education Physical Education Physics Psychology Scientific Studies: Sports Science Self-directed Community Learning Society and Culture VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices Workplace Practices – High Performance Sport





# Learning Areas of the Curriculum



# Arts

The arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians. Through the arts, people share stories, ideas, knowledge and understanding. The arts engage our senses and give us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming. Participating in quality arts experiences and practices enriches our social and emotional wellbeing. It fosters development of our imagination and enables us to reach our creative and intellectual potential. The distinctive languages, knowledges and practices of each arts subject on offer at CBC enable learners to play, explore, question, challenge and imagine new possibilities as they create, embody, design, represent, collaborate and communicate ideas, emotions, observations and experiences. The arts foster rich cross-curriculum opportunities for learners as they grow in their understanding of self and others, and as they make sense of, interpret and respond to their real and imagined worlds.

Through the arts, students learn to express their ideas, thoughts, questions, understandings and opinions. They develop aesthetic knowledge and learn that the creative and critical processes of each Arts subject are essential to learning in, about and through The Arts.

The arts are core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

## Arts Courses

Courses at Year 10 level are designed to meet the requirements of the Australian Curriculum for The Arts and are built upon the interrelated strands of Making and Responding.

**Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

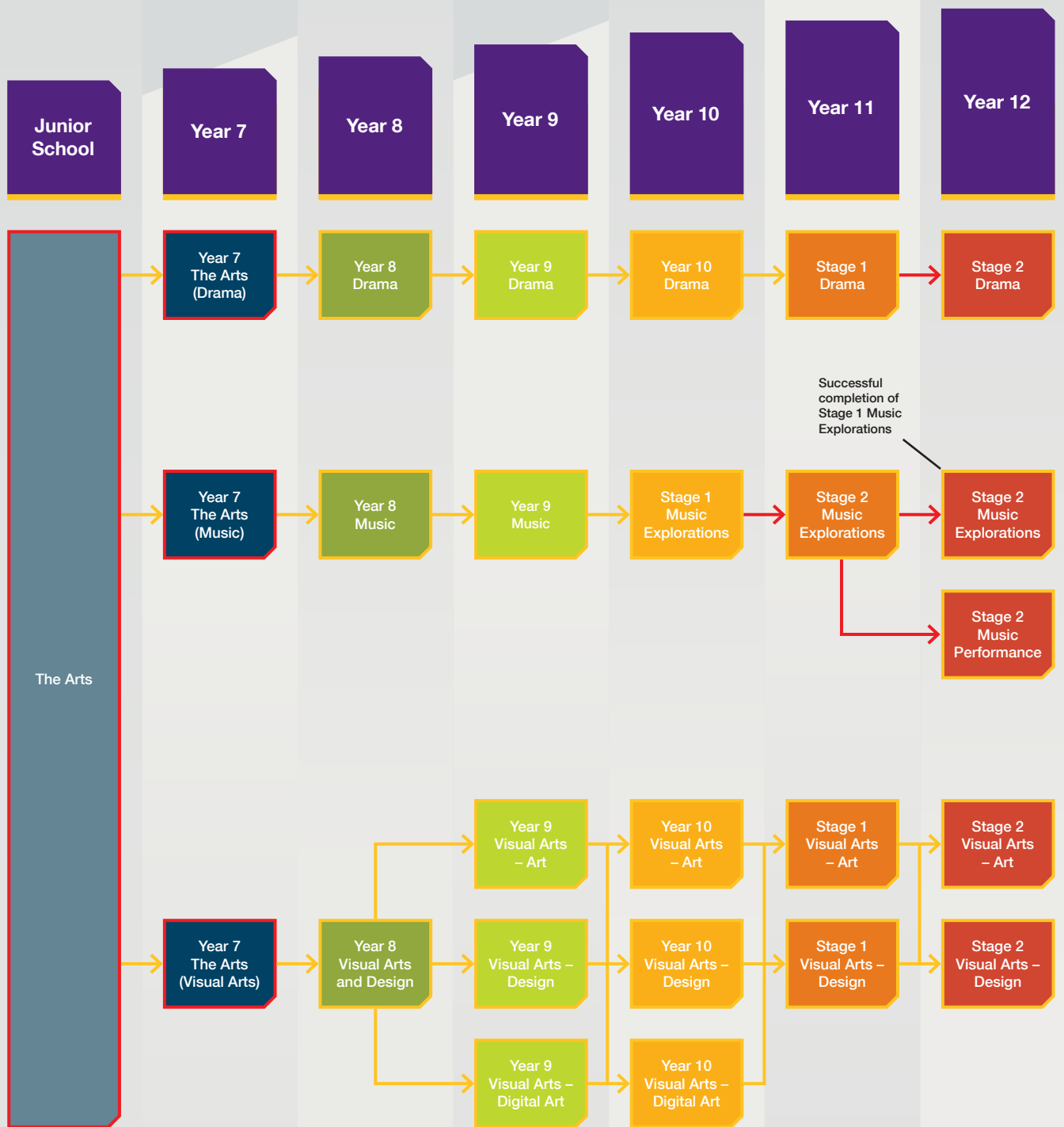
**Responding** includes exploring, responding to, analysing and interpreting artworks.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Subjects within this Learning Area are divided into three categories – Drama, Music and Visual Arts.







## Cross Disciplinary

The Cross Disciplinary Learning Area at Christian Brothers College encompasses the following subjects: *Exploring Identities and Futures* at Year 10 (Stage 1 compulsory subject), *Activating Identities and Futures* at Year 11 (Stage 2 compulsory subject), *Community Studies* at Year 11 (Stage 1) and Year 12 (Stage 2), and *Workplace Practices* at Year 11 (Stage 1), with both *Workplaces Practices* and *Workplace Practices – High Performance Sports* streams available at Year 12 (Stage 2). In addition, vocational learning is offered across Years 9, 10, 11 and 12. Each of these subjects provides opportunities for student learning in different ways.

### Exploring Identities and Futures

Exploring Identities and Futures (EIF) is a compulsory SACE subject, normally undertaken in Year 10 and replaces the Personal Learning Plan subject.

Exploring Identities and Futures supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Exploring Identities and Futures contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

### Activating Identities and Futures

Activating Identities and Futures (AIF) is a Stage 2 subject that all SACE students undertake. The subject is worth 10 credits, and students need to achieve a C grade or higher to achieve their SACE.

AIF engages students to take greater ownership and agency over their learning as they select relevant strategies to explore, create and/or plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

### Workplace Practices

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can choose to study Workplace Practices in Year 11, and Workplace Practices or Workplace Practices - High Performance Sport at Stage 2.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

### Community Studies

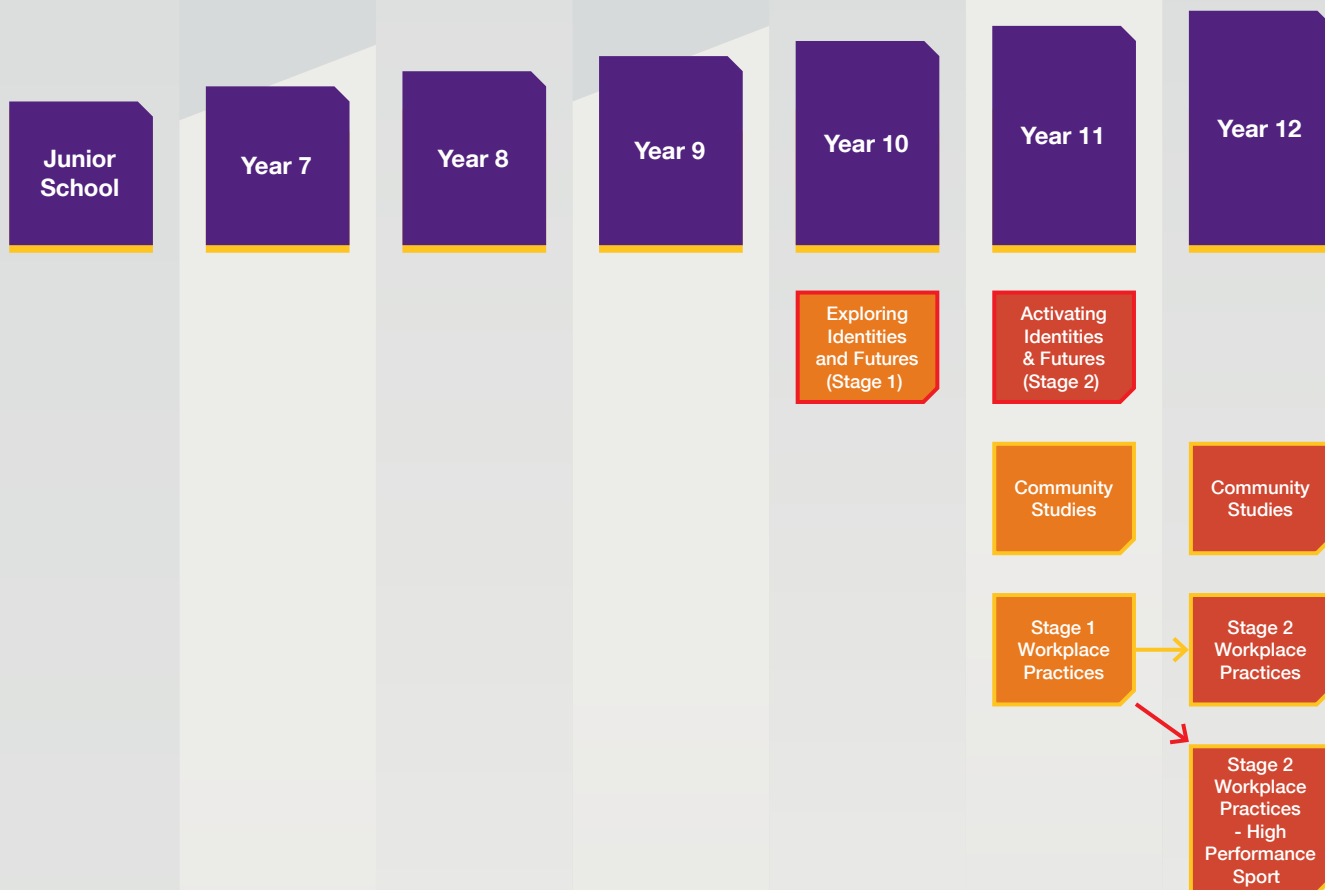
Community Studies can be undertaken at both Year 11 and 12, and students may undertake more than one Community Studies subject, but only one per area of study.

Students learn in a community context and interact with teachers, peers, and community members. They decide the focus of their community activity/community application activity, which begins from a point of personal interest, skill, or knowledge.

By setting challenging and achievable goals in their community activity/community application activity, students enhance their knowledge and understanding in a guided and supported learning program. They develop their capacity to work independently and to apply their skills and knowledge in practical ways in their community.

Note: Community Studies contributes to SACE completion, although does not contribute to a student's ATAR.





# Design Technology and Engineering

Design Technology and Engineering education creates technologically literate individuals who critique, design and make products, processes and systems. It involves cross curriculum links and embraces procedural knowledge. There are many valuable techniques to be learned through critiquing, designing and making. It is a dynamic and diverse learning area, the content of which can be determined by local contexts and the needs of students and the community. This procedural knowledge can be used in leisure pursuits, lifelong learning, work, and participation in democratic processes and decision-making. Design Technology and Engineering offers learners knowledge, skills, strategies, dispositions, to develop their own identities as individuals, and to help them design shared, sustainable futures.

Subject offerings within the Design Technology and Engineering Learning Area provide students with the opportunity to develop their capacities to critique the technological and designed worlds around them. In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.

As a result of this, students learn to question those worlds in new ways and construct new meanings of the worlds. Students are enabled to challenge the 'status quo' of acceptance of the built and created world. Ultimately students can identify and deconstruct dominant power structures which create injustice in our world. As students design, they are empowered to effect change by developing a range of thinking skills. They learn that a number of answers may be possible when critiquing, designing or making technology. As students make, they examine their ideas and thinking against reality by applying skills and knowledge. They take practical action to bring into being ethically desirable products, processes and systems. The notion of a technologically literate learner calls for a deep understanding of technology, developed through richly woven subject offerings.

## Design Technology and Engineering Courses

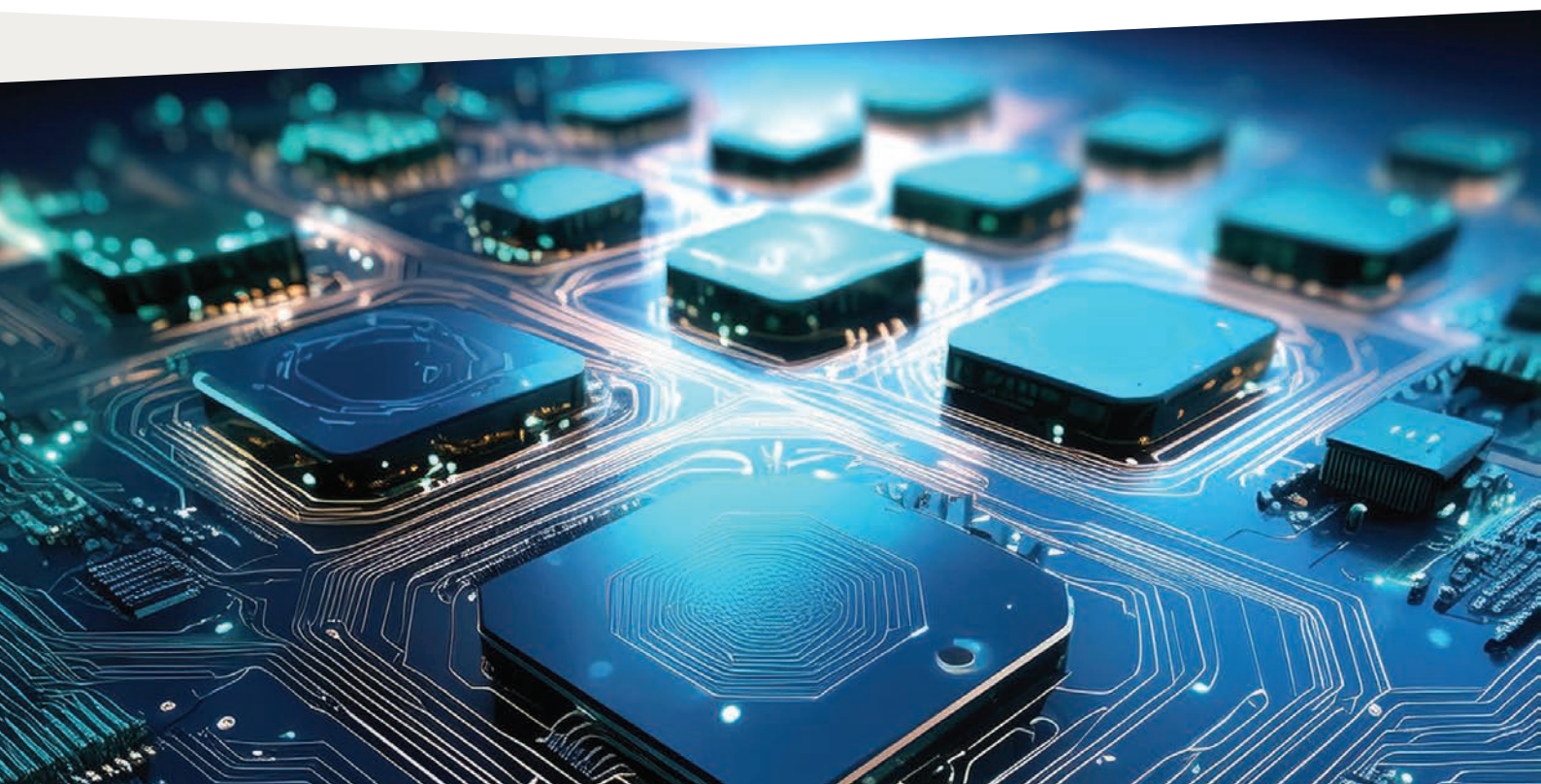
Courses at Year 7 to 10 level are designed to meet the current requirements of the Australian Curriculum. The broad range of subject offerings within the Design Technology and Engineering area are built on the two strands from the Technologies learning area and the two strands from the Human and Social Sciences learning area.

**Design and Technologies Knowledge and Understanding** – the use, development and impact of technologies and design ideas across a range of technologies contexts.

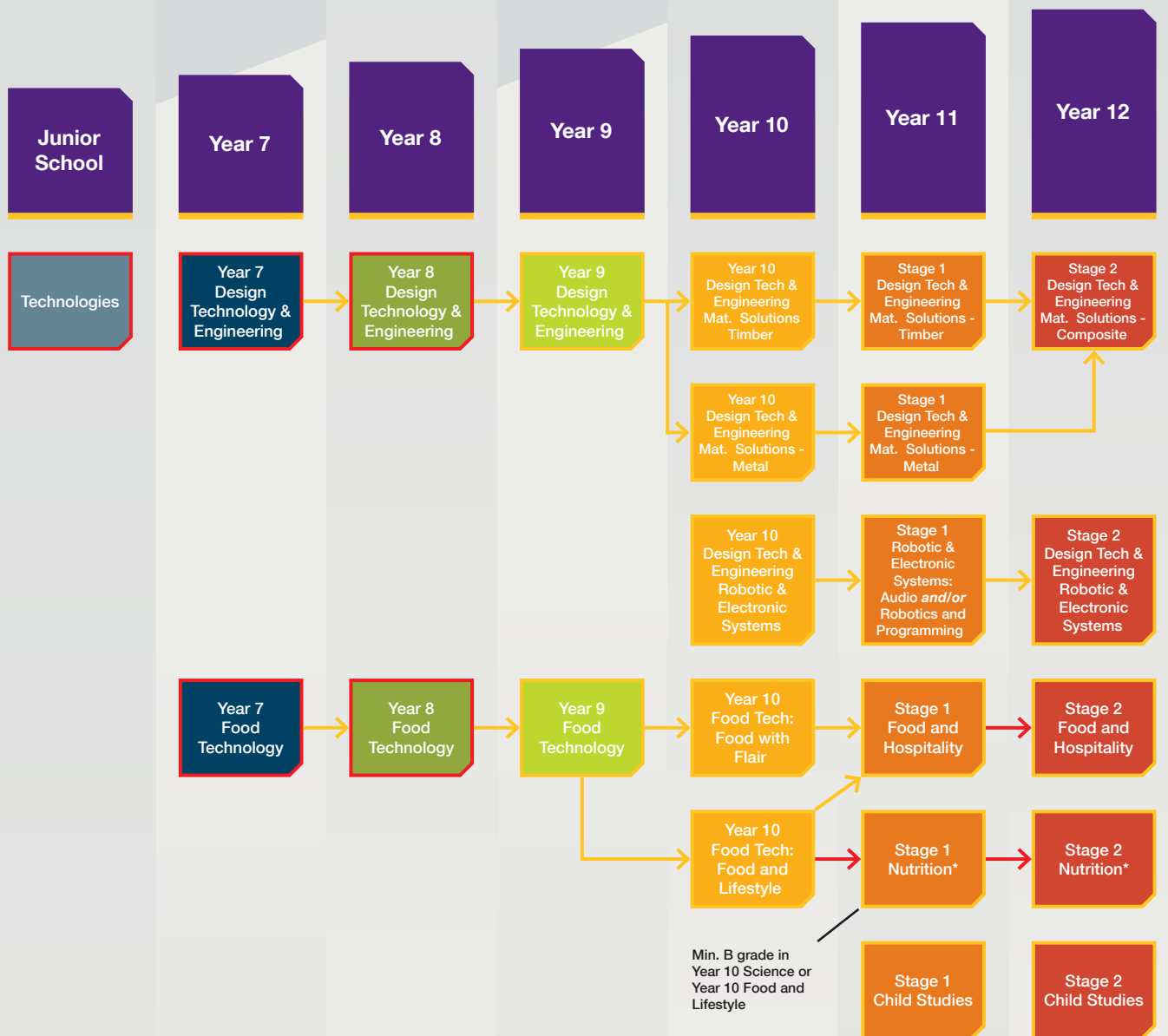
- **Design and Technologies Processes and Production Skills** – the skills needed to create designed solutions.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Subjects within this Learning Area are divided into two general categories – those relating to Business and those relating to Technologies.







\* Science Learning Area Subject



Compulsory Subject



Elective Subject



Successful completion of the preceding subject is **compulsory**



Successful completion of the preceding subject is **recommended**

# Digital Technologies

The study of Digital Technologies provides students with knowledge and understanding of digital systems and how they work. This enables students to be creative and discerning decision-makers when they select, use and manage data, information and processes to meet needs and develop for the future.

The curriculum content and assessment in Digital Technologies is based on authentic, present day challenges. These are intended to foster problem solving skills, resilience, independent and team work in students. The themes covered in Digital Technologies include: Artificial Intelligence/Machine Learning, Networks, Data Science, Game Development. Students learn to program and author code and design user interfaces for display of information.

Engaging students in Digital Technologies is intended to provide pathways for the next generation of computer scientists or software developers but it is also intended to upskill students for a wide range of careers. Statistics show that talented IT graduates are in high demand and will remain so for the foreseeable future. At the same time, many service jobs are under threat from automation. Thus, high level digital skills and knowledge provides foundations for better employment opportunities.

## Digital Technologies Courses

Within the compulsory components of Digital Technologies in Year 7 and 8, the electives in Year 9 and 10 and in SACE Digital Technologies pathways, students will be provided with practical opportunities to use design and systems thinking. They will develop skills to become innovative developers of digital solutions as well as creative designers of interfaces.

Courses in Year 7 to 10 are designed to meet the requirements of the Australian Curriculum for Digital Technologies. These can be broken down as follows:

### Knowledge and Understanding:

Digital systems – the components of digital systems (hardware, software and networks and their use).

Representation of data – how data are represented and structured symbolically.

### Collecting, managing and analysing data:

Creating digital solutions by – investigating and defining; generating and designing; producing and implementing; evaluating; collaborating and managing.

### Stage 1

There are two courses available at Stage 1, Data Science and Game Development. These both meet the requirements of the SACE Board and provide opportunities to earn 10 Stage 1 credits towards the SACE. Each of these courses will be based on the same theoretical knowledge but will focus on application of knowledge using different programming languages and approaches. Both Stage 1 courses will prepare students for study of Digital Technologies at Stage 2 level. Students can study one or both courses.

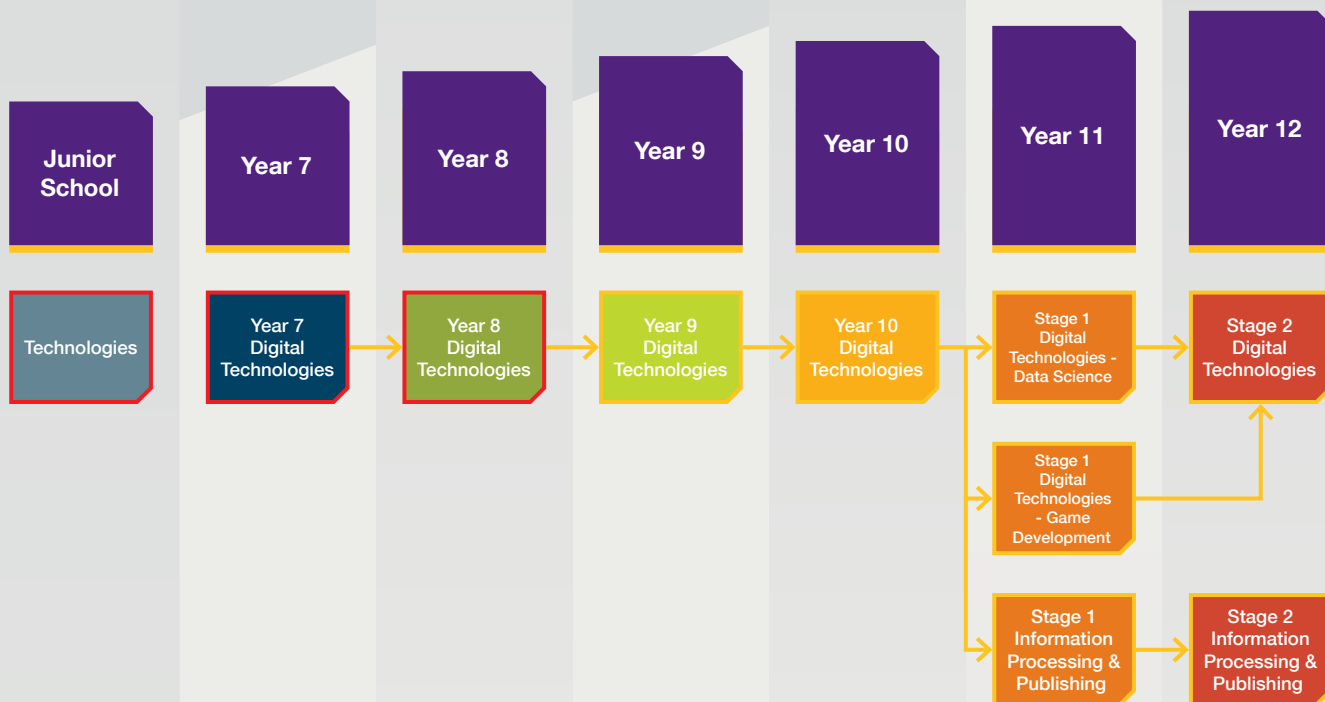
### Stage 2

Stage 2 Digital Technologies is designed to meet the requirements of the SACE Board. Students will further develop their skills in programming learned at Stage 1 and apply theoretical knowledge. They will have to choose authentic projects in which they can demonstrate programming and develop skills individually and in teams.

Please note that it is NOT a requirement to have studied Digital Technologies at Stage 1 to join the course at Stage 2.







## English, EALD and Literacy

In English, the study, enjoyment and critical use of a range of spoken, written and visual texts enables students to develop knowledge about how language functions and how texts reflect and shape social attitudes and conventions. Students become critical and creative users of the English language, in order to develop communicative capacities and the skills and values to engage with all aspects of their academic and social lives.

The study of English or EALD subjects involves learning about texts and language and using the modes of speaking, listening, reading, viewing and writing. Students comprehend and compose a range of literature, media and texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives, using these texts to explore ideas, and think imaginatively and critically about themselves, their world and the global community. Students are also able to use the texts they read, view and listen to, as resources for creating and constructing their own texts.

### English, EALD and Literacy Courses

Courses at Year 7 and 8 are designed to meet the requirements of the Australian Curriculum for English. The coursework builds on student's previous literacy skills and moves towards the analytical and productive requirements of Senior English and SACE English requirements.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform, evaluate, reflect and persuade.

These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

There are two types of assessment, productive (creating texts) and receptive (responding to texts), that inform the overall achievement.

Courses at Year 9 and 10 are designed to meet the requirements of the Australian Curriculum for English. The coursework involves deeper analysis and refined production of texts congruent with the requirements of SACE Senior English.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

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

There are two types of assessment, productive (creating texts) and receptive (responding to texts), that inform the overall achievement.

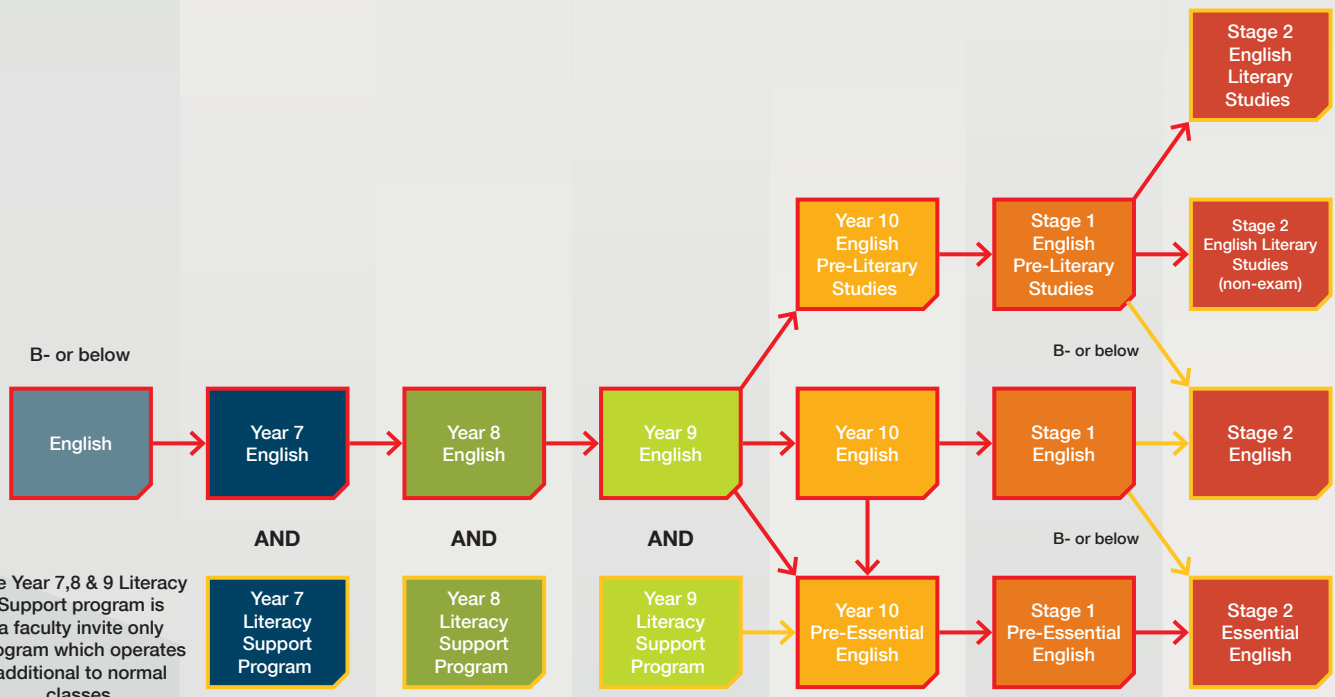
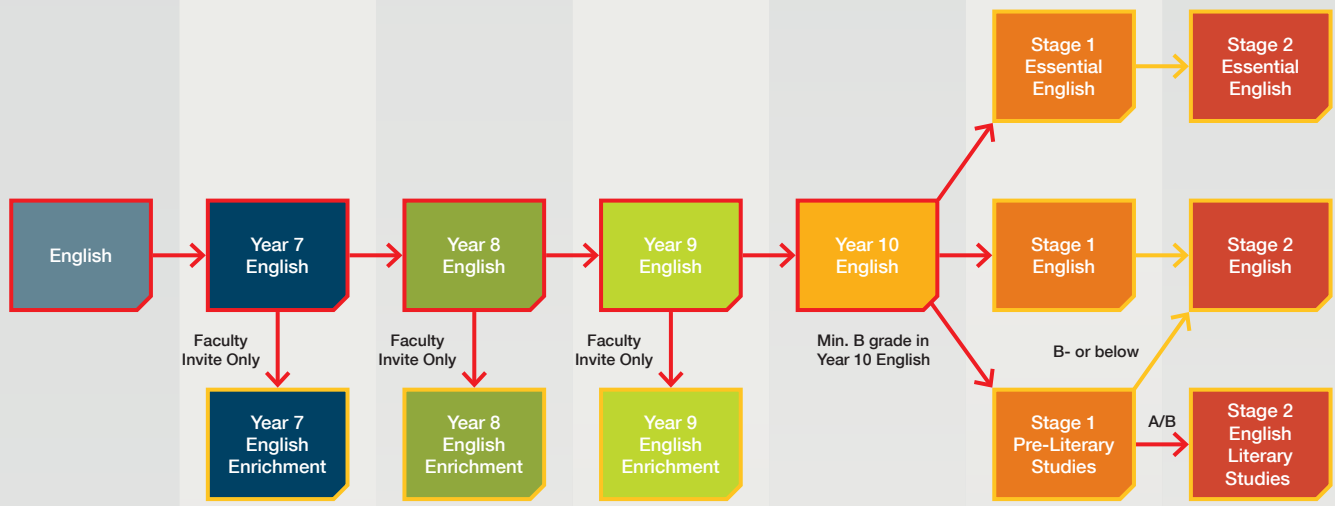
Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Middle School Literacy Support Program. This program operates as an addition to the regular class, where students access tutor support in small groups outside of class to support the fundamentals of literacy development. By Year 10, this program ceases, however it is heavily recommended that students who previously accessed the program undertake Year 10 Pre-Essential English.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunities for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board and are quality assured by subject moderators. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Students must achieve a minimum 'C' standard in 20 credits of English or EALD subjects in order to complete the SACE.







The Year 7,8 & 9 Literacy Support program is a faculty invite only program which operates additional to normal classes.

The Middle School Literacy Support Program ends in Year 9. Students of this program are heavily recommended to join the Year 10 Pre-Essential English class.

Students must complete two semesters – 20 SACE Credits – of Stage 1 English through either Stage 1 English Pre-Literary Studies, Stage 1 English or Stage 1 Pre-Essential English.

## Flexible Learning

The Adelaide City Entrepreneurial Trade Training Centre (ACE TTC) supports student, parent and community to become aware of Vocational Education & Training, Apprenticeships, Traineeships, ESTEAM-linked curriculum and the importance of being able to apply theoretical applications to practical experiences.

CBC's multi-layered approach to learning and our diverse range of curriculum enables students to develop strong academic skills, broad analytical thinking capabilities and the confidence to be successful in a rapidly changing global environment.

Studying Vocational Education & Learning (VET) or micro-credentials as part of SACE enables students to get a head-start on industry recognised qualifications.

### Completing SACE using Vocational Education & Training

Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

You need **200 credits** in total to achieve your SACE.

The remaining **50 credits** are made up of:

- 10 credits for Stage 1 Exploring Identities and Futures.
- 20 credits chosen from a range of English subjects and/or courses at Stage 1 or Stage 2 (literacy requirement).
- 10 credits chosen from a range of Mathematics subjects and/or courses at Stage 1 or Stage 2 (numeracy requirement).
- 10 credits for Stage 2 Activating Identities and Futures.

The SACE Board determines whether credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

Students' VET achievements will be reported on their SACE Record of Achievement against the qualification(s) that they have successfully undertaken

### What VET Programs can I choose from?

CBC offers students a wide variety of VET courses both on and off campus. VET course flyers and further information can be obtained from Ms Tia, CBC Careers/VET Coordinator.

## School-Based Apprenticeships / Traineeships (SBATs)

Australian School-based Apprenticeship/Traineeships (SBATs) allows Year 10, 11 and 12 students to combine paid employment with off-the-job vocational training (VET) and completion of their South Australian Secondary Certificate of Education (SACE).

The student, as part of an employer/employee negotiated Training Contract will undertake part-time paid employment of no less than 8 hours per week. A substantial part of a student's Stage 1 and Stage 2 SACE requirements can be met through recognition of SBAT training. All SBATs need to be endorsed by the Principal and are intended to be converted to full-time once the student leaves school.

## Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

SACE students can earn credits for community service or activities through recognised Community-developed programs or self-directed community learning

### Community-Developed Programs

Many community organisations develop and accredit their own programs which can be recognised towards the SACE at either Stage 1 or Stage 2 level. Examples include the Australian Music Examinations Board, The Duke of Edinburgh's International Award, and the SA Country Fire Service.

Students who have received an award or certificate from one of the organisations detailed in the Recognised Community-developed Programs table may be eligible for SACE credits.

Students can apply for recognition of a Community-developed program by completing the application form and submitting the form to their school's SACE Coordinator.

*Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.*

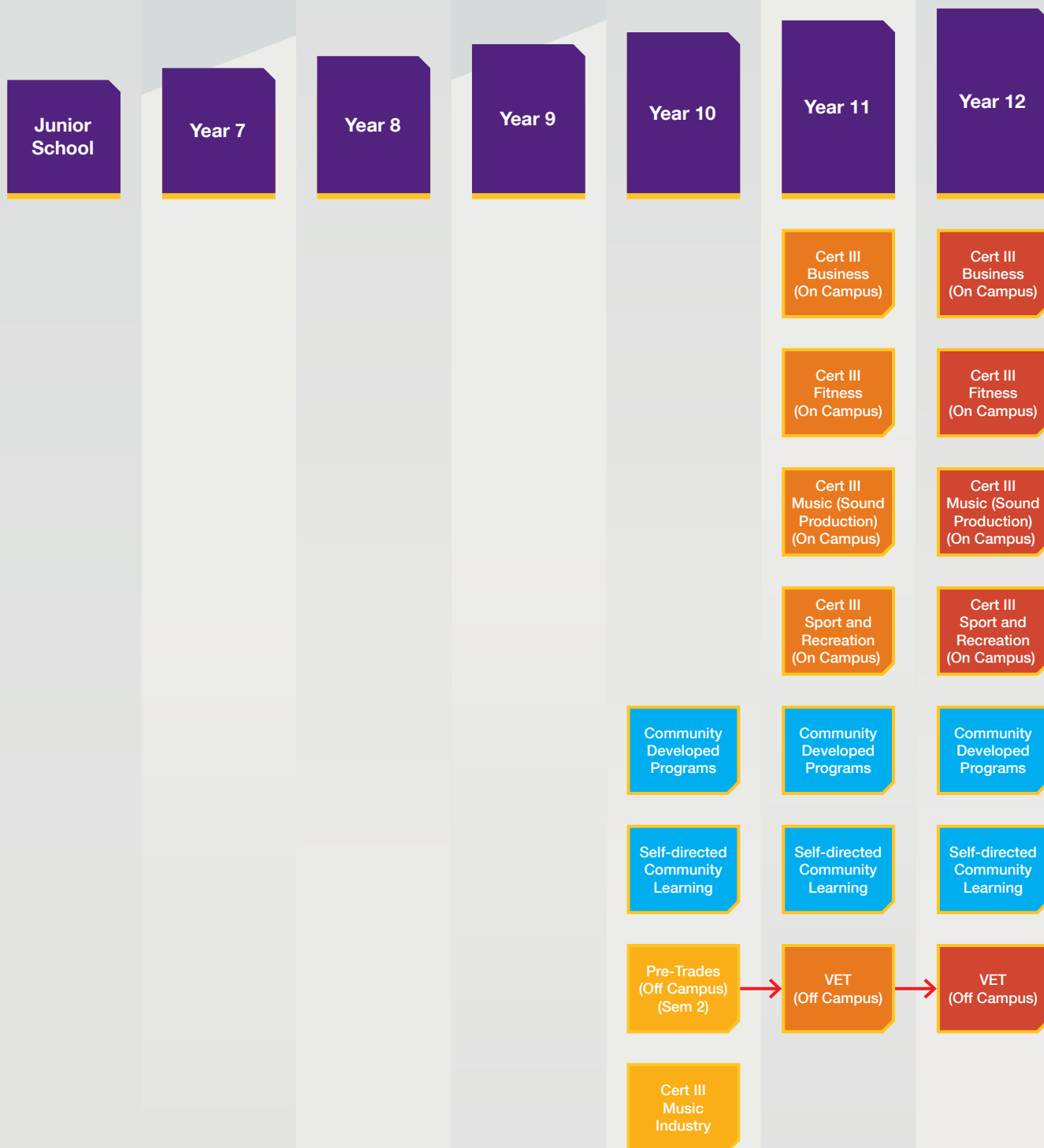
### Self-directed Community Learning

SACE credit for self-directed community learning may be gained through learning experiences and/or activities that are not formally accredited within the curriculum. Examples of this type of learning include officiating at a series of sporting events; performing in sport at an elite level; planning and coordinating community or recreational events; taking a leadership role in volunteer organisations; taking responsibility for the care of an older adult or person with a disability etc.

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student submitting a Self-Directed Community Learning Application Form and attending an interview with a Community Learning Assessor. To meet the requirements for satisfactory achievement, the student must provide evidence that addresses the nature, scope, and level of complexity of their community learning. For more information, please refer to the SACE website.

*Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.*





# Health and Physical Education

Health and Physical Education is an experiential subject in which students explore their physical capacities, advance their physical literacy, investigate the factors that influence and improve participation, develop an understanding of their sense of self and build on personal strengths to enhance wellbeing.

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance. It also asks students to apply their understanding of sport related scientific concepts, such as biomechanics and exercise physiology, to physical activities.

## Health and Physical Education Courses

Courses in Year 7–10 are designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and are built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

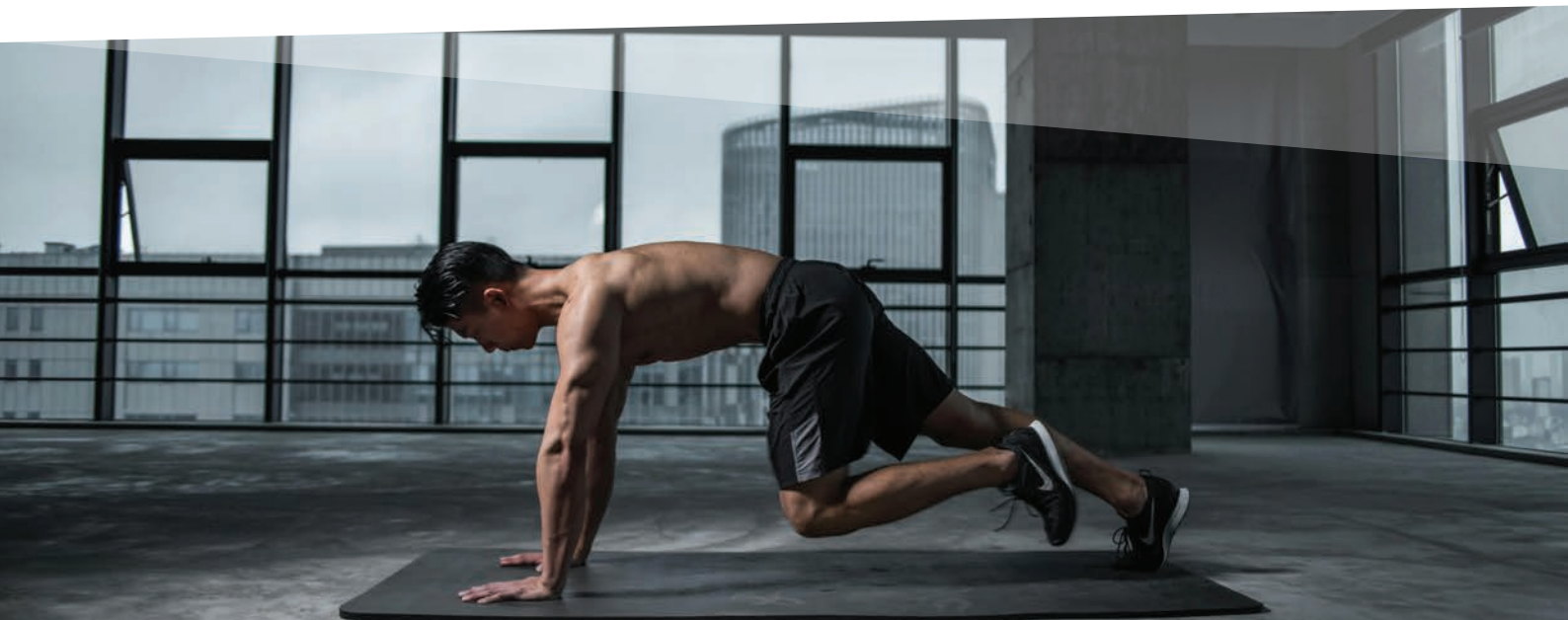
Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

### Health and Physical Education (Soccer)

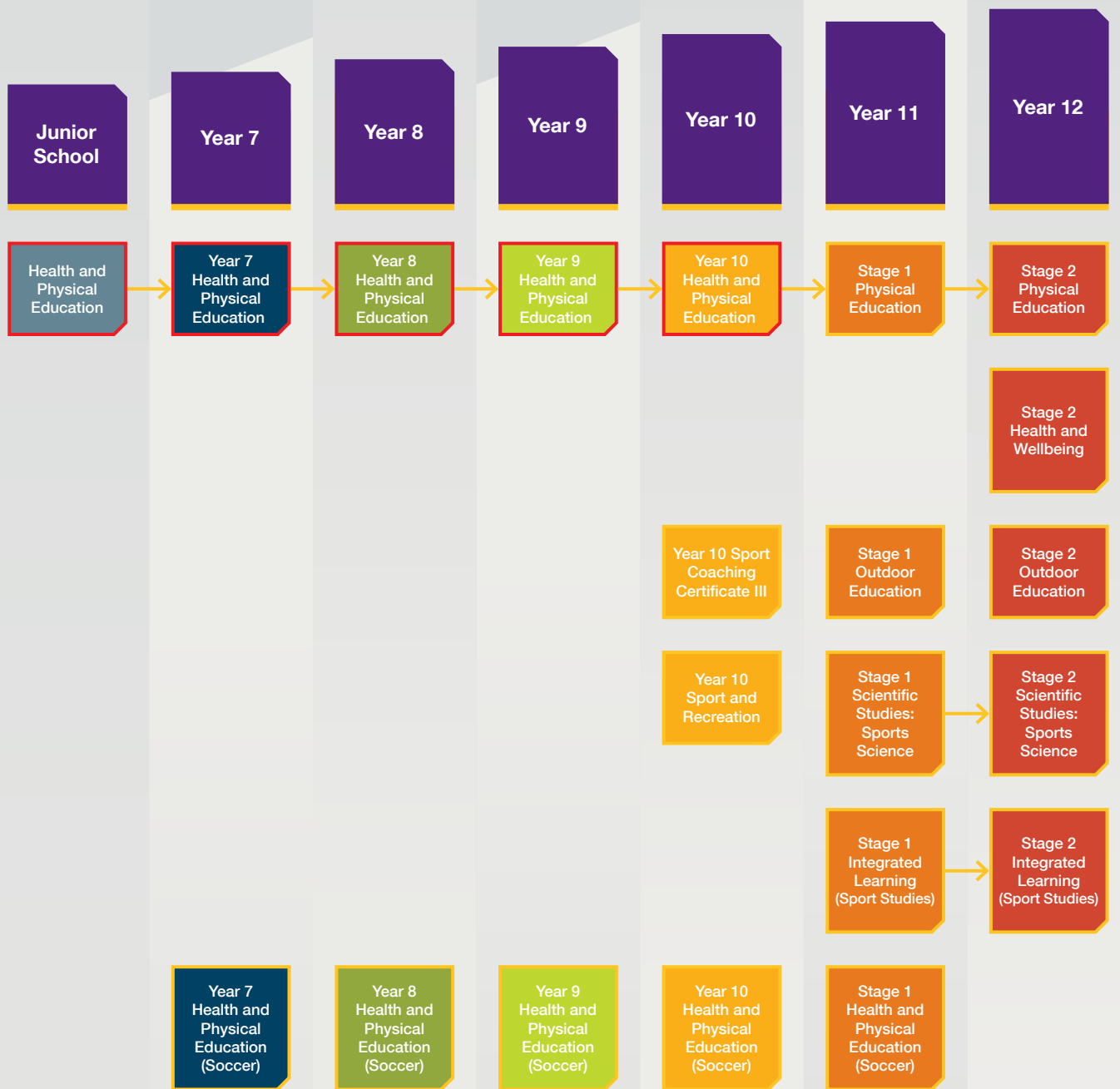
Christian Brothers College is committed to providing all students with an opportunity to learn, develop and excel in the game of Soccer. Lessons and training sessions focus on the development and application of skill concepts within the game alongside, fitness and conditioning. Practical sessions are designed to challenge participants and teach them to play with confidence and belief. Students have access to accredited coaches who will cover the requirements of the Australian Curriculum: *Health and Physical Education* at the relevant year levels, students also study soccer specific content.

Students will participate in an accreditation pathway achieving their Skill Training certificate, Football Federation of Australia Level 4 Certificate and Community Refereeing (linked to Level 3 Referee Certificate, First Aid Course, Coaching Certificate in Futsal.

As specialist sport entrants, students can enhance their practical skills through deep understanding of theoretical concepts specific to soccer. Christian Brothers College liaises closely with FFSA in terms of access to National Premier League Football and the High-Performance Pathway.







Compulsory Subject



Elective Subject



Successful completion of the preceding subject is **compulsory**



Successful completion of the preceding subject is **recommended**

# Humanities

Subjects within the Humanities Learning Area involve the study of how the experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times. The student's own experiences and knowledge are starting points in the challenge of discussing and considering new perspectives on particular issues, with emphasis on understanding and participating in ethical issues concerning various societies and environments.

The concepts and processes employed in subjects within this learning area enable learners to think about current issues confronting them and their world. Through exploring diverse perspectives on the past, other places, cultures, societies and social systems, students broaden their perceptions of current issues and are prepared to shape change for the future. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to make effective and positive contributions to their school and their community.

Study of subjects within the Human and Social Sciences Learning Area expands the learners' knowledge and awareness of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. Subject offerings promote knowledge, aptitudes, attitudes and values that lead to involvement in students' local and the global society.

## Humanities Courses

Courses at Year 7–10 are designed to meet the current requirements of the Australian Curriculum for Geography, History, Civics & Citizenship and Business & Economics. These subjects are built upon the seven General Capabilities: Literacy, Numeracy, Digital Literacy, Critical and Creative Thinking, Personal and Social capability, Intercultural Understanding, Ethical Understanding.

The Cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability ensure that the curriculum adds depth and richness to student learning in the context of a global world.

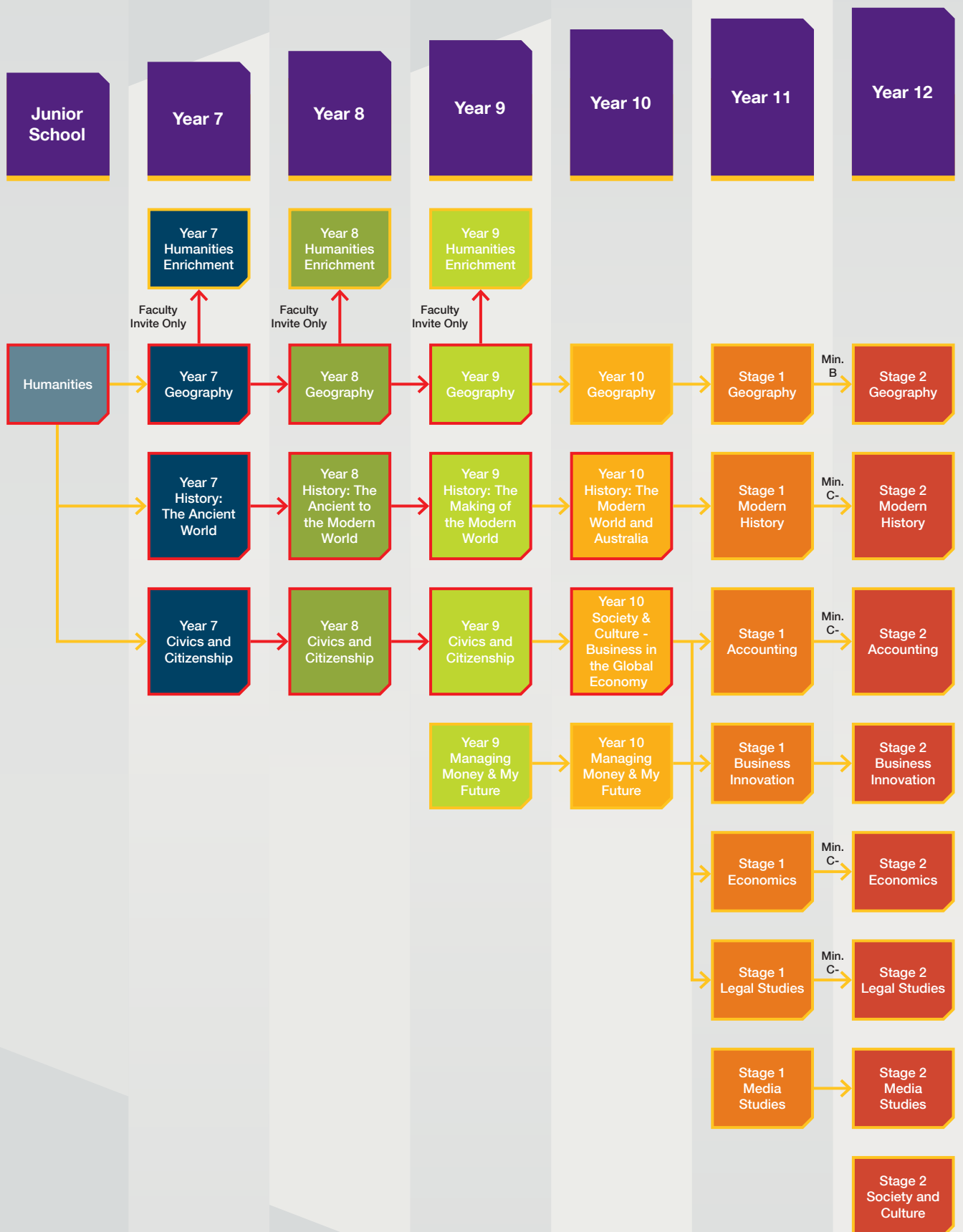
History is a compulsory subject in Years 7–10.

In Years 7–10, aspects of Civics and Citizenship, and Business and Economics are integrated into Geography. In Year 10, all students study History and SACE Society & Culture - Business in the Global Economy, and they are encouraged to also choose Geography.

Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Humanities Enrichment Program. Refer to 'Advanced Learners at Christian Brothers College' on page 17.

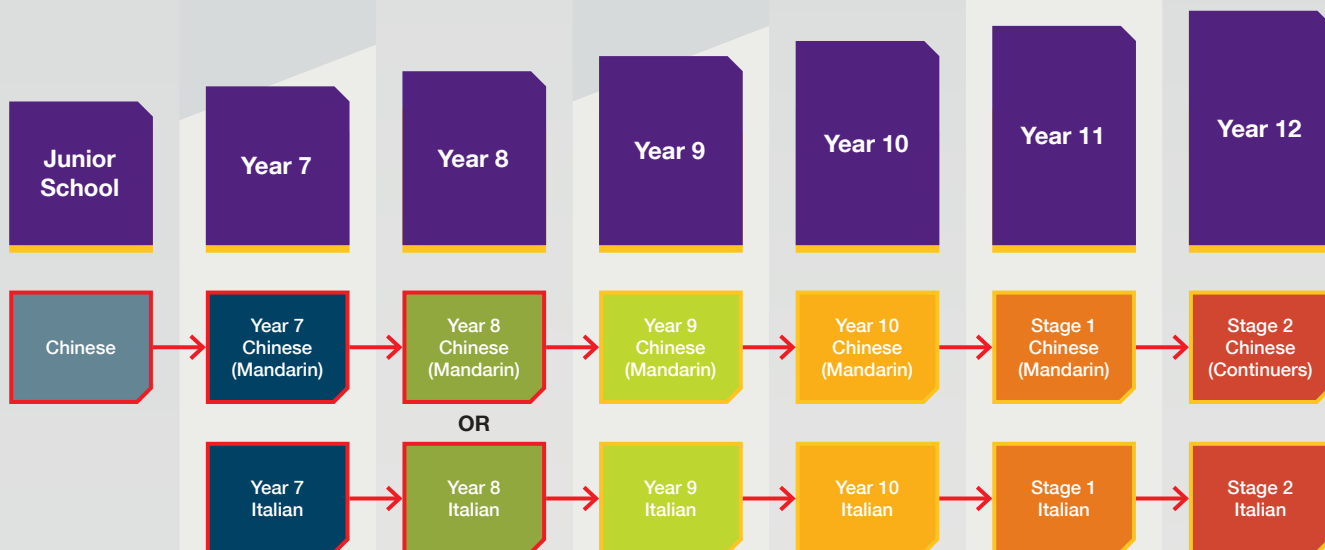
Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by teachers, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject. Subjects offered at SACE level include: Accounting, Business Innovation, Geography, Economics, Legal Studies, Media Studies, Modern History, and Society & Culture (Stage 2 only).











# Mathematics and Numeracy

Mathematics and Numeracy at Christian Brothers College enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be active participants in it.

Mathematics at Christian Brothers College engages students with a wide range of abilities and learning styles. Flexible approaches to teaching, including formal instruction, group work, peer tutoring and explorations, through directed investigations and the integration of technology enable students to enrich their understanding and application of mathematics.

Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Mathematics Enrichment Program. Refer to 'Advanced Learners at Christian Brothers College' on page 17.

Enrichment at Year 10 involves students choosing Year 10A Mathematics.

This is a semester course, chosen as an elective, and students are required to successfully pass the course as a prerequisite to undertaking either Stage 1 Mathematical Methods or Specialist Mathematics.

## Mathematics and Numeracy Courses

Courses at Year 10 level are designed to meet the requirements of the Australian Curriculum. The range of subject offerings within the Mathematics learning area are built on the three strands from the Australian Mathematics Curriculum.

**Statistics and Probability** – examination of methods of displaying, organising and processing information. Students examine trends and make projections from data in a variety of contexts.

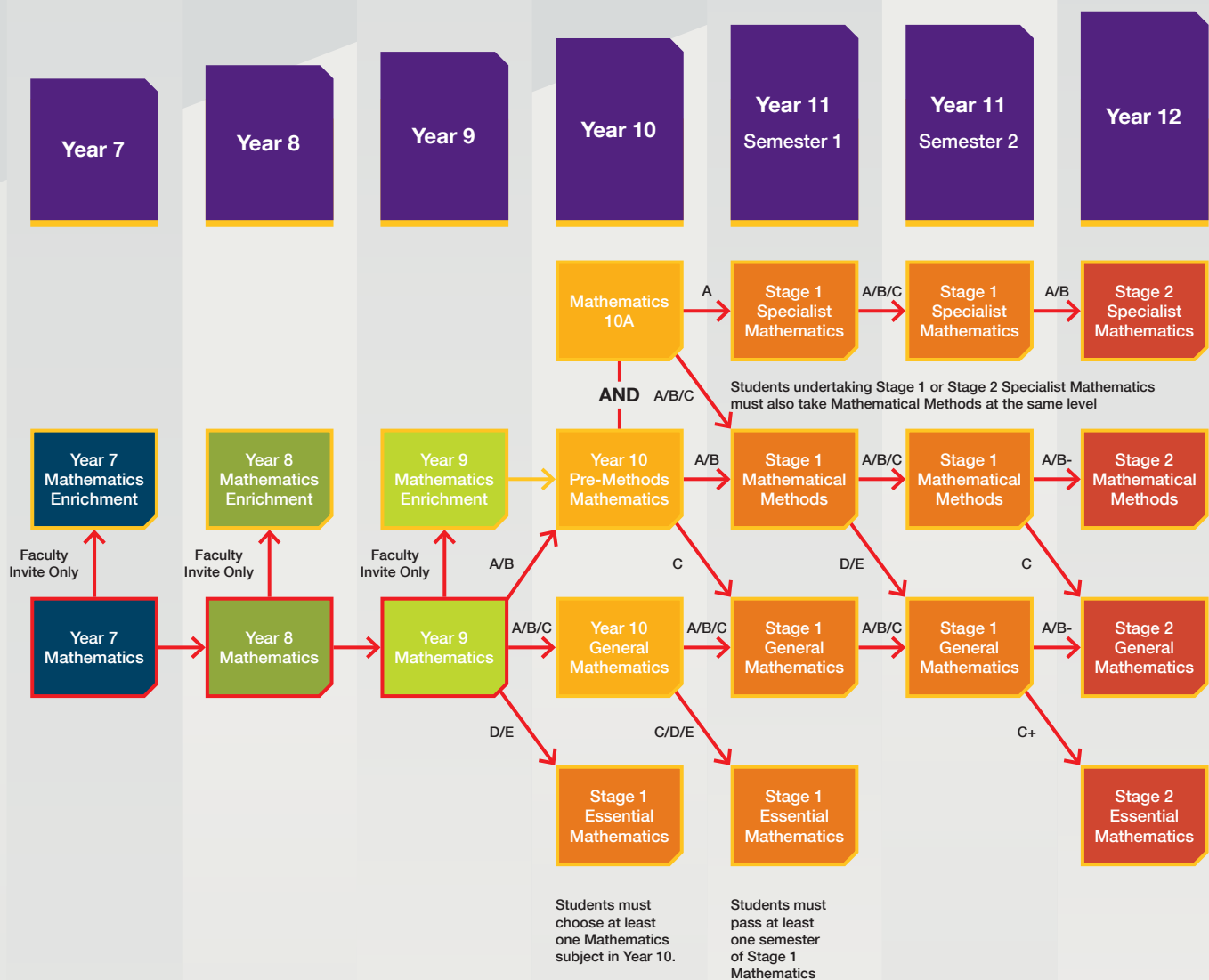
**Measurement and Geometry** – study of direct and indirect measures, including aspects of scales, ratios, rates, angles, the exploration, examination and validation of geometric relationships in different ways and in various contexts. Students address mathematical matters in the everyday world.

**Number and Algebra** – investigating and applying numbers in different forms, i.e. fractions, decimals. Recognising and describing mathematical patterns. Using their skills and techniques of algebraic reasoning, students make conjectures based on these mathematical patterns.

Stage 1 and Stage 2 courses are designed to meet the requirements of the SACE. These courses provide the opportunity for students to earn credits towards the SACE.







Compulsory Subject



Elective Subject



Successful completion of the preceding subject is **compulsory**



Successful completion of the preceding subject is **recommended**

# Religious Education

At Christian Brothers College, all students engage in Religious Education as a holistic experience. This provides them with an understanding of the Catholic Faith as a living and dynamic Tradition. Their spiritual journey encourages a relationship and awareness of God by providing them with knowledge of the Faith and Liturgical experiences that enhance their awareness of themselves as individuals, their school community and the global world. Social justice and ethical issues as well as analytical interpretation of religious texts, form a basis for this learning area.

## Religious Education Courses

All units taught in Religious Education draw from the CESA Crossways Framework from Years 7–9. Religious Education in Year 10 is offered as a Stage 1 (10 credits) SACE subject.

The focus will integrate human values alongside Christian values through a series of texts and Scripture. This course is designed to encourage an awareness of moral and ethical issues and link these to a knowledge of the Catholic Faith as presented in the Crossways framework (CESA).

The Stage 1 course is constructed to prepare students for the corresponding Stage 2 subject in Year 11. The program at Stage 1 (10 credits) fosters ethical thinking skills and promotes in students the life skills to act as responsible and sensitive members of a culturally diverse society.

The program at Stage 2 (10 credits) prepares students for independent research on a social issue of their choice as well as a group task and a reflective task that addresses specific Big Ideas of the course.

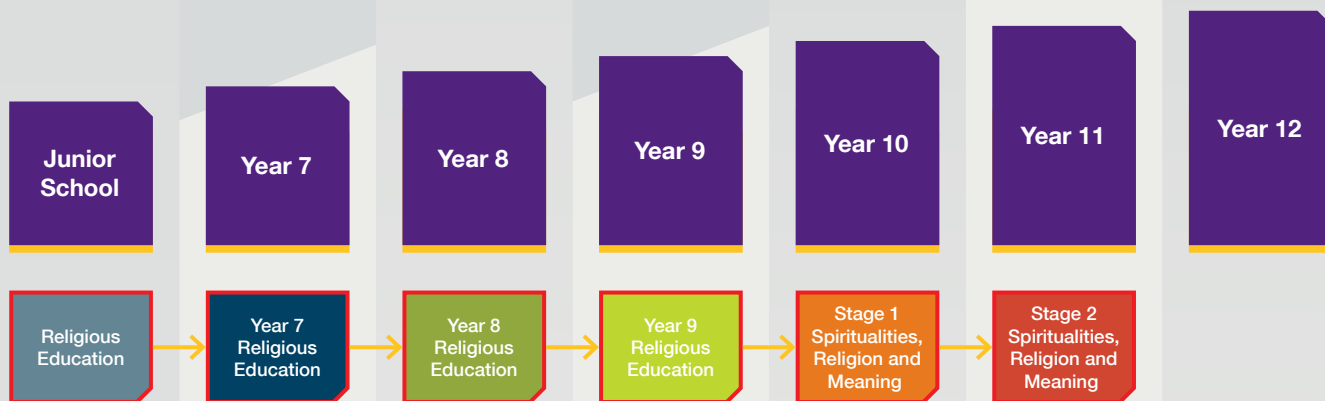
Both Stage 1 and Stage 2 courses are designed to meet the requirements of the SACE Board and provide opportunities for students to earn credits towards the SACE. Learning and Assessment plans are developed based on specific Assessment Design Criteria as directed by the SACE Board.


Emphasis is placed on Social Justice from a Catholic perspective through the availability of the Sacraments and Christian Service Learning. The course is divided into topic units over one Semester which enables students to reflect on their experiences as young adolescents and to understand the importance of the Gospel in their life.


All Year 7 and 9 students participate in a one-day Reflection at the end of the year, focusing on their journey into the Middle and Senior Schools, respectively. All Year 10 students participate in Christian Learning Service. Families will be advised of the dates and venues.


Year 11 students participate in an overnight two-day, one-night retreat in Term 3, preparing and reflecting on their journey into their final year of schooling. Year 12 will be offered an overnight three-day and two-night Retreat in Term 2, reflecting on their schooling journey and life beyond CBC.






 Compulsory Subject

 Elective Subject

 Successful completion of the preceding subject is **compulsory**

 Successful completion of the preceding subject is **recommended**



# Science

Science provides a logical method of understanding the physical world that enables people to be questioning, reflective and critical thinkers. People use science to explore and explain their experiences of the universe. The nature and practice of Science builds on traditions of observation and inquiry found in numerous cultures. Viewing experiences, ideas, and phenomena through the lenses of diverse cultural sciences provide a depth of understanding that is not possible from any one cultural perspective.

Science can be described as a collective human activity that uses methods of thinking and working to understand the natural world. Openness to new ideas, intellectual honesty, and critical evaluation of data and arguments are thus fundamentally important to both scientific understanding and working scientifically.

Through the study of Science, students will be expected to reflect on past practices and future opportunities in experimentation and observation. Science subject offerings promote thinking, which is reflective, imaginative, creative, and constructively critical. This is awakened, enriched, and refined as students acquire the ability to participate more fully in society, higher and further education as well as training and employment. Students explore the ever-increasing human activity in the natural environment and the increased threat this poses for both human and physical habitats. Students are encouraged to analyse how these environments can be managed to ensure a sound future for coming generations. By doing this they develop an understanding of the role of individuals and mankind in relation to the issues of ecological sustainability and social justice.

## Science Courses

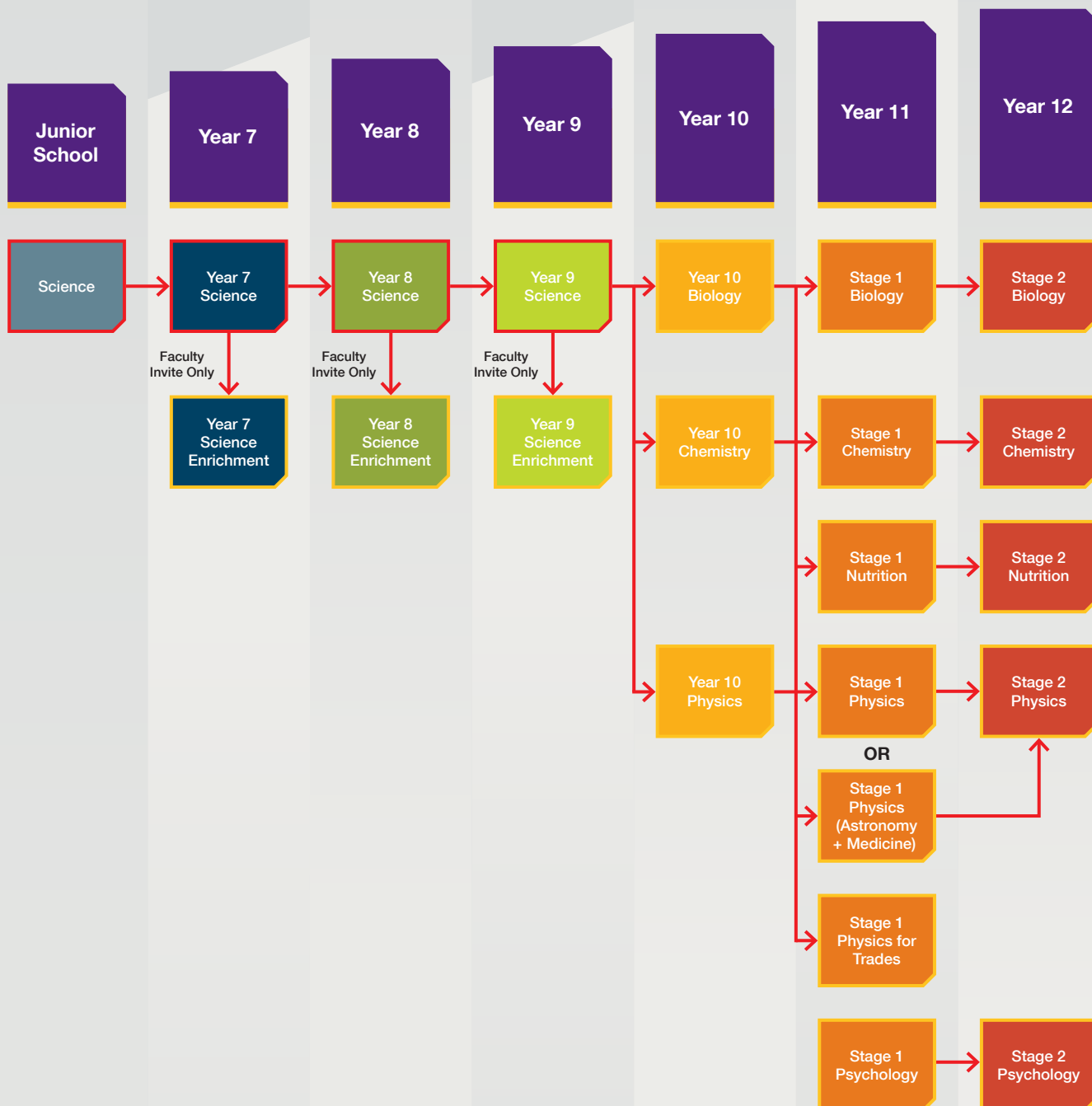
Courses at Years 7–10 level are designed to meet the requirements of the Australian Curriculum, which is modelled through three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry.

Together, the three strands of the Science Curriculum provide students with understanding, knowledge, and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its concepts, nature, and uses through clearly described inquiry processes.

Science is an important area for everyone, not just those who study it or will study it in the future. Science allows us all to make positive choices regarding our health, local and global environment, and in our everyday lives. Around the world, even today, there are many things to be curious about, that students and sometimes adults pose questions about. However, it is often hard to find answers to these questions. The goal of the Christian Brothers College's Science Curriculum is to fulfil this need by offering a curriculum that is engaging and thoughtful for all to access, whilst also providing opportunities for students to become the driver of their learning. Our Year 7–10 courses are designed to give students this opportunity and lead them towards future study in Science.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide the opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.









# Year 7 Subjects

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■ Compulsory Subject

■ Elective Subject

## Chinese (Mandarin)

**Length**

1 Semester

Students are beginning their study of Chinese. They explore intercultural experiences and perspectives. Students develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

The contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students engage with resources and materials, and interact and exchange information and ideas with the teacher and peers.

### Texts and Resources

Students listen to, read, view and interact with a variety of short modified informative, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts written in characters may include a Pinyin glossary or character/vocabulary lists as appropriate.

### Assessment Requirements

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written and oral
- Translating – aural, written and oral

## Civics and Citizenship

**Length**

1 Term

This compulsory term-long course is a mixture of the Civics and Citizenship, and Business and Economics requirements in the Australian Curriculum.

This unit has a focus on individuals, businesses, and entrepreneurs within a personal, community and national context. Students investigate the economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy. Including the different types of businesses that provide goods and/or services. Students will explore entrepreneurship and particular characteristics that contribute to the success of a business.

### Assessment Requirements

Students demonstrate knowledge and understanding, and skills through formative assessment and a number of summative assessment tasks. Assessment is divided into Folio (60%) and Common Assessment Task (40%). The Common Assessment Task will be a presentation on an Australian business once they have identified a gap within the market.

## Design Technology and Digital Technologies

### Digital Technologies, Food Technology and Material Solutions

**Length**

1 Year (3 Trimesters)

Over the course of the year, students complete a trimester (approximately 12–13 weeks) of Food Technology, Materials solutions and Digital Technologies.

### Digital Technologies

This course aims to provide students with opportunities to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. They will use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions. Students are expected to confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas.

The course comprises of two distinct projects:

The first project provides students with basic theoretical and practical skills to design and program using contemporary computing languages. Students will learn essential commands and syntax that enables them to develop small programs which solve real world problems. They will learn to plan out their programs using flow diagrams, code and test in Integrated Development Environments. The significance of documentation will also be learned.

In the second project, students have the opportunity to develop multimedia skills alongside basic data science skills. They will have to then learn basic web design/development skills to display their work. Students will learn essential planning skills and use specialist software tools throughout the project.

### Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.



## Food Technology

Students undertaking a trimester of Year 7 Food Technology will study safety in the domestic kitchen, basic knife skills, personal hygiene, weighing and measuring and cooking techniques and methods.

Year 7 Food Technology is taught through both theory and practical classes.

The theory covered are taught through the following areas:

- Introducing hygiene safety
- Weighing and measuring
- Writing a recipe
- Understanding Ingredient content

The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.

## Assessment Requirements

- Practical Skills
- Theoretical Skills

Successful completion of this subject can lead students to study Year 8 Food Technology.

## Material Solutions

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and some electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Woodworking
- Sheet metal
- Plastics
- Electronics
- Materials and Technical processes
- Associated practical and theoretical tasks

## Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

Successful completion of this subject can lead to Year 8 Design Technology and Engineering.

## Digital Technologies

Length

1 Term

The Year 7 Digital Technologies course is structured to introduce students to the foundational concepts of artificial intelligence (AI), machine learning (ML), programming, robotics, and web development. This course cultivates computational thinking, problem-solving skills, and digital literacy through engaging and hands-on learning experiences.

### Aims

- **Artificial Intelligence and Machine Learning:** Students will explore the fundamentals of AI and ML, understanding their applications and implications in everyday life. They will use AI tools and platforms to see these concepts in action.
- **Introduction to Python Programming:** Students will learn the basics of Python, focusing on syntax, variables, input statements, and conditional statements. Practical exercises will be conducted using Grok Learning and replit.com.
- **Text Adventure Game Development:** Students will apply their Python programming skills to create a text adventure game, learning about data flow diagrams and code testing.
- **Robotics:** Students will be introduced to EV3/Sphero robots, learn about their components, and learn basic coding to control the robots. They will complete various challenges to develop their programming and problem-solving skills.
- **Web Development:** Students will gain an introduction to HTML and learn how to create and style basic web pages.

### Course Structure

The course comprises four central units: AI & ML, Python Programming, Robotics, and Web Development. Each unit includes a mix of theoretical lessons and practical activities to ensure a comprehensive understanding and application of the topics.

- **AI & ML and Python Programming:**
  - Introduction to AI & ML concepts, basics of Python programming, and practical exercises on Grok Learning and replit.com. Students will start and develop their text adventure game project.
  - Summative Assessments: Python programming exercises and the text adventure game project to assess students' understanding and application of programming concepts.
- **Robotics:**
  - Introduction to EV3/Sphero robots, basic coding, and completing various challenges to develop control and precision in robot movement. Students will work in groups to program their robots and complete the challenges.
  - Practical Assessments: Robot navigation challenges and the final obstacle course to evaluate students' programming and problem-solving skills.
- **Web Development:**
  - Introduction to HTML for creating and styling basic web pages. Students will learn to structure content and apply styles to develop their web pages.
  - Practical Exercises: Creating and styling web pages to demonstrate understanding of HTML concepts.

## Assessment Requirements

Students are assessed on both Theoretical and Practical skills. Python programming will be appropriately evaluated using the coding language, whereas robotics will be assessed using both navigational and coding challenges. Web development will be assessed through the creation of web pages.



## English

Length	Full Year
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### Term 1

**What makes a hero?** – This unit inspires students to consider what constitutes heroism, and how being heroic extends beyond the common perception held in literature, film, and media. Students will investigate how heroes are conceived through many different lenses and how they cross various genres and character archetypes, and will discuss, analyse, and explain how heroism changes across contexts, and represent this knowledge and understanding in various text types and creations.

### Assessment Requirements (Term 1)

**Common Assessment Tasks:** Persuasive Text & Timed Response to Class Novel – *focus on themes of heroism.*

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces.

### Term 2

**Everyone Has a Story** – This term, you will consider the impact of personal experience on individual identity, and student will be required to challenged themselves to consider events and societal issues through different perspectives. Students will engage with their wider family and community as they learn about other peoples' stories and will look to honour such stories in the various assessment tasks they complete. This Term also requires students to engage with a biography or autobiography of choice.

### Assessment Requirements (Term 2)

**Common Assessment Tasks:** A biographical recount of the life of a friend, family member, or loved one in your community.

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces.

### Term 3

**Fantasy Worlds** – This unit of work introduces and explores the various aspects of the fantasy genre with regard to content, techniques, plot and character. Students will be required to engage with various fantasy texts and understand how authors use elements of texts to generate fantasy, and how they can apply these features to their own creations.

### Assessment Requirements (Term 3)

**Common Assessment Task:** Text Analysis with focus on techniques, features and themes of common fantasy texts.

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces.

### Term 4

**News and the Media** – This unit of work is designed to build student's critical literacy skills when engaging with the news and media. The course will explore historical and topical issues portrayed in the media and analyse the validity of representation by certain news outlets.

### Assessment Requirements (Term 4)

**Common Assessment Task:** The composition of a news article, which can be factual or fictitious and presented in a written or multimodal format, or a combination of various modes.

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces.

## Geography

Length	1 Term
Notes	Aspects of Civics & Citizenship and Economics & Business Studies are integrated into this subject.

This compulsory semester long course is divided into two units:

### 1. Water in the World

This unit explores the many uses of water in Australia and Asia or Africa, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment. Students develop an in depth understanding of the environment; how it enriches human life and how it is valued, used and abused and the role water plays in its sustainability. Students consider the role of parliament and government at the state and national level in making decisions regarding water use in Australia and South Australia.

### 2. Liveability

This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students evaluate the effectiveness of a place and suggest ways it can be improved through planning by considering different groups of people, including consumers, workers and businesses in Australia and Europe.

Students undertake fieldwork and visit SA Water as well as other areas to enhance their learning.

Civics and Citizenship, and Business and Economics are embedded in this course.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral presentations, written explanations, research reports, multimodal presentations



## Health and Physical Education

### Length

Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 7 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.

## Health and Physical Education (Soccer)

### Length

Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 7 HPE soccer is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

They will have unique opportunities to link with the FSA and Specialised coaches to receive individual skill development sessions as part of their practical lessons.

### Cost: \$120

- Kit
- Tottenham Hotspur Coach
- Excursions
- Coaching Accreditation
- 7-a-side tournaments

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and theoretical components related to soccer.





## History: The Ancient World

### Length

1 Semester

This compulsory semester long course is the study of the period between 60000 BC (BCE) – c.650 AD (CE) and introduces students to the Ancient World. Three topics are studied:

- Investigating the Ancient Past
- The Mediterranean World
- The Asian World

The Key Inquiry Questions guiding the focus of this course are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.

## Italian

### Length

1 Semester

Students explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a range of texts for a variety of purposes (for example, informational and transactional). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

### Aims

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

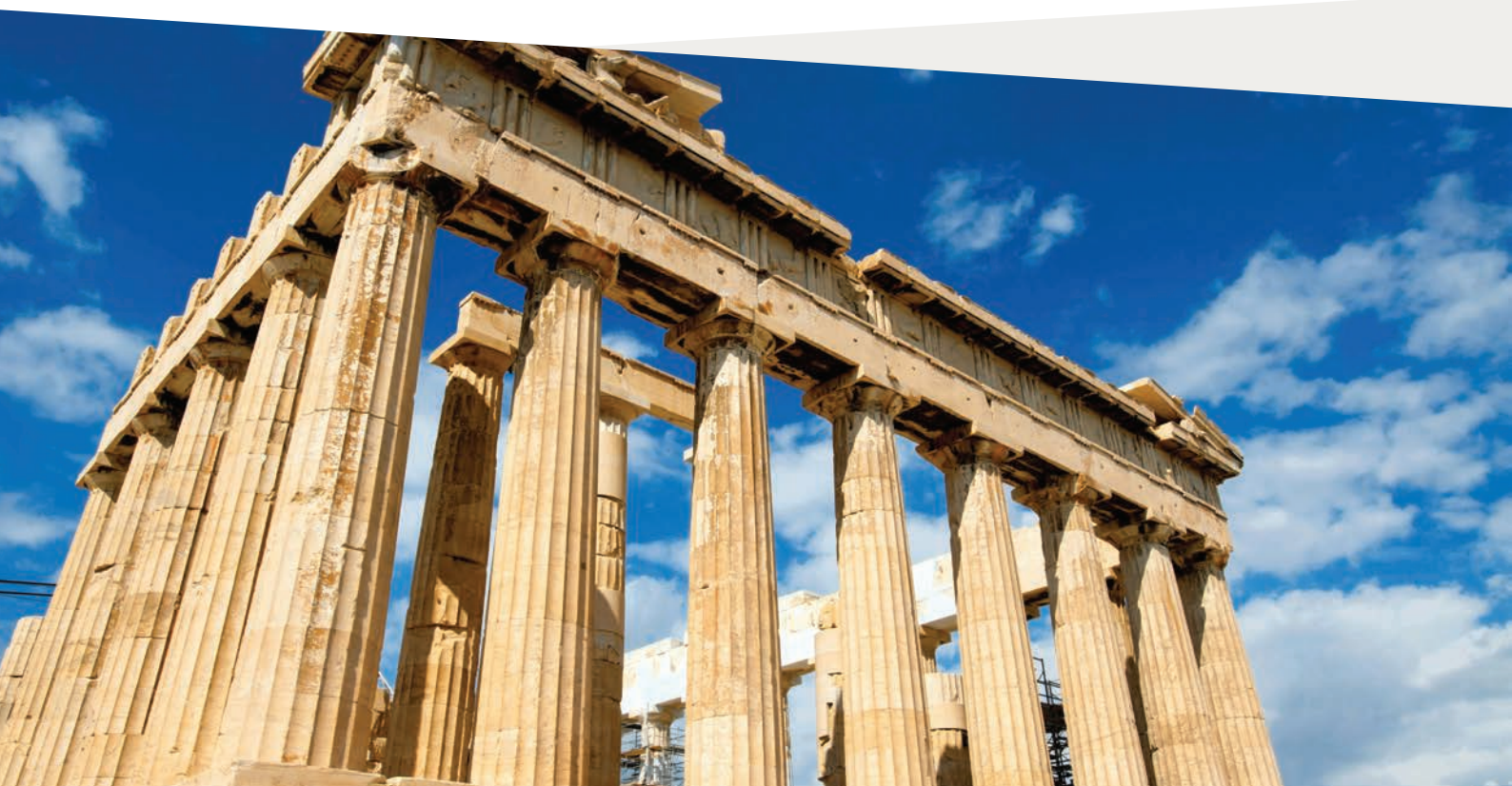
### Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, songs
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- ICT

### Assessment Requirements

- **Communicating** – aural, written and oral.
- **Understanding** – vocabulary, grammar, culture.
- **Informing** – share, summarise ideas and information.
- **Creating** – written and oral.
- **Translating** – aural, written and oral.





## Mathematics

<b>Length</b>	Full Year
<b>Recommendations</b>	Year 6 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

### Number and Algebra

- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

### Measurement and Geometry

- Using Units of Measurement
- Shape
- Location and transformation
- Geometric Reasoning

### Statistics and Probability

- Chance
- Data Representation and Interpretation

### Assessment Requirements

Students are assessed throughout the year with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology.

Students will develop skills with the assistance of Scientific Calculators and computer-based programs, such as Excel, MathsSpace, Desmos and Geogebra.

Successful completion of this subject will prepare students for Year 8 Mathematics.

## Religious Education

<b>Length</b>	Full Year
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The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 7 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- The Catholic World of Adelaide
- The Easter Story (Holy Week)
- Jesus (The influence of Jesus)
- Stewardship (God in the everyday)
- Prayer
- The temple of Jerusalem

### Assessment Requirements

- Investigations and Research
- Guided Inquiry
- Personal Reflections
- Multimedia Presentations
- Insightful responses
- Genre Writing
- Scripture Analysis
- Bookwork
- Collaborative group work

The Religious Education draws from and is informed by:

- The CESA Crossways Framework <http://www.cesa.catholic.edu.au/>
- The text 'To know, worship and love' Year 7 series (James Goold House Publications: 2003)
- EREA Charter Touchstones <http://www.erea.edu.au/about-us/the-charter>
- Scripture

## Science

<b>Length</b>	Full Year
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Science is taught through three lenses: *Science Understanding*, *Science as a Human Endeavour*, and *Scientific Inquiry*. In Year 7 students explore the diversity of life on Earth and their understanding of the role of classification in categorising organisms. They use and develop models to represent and analyse the flow of energy and matter through ecosystems. Students investigate relationships in the Earth-Sun-Moon system and use models to predict and explain events on Earth. They consider the effects of multiple forces when explaining changes in an object's motion.

Content and inquiry skills are taught within the following four Disciplines:

### Biological Sciences:

- Classification of Organisms
- The flow of energy and matter in ecosystems

### Chemical Sciences:

- The characteristics of mixtures and pure substances
- Techniques that can be used to separate mixtures
- How the particle theory of matter can be used to explain the properties of a substance

### Physical Sciences:

- Investigate and represent balanced and unbalanced forces on the motion of objects

### Earth and Space Sciences:

- Use the relative positions of the Earth, sun, and moon to explain and predict phenomena on Earth

### Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 8 Science.

## The Arts

### Drama, Music and Visual Arts

#### Length

1 Year (3 Trimesters)

Over the course of the year, students complete a trimester (approximately 12–13 weeks) of each strand of the Arts curriculum.

#### Drama

Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Drama in Year 7 aims to give students experience in:

- Speaking confidently and audibly before an audience
- Improvisation and movement, both individually and in small groups
- Development of believable characters both in improvisation and scripted works
- Physical comedy, including slipping, tripping and falling
- Demonstrating how relationships between characters create a range of emotion
- Utilise the skills of imitation and exaggeration to create parody

#### Assessment Requirements

- Exploring and responding – analysing, critiquing and identifying elements of drama.
- Developing practices and skills – through the creation of a portfolio of work.
- Creating and making – scripts and performances.

#### Music

Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Music in Year 7 aims to give students experience in:

- Identifying, analysing and evaluating elements of music
- Creating music using various Digital Audio Workstations
- Composing soundtrack music for a video game
- Playing basic beats and chords on drumkit, bass guitar, guitar and keyboards
- Performing with a band
- Understanding how to make amplifiers and microphones work effectively

#### Assessment Requirements

- Exploring and responding – analysing, evaluating and manipulating elements of music.
- Creating and making – composing in response to given stimulus.
- Presenting and performing – playing in a band for an audience of peers.

#### Visual Arts

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experience art.

**Drawing** – Students will create several drawings beginning with basic tonal drawings as guided by their teacher. These will culminate in an illustration based on notable examples of perspective art such as Da Vinci's 'Last Supper'. Students will use their Visual Diaries to record their progress.

**3D Modelling** – Students will create drawings based on notable fantasy artists such as Roger Dean. They will create drawings of bio-mechanical machines based on exo-skeleton animals. Students will investigate the evolution of bio-mechanical fantasy design in recent film history.

**Computer Art** – Students will create a fantasy landscape using the Mechanimal (mechanical animal) that they have designed and, with the aid of Adobe Photoshop, place their Mechanimal into their scene.

As a part of their overall art appreciation, we will endeavour to visit the Art Gallery of South Australia and other exhibitions whenever possible.

Their progress will be recorded in their Visual Diary.



# Year 8 Subjects

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■ Compulsory Subject

■ Elective Subject



## Chinese (Mandarin)

<b>Length</b>	Full Year
<b>Note</b>	Students must choose one language subject (Chinese or Italian).

An introduction to both Chinese language and culture. Students make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison with Chinese.

By the end of Year 8, students initiate and sustain interactions in familiar situations to share personal information, seek clarification, transact and make arrangements. Students employ language and culturally specific gestures appropriately for the role, audience and purpose of interaction. They respond to and create short, modified, informative and imaginative texts for known audiences. Students are also aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

### Texts and Resources

The Year 8 Chinese textbook is 'Chinese Made Easy 1', which is supported by a CD for home use, a workbook and audio material for classroom presentation and practice. Students listen to, read, view and interact with a variety of short modified informative, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts written in characters may include a Pinyin glossary or character/vocabulary lists as appropriate.

### Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written and oral
- **Translating** – aural, written and oral

## Civics and Citizenship

<b>Length</b>	1 Term
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This compulsory term-long course is a mixture of the Civics and Citizenship, and Business and Economics requirements in the Australian Curriculum.

This unit has a focus on the Australian Markets and examine the influences on decision-making within consumer and financial contexts. Students will examine the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal setting, budgeting, and planning.

### Assessment Requirements

Students demonstrate knowledge and understanding, and skills through formative assessment and several summative assessment tasks. Assessment is divided into Folio (60%) and Common Assessment Task (40%). The Common Assessment Task will investigate the annual budget for the City of Charles Sturt to identify where they receive and spends money. They will choose a particular project and explore the importance to society.

## Design Technology and Digital Technologies

### Digital Technologies, Food Technology and Material Solutions

<b>Length</b>	1 Year (3 Trimesters)
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Over the course of the year, students complete a trimester (approximately 12–13 weeks) of Food Technology, Materials solutions and Digital Technologies.

### Digital Technologies

This course aims to provide students with opportunities to apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. They will apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

The course comprises of two distinct projects:

The first project builds on planning and coding as well as data science skills taught in Year 7. Students will get to develop a more sophisticated, collaborative project using software and a contemporary computing language to solve real world problems. The project will also further enhance their computational thinking skills.

In the second project, a different programming language will be introduced and students will have the opportunity to develop a simple game with supporting documentation. Students will learn essential planning skills and develop understanding of the role of documentation in the project.

### Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.



## Food Technology

Students undertaking a semester of Year 8 Food Technology will study factors involved in meal planning and the influence of different cultures on Australian cuisine.

Year 9 Food Technology is taught through both theory and practical classes.

The theory covered are taught through the following areas:

- Introducing hygiene safety
- Weighing and measuring
- Food Choices and Factors that affect it
- Meal Planning
- Food Presentation
- Australian Diet (History/Evolution)
- Cultural Foods

The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.

## Assessment Requirements

- Practical Skills
- Theoretical Skills

Successful completion of this subject can lead students to study Year 10 Food with Flair and Year 10 Food and Lifestyle.

## Material Solutions

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and some electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Woodworking
- Sheet metal
- Plastics
- Electronics
- Materials and Technical processes
- Associated practical and theoretical tasks

## Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Year 9 Design Technology and Engineering.

## Digital Technologies

Length

1 Semester

The Year 8 Digital Technologies course immerses students in computer science and digital literacy fundamentals, emphasising Python programming and practical applications such as cryptography and drone technology. This course aims to develop students' problem-solving skills, computational thinking, and digital world understanding through theoretical and hands-on learning experiences.

### Aims

- Introduction to Python Programming: Students will be introduced to the basics of Python, learning to write and debug simple programs. Key concepts such as variables, loops, conditionals, and functions will be covered.
- Cryptography: Through engaging with the Grok Learning platform, students will explore cryptographic techniques and their applications. They will learn about binary and ASCII encoding, rotation ciphers, and functions, enhancing their understanding of data security.
- Drone Technology: Students will gain practical experience in drone piloting, focusing on safety protocols, manual flight control, and aerial mapping. This unit aims to build students' confidence and precision in handling drones, along with an understanding of their applications in real-world scenarios.

### Course Structure

The course is divided into two central units: Python Programming and Drone Technology. Each unit includes a mix of theoretical lessons and practical activities to ensure a well-rounded understanding of the topics.

- **Python Programming:**
  - Introduction to Python, binary and ASCII, variables, loops, conditionals, and functions. Students will complete various challenges and projects on the Grok Learning platform.
  - Summative Assessments: Two Python programming challenges are used to assess students' understanding and application of programming concepts.
- **Drone Technology:**
  - Introduction to drone safety, manual flight control, and aerial mapping. Students will participate in practical flying exercises, safety drills, and a Junior Pilot Licence Test to evaluate their piloting skills.

## Assessment Requirements

Students are assessed on both Theoretical and Practical skills. Python programming will be appropriately evaluated using the coding language, whereas drone piloting will be assessed using safe piloting and safety considerations.

## Drama

### Length

1 Semester

By the end of Year 8, students analyse how elements and conventions of drama are manipulated in works they create and experience. They evaluate the ways drama has been created and performed across cultures, times and places to communicate ideas, perspectives and meaning. They describe respectful approaches to creating, performing and responding to drama.

Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Drama in Year 8 aims to give students experience in:

- Creating, developing and presenting drama to a live audience
- Developing and practising improvisational skills
- Developing performance skills using characterisation and contrast
- Experimenting with design of sets, costumes and makeup
- Developing performance vocabulary
- Discussing and performing a diversity of forms and styles of drama, including comedy and tragedy

### Assessment Requirements

- Exploring and responding – identifying, analysing and critiquing elements of drama.
- Developing practices and skills – through planning logs, design journals and performance portfolios.
- Creating and Making – writing original skits and scripts, enhancing improvisational skills.
- Presenting and Performing – acting with an ensemble cast for a live audience in a planned event.

## English

### Length

Full Year

### Term 1

**Personal Narratives** - Students examine and analyse how individual characters are weaved into their story by authors. The course requires students to read a shared text (class novel) in order to discuss a variety of themes and respond to several tasks.

### Assessment Requirements (Term 1)

**Common Assessment Task:** Creating a character profile and short narrative that integrates elements of their understanding of character creation (class novel).

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces

### Term 2

**The Language of Film** – This course equips students with the basic skills for analysing and critiquing film beyond its basic plot. Students learn about the various cinematic techniques, with an emphasis on mise-en-scene, by engaging with various Visual Texts, both feature length films and short productions. Students will respond to and critique texts, whilst also evaluating aspects of mise-en-scene in a summative manner.

### Assessment Requirements (Term 2)

**Common Assessment Task:** an analytical response to the cinematic techniques used a class-based feature film

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces

### Term 3

**Gothic Horror** – The unit of work explores Gothic Literature with a focus on common features, techniques and vocabulary. Students will explore how the historical climate of these texts shaped their many features and are to engage with a variety of texts within this genre.

### Assessment Requirements (Term 3)

**Common Assessment Task:** Analytical essay which focuses on the positioning of audiences through features of the gothic genre in a class-prescribed text.

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces

### Term 4

**Poetry and Place** – Students are introduced to poetry and its representation of place. This includes analysis of structures, language and techniques of different poems. Students are required to create their own poem that represents a place of personal significance.

### Assessment Requirements (Term 4)

**Common Assessment Task:** Creation of various poems that communicate a purpose and meaning to the author, which is accompanied by a Writer's Statement that explains the creative choices made in composing their poetry.

**Folio of class-based assessment tasks:** A combination of various written, verbal and multimodal creative and receptive pieces.



## Geography

<b>Length</b>	1 Term
<b>Notes</b>	Aspects of Civics & Citizenship and Economics & Business Studies are integrated into this subject.

This compulsory semester long course is divided into two units

### 1. Landforms and Landscapes

This unit examines the geomorphological processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students learn how laws relating to the protection of Australian landforms and landscapes are made and how the landforms and landscapes shape Australian identity. Fieldwork of the Adelaide coastline will enhance student learning in this area.

### 2. Changing Nations

This unit investigates the shifts in population distribution which leads to urbanisation. A case study of an Asian mega city provides a basis for the economic and social considerations of low and middle income countries. The reasons for the high level of urban concentration in Australia is examined and compared to the United States. The rights, responsibilities and opportunities that arise for businesses, consumers and governments in a local area are considered along with the influences on the ways individuals work now and into the future.

Civics and Citizenship, and Business and Economics are embedded in this course.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%).

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral presentations, written explanations, research reports, multimodal presentations.

## Health and Physical Education

<b>Length</b>	Full Year
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Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 8 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.

## Health and Physical Education (Soccer)

<b>Length</b>	Full Year
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Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 8 HPE soccer is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

They will have unique opportunities to link with the FSA and Specialised coaches to receive individual skill development sessions as part of their practical lessons.

### Cost: \$120

- Tottenham Hotspur Coach
- Coaching Accreditation
- Kit
- 7-a-side tournaments
- Excursions

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and theoretical components related to soccer.

## History: The Ancient to the Modern World

<b>Length</b>	1 Semester
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This compulsory semester long course is the study of the period c.650–1750 AD (CE) and introduces students to a time when the modern world began to take shape.

Three topics are studied:

1. The Western and Islamic World
2. The Asia Pacific World
3. Expanding Contacts

The Key Inquiry Questions guiding the focus of this course are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%).

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, essays, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.

## Italian

<b>Length</b>	Full Year
<b>Notes</b>	Students must choose one language subject (Italian or Chinese).

Students make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, imaginative and expressive). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

### Aims

Students consolidate their understanding and use of regular forms and familiar grammatical structures. They also notice exceptions to rules, for example, irregular forms. They learn to experiment with past and future tenses in their own texts. Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

### Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book and work book, ICT

### Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral, multimodal
- **Translating** – aural, written and oral



## Mathematics

<b>Length</b>	Full Year
<b>Recommendations</b>	Year 7 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

### Number and Algebra

- Number and Place Value
- Real Numbers
- Money and Financial Maths
- Patterns and Algebra
- Linear and Non-Linear Relationships

### Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning

### Statistics and Probability

- Chance
- Data Representation and Interpretation

### Assessment Requirements

Students are assessed throughout the year with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology.

Students will develop skills with the assistance of Scientific Calculators and computer-based programs, such as Excel, Mathspace, Desmos and Geogebra.

Year 8 Mathematics will prepare students for Year 9 Mathematics.

## Music

<b>Length</b>	1 or 2 Semesters
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By the end of Year 8, students analyse how the elements of music and compositional devices are manipulated in music they compose, perform and experience. They evaluate the ways music from across cultures, times, places and other contexts communicates ideas, perspectives and meaning. They describe respectful approaches to composing, performing and responding to music.

Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others' music. They demonstrate performance skills when performing music for audiences.

Music in Year 8 aims to give students experience in:

- Identifying, analysing and evaluating elements of music
- Creating music using a chosen Digital Audio Workstations
- Composing soundtrack music for a movie scene
- Playing or singing as a soloist and in a band
- Creating cover versions through the manipulation of elements
- Basic music production techniques

### Assessment Requirements

- Exploring and responding – analysing, evaluating and manipulating elements of music.
- Developing practices and skills – creating rehearsal plans and logs.
- Creating and making – composing in response to given stimulus.
- Presenting and performing – playing in a band for a live audience in a planned event.

## Religious Education

<b>Length</b>	Full Year
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The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 8 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- Parables
- A Just Society
- World Religions
- Religions and the Arts
- Mary as the First disciple
- MITIOG (*Made in the Image of God*)

### Assessment Requirements

- Investigations and Research
- Guided Inquiry
- Personal Reflections
- Multimedia Presentations
- Insightful responses
- Genre Writing
- Scripture Analysis
- Bookwork
- Collaborative group work

The Religious Education draws from and is informed by:

- The CESA Crossways Framework  
<http://www.cesa.catholic.edu.au/>
- The text 'To know, worship and love' Year 8 series (James Goold House Publications: 2003)
- EREA Charter Touchstones  
<http://www.erea.edu.au/about-us/the-charter>
- Scripture



## Science

### Length

Full Year

Science is taught through three lenses: *Science Understanding*, *Science as a Human Endeavour*, and *Scientific Inquiry*. In Year 8, students are introduced to cells as microscopic units of life that form multicellular organisms. They study the structure and function of organs and body systems and further develop a view of Earth as a dynamic system in which change occurs across a range of time scales. Students classify different types of energy and determine the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change.

Content and inquiry skills are taught within the following four Disciplines:

#### Biological Sciences:

- The structure and function of cells, tissues, organs, and organ systems in animal and plant cells

#### Chemical Sciences:

- The classification of matter as elements, compounds, or mixtures
- Physical changes in comparison to chemical changes that occur because of chemical reactions

#### Physical Sciences:

- Kinetic and potential energy
- Energy transfer and transformations in simple systems

#### Earth and Space Sciences:

- Geological features in relation to the theory of plate tectonics
- The formation and properties of rocks and the key processes of the rock cycle

### Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 9 Science.

## Visual Arts and Design

### Length

1 Semester

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experiences creatively.

Students will have the opportunity to explore arts of different cultures to generate ideas for art work. They will use art elements, skills, techniques to structure art works appropriate to chosen styles and forms.

They will document sources, ideas and evaluations for works in a sketch book and present work for a particular audience.

Students use a theme such as the sea to make designs and develop ideas for a sculpture that reveals their personal interpretation for a school community space.

They will have the opportunity to use ceramics and or found objects to build their creations. Colour media, painting and decorative techniques will be explored.

Throughout the semester, we will endeavour to enrich and widen the students' appreciation and knowledge of the design and art world by creating tasks that are relevant to the students culturally and emotionally. Students will be able to use modern and traditional technologies to create meaningful art works.

Identify, analyse and interpret art works.

As a part of their overall art appreciation, we will endeavour to visit the Art Gallery of South Australia and other exhibitions whenever possible.

Students will;

- Develop drawing skills
- Paint in water colours and acrylics
- Use photography
- Use digital editing programs such as Photoshop
- Create real models and or sculptures
- Build up a folio of work
- View the work of professionals

### Assessment Requirements

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks



# Year 9 Subjects

■ The Rite Journey	62	■ Health and Physical Education (Soccer)	66
■ Chinese (Mandarin)	62	■ History: The Making of the Modern World	66
■ Civics and Citizenship	62	■ Italian	67
■ Design Technology and Engineering Material Solutions, Robotic and Electronic Systems and Digital Communications Solutions	63	■ Managing Money and My Future	67
■ Digital Technologies	63	■ Mathematics	68
■ Drama	63	■ Music	68
■ English	64	■ Religious Education	69
■ Food Technology	64	■ Science	69
■ Geography	65	■ Visual Arts – Art	70
■ Health and Physical Education	65	■ Visual Arts – Design	70
		■ Visual Arts – Digital Art	70

## The Rite Journey

Length	Full Year
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CBC teaches The Rite Journey as a year-long, educational program aimed at developing responsible, resilient, respectful, resourceful and self-reflective young men.

The aim of the program is to deepen the students' experience, through connection, collaboration and conversation. In addition, support the growth of thriving young citizens, equipped for their own unique journey. The students will be armed with the skills and disposition needed to not only flourish in a school environment but in life itself.

The program is tailored to be specifically taught to the Year 9 cohort, using a 'Rites of Passage' framework to deepen the students' experience of this important life transition, from boy to man.

The Rite Journey uses ceremonies and rituals to deepen student thinking and encourages families and mentors to assist the students as they make the transition into becoming responsible young men.

### Assessment Requirements

- Compulsory camp
- Challenge activities
- Compulsory 'out of hours' family events

## Chinese (Mandarin)

Length	Full Year
Prerequisites	Successfully completion of Year 8 Language course. Students must continue with previous elected language following from Year 8.
Notes	Students must choose one language subject (Chinese or Italian).

Students have prior experience of learning Chinese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. Students analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending their understanding of contexts and audiences to enhance students' personal communication skills. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Students interact with a range of participants, engaging in discussions about issues of personal interest (for example, relationships at home and school) and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

### Texts and resources

The Year 9 Chinese textbook is 'Chinese Made Easy 2', which is supported by a CD for home use, a workbook and audio material for classroom presentation and practice. Students explore a range of text types, including informative digital media texts, opinion pieces and news, narrative fiction and non-fiction, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts, such as procedural, persuasive and narrative, across a range of domains.

### Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral and multimodal
- **Translating** – aural, written and oral

## Civics and Citizenship

Length	1 Term
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This compulsory term-long course is a mixture of the Civics and Citizenship, and Business and Economics requirements in the Australian Curriculum.

This unit has a focus on the Australian political system, the role and impact of elections and decision-making processes. Students examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship. There will be a focus on rules and the need for referendums in our Australian society.

### Assessment Requirements

Students demonstrate knowledge and understanding, and skills through formative assessment and a number of summative assessment tasks. Assessment is divided into Folio (60%) and Common Assessment Task (40%). The Common Assessment Task will be a short speech trying to persuade the Australian population on a current issue.





## Design Technology and Engineering

Material Solutions, Robotic and Electronic Systems and Digital Communications Solutions

Length

1 Semester

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share.

Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing  
– Inventor, Google Sketchup
- Machine woodworking
- Sheet metal
- Plastics
- Electronics
- Gas welding
- Machining
- Materials and Technical processes
- Associated practical and theoretical tasks

### Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Year 10 Design Technology and Engineering.

## Digital Technologies

Length

1 Semester

This course aims to provide students with opportunities to apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. They will apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

The course comprises of two distinct projects:

The first project builds on planning and coding as well as data science skills taught in Year 7 and 8. Students will get to develop a more sophisticated, collaborative project using software and a contemporary computing language to solve real world problems. The project will also further enhance their computational thinking skills.

In the second project, a different programming language will be introduced and students will have the opportunity to develop a simple game with supporting documentation. Students will learn essential planning skills and develop understanding of the role of documentation in the project.

### Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.

## Drama

Length

Semester 1

In Year 9 Drama, students study the skill of acting, characterisation and play construction, as well as developing their abilities in the technical booth (operating sound and lighting). They continue to build on their prior learning and experiences as they develop their capability and confidence across the practices of Drama. Students use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

Drama in Year 9 aims to give students experience in:

- The skill of acting, characterisation and play construction
- Exploring issues through improvisation and scripted scenarios
- Developing their understanding of group dynamics, and acting appropriately with and in relation to others
- A variety of theatre genres including comedy, drama and melodrama
- Cultural practices and traditions in theatre

### Assessment Requirements

- Exploring and responding – identifying, analysing and critiquing their own, and others' performance.
- Developing practices and skills – through planning logs, design journals and performance portfolios.
- Creating and Making – lighting and sound design; script development; costume and set construction.
- Presenting and Performing – acting in a small group for a live audience in a planned event.

## English

Length	Full Year
Term 1	<p><b>Australian Identity in a Global Context</b> – Students select, read and view literary and non-literary texts from Australia and explore how authors represent Australian culture and lifestyle through various techniques. This course will also take an insightful look at the Indigenous experience, analysing how various mediums are used by both past and present Indigenous voices to share their messages and experience with various audiences.</p> <p><b>Assessment Requirements (Term 1)</b></p> <p><b>Common Assessment Task:</b> Text transformation task, whereby students select an Indigenous Poem of choice and use its content as inspiration for the development of a narrative.</p> <p><b>Folio of class-based assessment tasks:</b> A combination of various written, verbal and multimodal creative and receptive pieces.</p>
Term 2	<p><b>Advertising</b> – This course explores how advertisement positions consumers by using a variety of persuasive techniques. Students will explore and discuss ethical issues related to the advertisement industry and the creative ways in which intertextual elements are used in modern advertising for varying purposes.</p> <p><b>Assessment Requirements (Term 2)</b></p> <p><b>Common Assessment Task:</b> Students develop a multimodal advertisement for a product of their choice, or of their own creation, which is accompanied by a Writer's Statement which is accompanied by a Writer's Statement that explains the creative choices made.</p> <p><b>Folio of class-based assessment tasks:</b> A combination of various written, verbal and multimodal creative and receptive pieces.</p>
Term 3	<p><b>Introduction to Shakespeare</b> – Students are introduced to the world of Shakespeare and Elizabethan theatre. They explore how Shakespeare took stories from history and legends and made them riveting and rich in themes and ideas. They will analyse how the themes and messages of his work were relevant to his community and remain relevant to modern society.</p> <p><b>Assessment Requirements (Term 3)</b></p> <p><b>Common Assessment Task:</b> Students write an analytical response to the themes of one of the many plays of William Shakespeare, which will be studied in depth during lessons.</p> <p><b>Folio of class-based assessment tasks:</b> A combination of various written, verbal and multimodal creative and receptive pieces.</p>
Term 4	<p><b>A Masterclass in Mystery</b> – This course gives students the skills to unpack a great mystery story beyond the essential question of 'whodunnit?' Students will be challenged with the varied perspectives often found in mystery texts and the key features required to build an engaging story whereby the audience is taken on a gripping journey.</p> <p><b>Assessment Requirements (Term 4)</b></p> <p><b>Common Assessment Task:</b> Students complete a timed response to a classic short story that features many elements of a traditional Mystery text.</p> <p><b>Folio of class-based assessment tasks:</b> A combination of various written, verbal and multimodal creative and receptive pieces.</p>

### Term 1

### Assessment Requirements (Term 1)

### Term 2

### Assessment Requirements (Term 2)

### Term 3

### Assessment Requirements (Term 3)

### Term 4

### Assessment Requirements (Term 4)

## Food Technology

Length	1 Semester
Students undertaking a semester of Year 9 Food Technology will study factors involved in meal planning, elements in food, costing and sociocultural factors of food.	Year 9 Food Technology is taught through both theory and practical classes.
The theory covered are taught through the following areas:	<ul style="list-style-type: none"> <li>Introducing hygiene safety</li> <li>Weighing and measuring</li> <li>Meal Planning on a budget</li> <li>Food Presentation</li> <li>Healthy recipe reconstruction</li> </ul>
The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.	<h3>Assessment Requirements</h3> <ul style="list-style-type: none"> <li>Practical Skills</li> <li>Theoretical Skills</li> </ul> <p>Successful completion of this subject can lead students to study Year 10 Food with Flair and Year 10 Food and Lifestyle.</p>



### Assessment Requirements



## Geography

<b>Length</b>	1 Term
<b>Notes</b>	Civics & Citizenship within the global context is integrated into this subject

This elective, semester long course will appeal to those students who take an interest in understanding the causes and consequences of change in the world, what impact this change has on their life in Australia and how it can be managed. Students are encouraged to be critical thinkers and to examine solutions to geographical challenges facing the world in the 21st Century.

The course is divided into two units:

### 1. **Biomes and Food security – Can we feed the future world population?**

This unit examines the biomes of the world, their use and significance as a source of food and fibre, and the environmental challenges of expanding food production in the future. Students visit a farm in Adelaide to learn about sustainable food production and care of the environment.

### 2. **Geographies of interconnections – Globalisation: friend or foe?**

This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport, information and communication technologies, and tourism have made it possible for services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. Fieldwork in the Hahndorf and Adelaide areas to observe, map, measure and record aspects of tourism will enhance student learning in this area.

The delivery of this course will be supplemented with excursions.

Civics and Citizenship, and Business and Economics are embedded in this course.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral and written expositions, written explanations, debates, research reports, multimodal presentations.

## Health and Physical Education

<b>Length</b>	Full Year
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Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 9 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.





## Health and Physical Education (Soccer)

**Length**

Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 9 HPE soccer is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

They will have unique opportunities to link with the FSA and Specialised coaches to receive individual skill development sessions as part of their practical lessons.

### Cost: \$120

- Tottenham Hotspur Coach
- Coaching Accreditation
- Kit
- 7-a-side tournaments
- Excursions

### Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and theoretical components related to soccer.

## History: The Making of the Modern World

**Length**

1 Semester

This compulsory semester long course is the study of the period 1750 – 1918 and introduces students to the time of industrialisation and rapid change in the ways people lived, worked and thought.

Three topics are studied:

1. Making a Better World
2. Australia and Asia
3. World War One

The Key Inquiry Questions guiding the focus of this course are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

### Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, essays, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.



## Italian

<b>Length</b>	Full Year
<b>Prerequisites</b>	Successfully completion of Year 8 Language course. Students must continue with previous elected language following from Year 8.
<b>Notes</b>	Students must choose one language subject (Italian or Chinese).

Students use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately.

### Aims

Students strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Students develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions.

### Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book, work book and ICT activities

### Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral multimodal
- **Translating** – aural, written and oral

## Managing Money and My Future

<b>Length</b>	1 Semester
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A semester-long designed to introduce Financial Literature throughout the curriculum. It will guide them through several basic financial skills and scenarios they should be aware of in today's world of increasingly complex financial decisions.

### Topic 1: Shares Portfolio

Students will investigate the different ways people can make wealth with their income with a particular focus on shares. Students will participate in a five-year share investment simulation using the ASX20 strategy recommended by Mark Bouris. They will have to decide which companies they will invest in each year and how they will diversify your portfolio.

### Topic 2: Food Truck Entrepreneurship

Students will be asked to simulate a real-world experience of starting up a Food Truck Business for a chosen event in South Australia. They will produce an idea for a food truck that can only sell one food or drink item. This item will be based on research on the target markets and how informed decisions need to be made to show success. Students will complete a range of financial tools to measure the profitability of their business. They will be asked to submit a report on their business venture including key finding, success, and their reflection of the task.

### Topic 3: Financial Scams

Students will be asked to choose and investigate a recent and significant financial scam from around the world. They could be false emails from businesses, dating scams or even the lying about environmental impacts of their business. Students will create a report to outline key information about the Financial Scam as well as key tips to help teenagers detect and avoid scams.

### Assessment Requirements

Students demonstrate knowledge and understanding of the content through a summative assessment for each of the topics covered.



## Mathematics

<b>Length</b>	Full Year
<b>Prerequisites</b>	Year 8 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

### Number and Algebra

- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

### Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry

### Statistics and Probability

- Chance
- Data Representation and Interpretation

### Assessment Requirements

Students are assessed throughout the semester with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology.

Students will develop skills with the assistance of Scientific Calculators and computer-based programs, such as Excel, Mathspace, Desmos and Geogebra.

Year 9 Mathematics will prepare students for Year 10 Mathematics.

## Music

<b>Length</b>	1 or 2 Semesters
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Year 9 Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts, including use of music in multi-arts, trans-disciplinary or hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

Music in Year 9 aims to give students experience in:

- Analysing and evaluating elements of music
- Arranging existing works by manipulating elements of music
- Performing songs from a range of genres including blues, reggae and rock
- Composing new works in a variety of genres including blues, reggae and rock
- Enhancing music production techniques
- Performing in a band

### Assessment Requirements

- Exploring and responding – identifying, analysing and critiquing their own, and others' performance.
- Developing practices and skills – through rehearsal logs, composition portfolios.
- Creating and Making – arranging and composing.
- Presenting and Performing – performing in a band for a live audience in a planned event.





## Religious Education

### Length

Full Year

The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 9 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- Search for Meaning
- Indigenous Spirituality
- Sacred Texts (Stories and Storytelling)
- MITIOG (*Made in the Image of God*)
- Reconciliation

### Assessment Requirements

- Investigations and Research
- Genre Writing
- Guided Inquiry
- Scripture Analysis
- Personal Reflections
- Bookwork
- Multimedia Presentations
- Collaborative group work
- Insightful responses

The Religious Education draws from and is informed by:

- The CESA Crossways Framework  
<http://www.cesa.catholic.edu.au/>
- The text 'To know, worship and love' Year 9 series (James Goold House Publications: 2003)
- EREA Charter Touchstones  
<http://www.erea.edu.au/about-us/the-charter>
- Scripture

## Science

### Length

Full Year

Science is taught through three lenses: *Science Understanding*, *Science as a Human Endeavour*, and *Scientific Inquiry*. In Year 9, students consider the operation of systems at a range of scales and how those systems respond to external changes to maintain stability. They explore how the human body system responds to environmental changes through physiological feedback mechanisms and how reproductive processes enable species to respond to a changing environment over time. Students study the structure of atoms and how atoms can change through nuclear decay. They are introduced to the concept of conservation of matter and energy to develop a more advanced view of energy transfer with applications to chemical reactions and the global carbon cycle.

Content and inquiry skills are taught within the following four Disciplines:

#### Biological Sciences:

- Coordination and regulation of the human body by the nervous and endocrine systems
- Sexual and asexual reproduction in plants and animals

#### Chemical Sciences:

- Atomic structure and natural radioactive decay
- Chemical reactions and the use of chemical equations to display the rearrangement of atoms

#### Physical Sciences:

- Energy transfer through different mediums
- The law of conservation of energy

#### Earth and Space Sciences:

- Key processes of the carbon cycle with a focus on the Earth's spheres

### Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 10 Science.



## Visual Arts – Art

### Length

1 Semester

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

**Drawing, Cartooning and Caricature** – Continuing with the theme of portraiture, students will learn how to draw a face and then use their knowledge to take a familiar face and create a caricature of that person.

**Painting** – Students will have the opportunity to study the works of local, indigenous and Asian artists and reflect on the contribution of artists on our lives. Students will be able to analyse the art, study mediums used and produce art works in the style of the artist observed.

**Sculpture** – Students will visit various galleries to study and analyse the sculptural work of various artists. They will then create a work of art in their own style using the knowledge gained in their research.

### Assessment Requirements

- Maintaining a Visual Diary
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)

## Visual Arts – Design

### Length

1 Semester

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

**Graphic Design and Packaging** – Students will study the relevance and importance of packaging in industry. They will have the opportunity to create a complete packaging solution to a relevant moral dilemma while studying the design works of Japan. The importance of eco-packaging and clever branding will be investigated.

**Fashion Design** – Students will study fashion trends particularly pertaining to pop culture both locally and internationally. They will learn a variety of fashion drawing skills and create items of fashion that is relevant to them.

**Product Design** – An intensive exploration of the objects we use every day, of ergonomics and the culture driven market will be investigated. A product will be redesigned using a criteria that will allow the student to explore the world around him and create a solution that is both morally and technically efficient.

### Assessment Requirements

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)

## Visual Arts – Digital Art

### Length

1 or 2 Semesters

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

**Photography** – Students will be introduced to traditional photography and quickly move to digital imaging. They will learn about the art of photography and the use of photographic manipulation through Photoshop to create new and exciting images. The outcome of their endeavours will form part of an exhibition to promote photography as an art form.

**Print Making** – Students will work with theme of portraiture and create a print based on the work of Andy Warhol. Portraiture will be the focus of a visit to the Art Gallery of South Australia.

**Film and Animation** – Students will have the opportunity to explore the creative world of film and animation and learn techniques such as green screen technology. They will explore and create animation using a variety of basic techniques and digital technologies. Sound, timing and editing will also be explored.

### Assessment Requirements

- Maintaining a Visual Diary
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)









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