Secondary School Curriculum
Year 7 & 8
2016
Year 7 and 8 at St Martins Lutheran College.

As a Christian school, St Martins Lutheran College strives to provide a quality educational experience together with Christian care and concern. All staff members are committed to providing a safe, stimulating and enjoyable educational experience for all of the students in our care.

Students in Years 7 and 8 are experiencing many changes as young adolescents. They begin to mature into young adults with many changes, physical and emotional occurring throughout these years. The students also begin to wish for and have more freedoms and responsibilities. To cater for these needs of the students, St Martins Lutheran College has established strategies to support the transition from primary school to secondary.

Our Year 7 students have their classroom located in “The Ark”, the building which houses our secondary students. A year seven class teacher is allocated for the majority of their classes. Year seven students have some exposure to shared facilities (the Trade Training Centre, Science Labs and Art Room) and attend secondary worship and some specialist classes.

When in Year 8, the students experience a greater number of teachers for the specialist secondary subjects. The students benefit from the expertise of specialist teachers.

Parents are invited to get to know the homeroom teachers of their children. We aim to provide a quality educational experience for all students in our care. This aim is much more easily achieved when school and home work in partnership for the benefit of each individual student.

I invite parents to contact the college with any questions or concerns relating to the education and well-being of your child. We encourage families to use any of the following ways to communicate with staff; the student diary, email, and telephone or a personal discussion (telephone Mrs Caroll Cailler, Secondary Administration, to arrange an appointment time).

There is much to be excited about as the students mature and grow in many ways. The College provides a safe and nurturing environment as the students undergo many changes and grow physically, spiritually and emotionally. I pray that you and your child will experience much joy and satisfaction in the coming years.

Damian Bradley  
Head of Secondary  
Telephone 87251430  
Email dbradley@stmartins.sa.edu.au
Year 7 Camp

In Term 4 the Year 7 students participate in a 5 night / 6 day camp to Canberra. Highlights include both Parliament Houses, the National Gallery of Australia, the High Court of Australia, the Australian War Memorial, Questacon, the Australian Institute of Sport and the National Museum of Australia, amongst others. This year’s camp is held in Term 4.

Year 8 Camp

The Year 8 Camp has an outdoor, physical activity and teamwork focus and is based at the Cape Bridgewater Coastal Camp. Students are away for 3-days (2 nights). Throughout the camp students participate in a range of activities which may include Surfing, Seal Tours, Snorkelling, Abseiling, Caving and Sandboarding. The camp is held in Term 1 each year.

Curriculum Overview

St Martins College is fully implementing the Australian National Curriculum in years 7 to year 10. In Years 9 and 10, when students have some choice of subjects, the subjects are grouped together in such a way as to maintain students’ breadth of studies across the 8 curriculum areas. The table below identifies the 8 areas and the key subjects at Year 7-10 which deliver the outcomes relevant to each. For the purpose of this table, subjects have been allocated to their predominant area. Material in a subject often falls into more than one key learning area, and this is to be encouraged. Teaching literacy skills, for example, is not confined exclusively to English, but occurs in all learning areas. Christian Living has been added as the 9th focus area at St Martins. The Personal Learning Plan (PLP) is a compulsory part of the program for all Year 10 students in South Australia and gains students 10 credit points towards their SACE.

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<tr>
<th>Year 7</th>
<th>Christian Studies, English, Mathematics, Science and Humanities are compulsory subjects at Year 7-10</th>
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<th>Design and Technology</th>
<th>The Arts</th>
<th>Health and Physical Education</th>
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<td>Digital Tech</td>
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## 2016 Senior School Captains

![Emma Beames & Aidan McArthur](image)

### House Captains 2016

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<thead>
<tr>
<th>House</th>
<th>Year 7</th>
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<td><img src="image" alt="Matthew Becroft" /></td>
<td><img src="image" alt="Kirsty Burch" /></td>
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### SRC Representatives 2016

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<th>Year 7</th>
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<tr>
<td><img src="image" alt="Agnes Doyle" /></td>
<td><img src="image" alt="Jacob Alvey" /></td>
<td><img src="image" alt="Naomi Zwijnenburg" /></td>
<td><img src="image" alt="Ruben van Eeden" /></td>
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<td><img src="image" alt="Lilli Fulwood" /></td>
<td><img src="image" alt="Doyle Yoannidis" /></td>
<td><img src="image" alt="Rebekah Morgan" /></td>
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Sport
All students in Years 7-10 participate in compulsory Physical Education lessons. Those in Years 9 and 10 have the option to select Specialist PE in addition to their compulsory subjects and Physical Education can also be taken as a SACE subject in Year 11 and 12. In addition, students are encouraged to compete in interschool and club sport. St Martins can facilitate contact between the relevant community club and students who express interest or reveal a talent in a particular area. Club notices and opportunities are promoted to students as the school becomes aware of them. Members of various clubs also conduct specialist units within the Physical Education program.

Secondary inter-school sport in Mount Gambier is organised and governed by the South East Secondary School Sports Association acting on behalf of the Secondary School Sports Association of South Australia. Mr Nigel O'Reilley is the St Martins representative on this body and attends regular SESSSA meetings. SESSSA has chosen to conduct inter-school sport through a number of regional carnivals, knockout competitions and ‘come and try’ events. St Martins has now been involved in a broad range of these competitions for a number of years. The table below indicates the sports involved.

### 2016 School Athletics Carnival (Yr 7-12, Term 1 2016)

Co-curricular Activities
In addition to house and school based activities the following table provides information about co-curricula activities available to various students in the secondary school.

<table>
<thead>
<tr>
<th>Inter-School Sport</th>
<th>Clubs, Cultural and other activities</th>
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<tbody>
<tr>
<td>Swimming (Yr 8-12)</td>
<td>Meals on Wheels community service (Yr 10)</td>
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<tr>
<td>Athletics (Yr 8-12)</td>
<td>Theme Days</td>
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<tr>
<td>Touch Football (Yr 8-12)</td>
<td>SA Lutheran Colleges Interschool public speaking</td>
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<tr>
<td>Snooker (Yr 10)</td>
<td>Competition in Adelaide (Yr 8)</td>
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<tr>
<td>Netball (Yr 8-12)</td>
<td>Eisteddfod Debating</td>
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<tr>
<td>Golf (Yr 8-12)</td>
<td>Meet the Writers Festival in Adelaide (Yr 8)</td>
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<tr>
<td>SAPSASA (Yr 7) Golf, Football, Softball</td>
<td>Peer Tutoring</td>
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<tr>
<td>Netball, Hockey, Soccer, Athletics,</td>
<td>Computing Club</td>
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<tr>
<td>Swimming, Lawn Bowls, Tennis, Cricket</td>
<td>Art Show</td>
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<tr>
<td>SMLC Swimming Carnival (Yr 7-12)</td>
<td>40 Hour Famine</td>
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<tr>
<td>SMLC Athletics (Yr 7-12)</td>
<td>Instrumental and Choral Ensembles</td>
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<tr>
<td>Clay Target Shooting (Yr 8-12)</td>
<td>Worship Band</td>
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<tr>
<td>9-a-side Football (Yr 8-12)</td>
<td>Lions Youth of the Year</td>
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<td>5-a-side Soccer (Yr 8,9)</td>
<td>Rotary Public Speaking</td>
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<td>Festival of Sports (Yr 8-10)</td>
<td>Rostrum Voice of Youth Public Speaking</td>
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<td>Cross County (Yr 8-10)</td>
<td>Competition</td>
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<td>Hockey (Yr 8-12)</td>
<td>Active After School Coaching (Yr 8-12)</td>
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<td></td>
<td>Human Powered Vehicle (HPV) Maryborough, Mount Gambier, Loxton</td>
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Specialist Golf program

Program Overview and Course Structure
The St Martins Specialist Golf Program (SMLCGOLF) provides a comprehensive golf program of the highest quality. The St Martins Specialist Golf Program caters for Year 5 to Year 10 students who are genuinely interested in becoming better golfers. The program is designed for students capable of self-discipline and respect for self, others and the environment. Conveniently located just a short drive from the picturesque Mount Gambier Golf Course at Attamurra, the program is dedicated to providing opportunities for promising golfers whilst complementing their overall academic education.

The program runs each week on Wednesdays on a three week rotating roster, so that students are off campus at a different time each week. There are three groups—students are placed in the girls group, the beginning boys group or the experienced boys group.

St Martins pay for the students' junior memberships and the professional tuition. This amounts to a significant cost. Students travel to and from Mount Gambier Golf Club on St Martins Lutheran College buses.

Specialist Instruction
The SMLCGOLF students work under the coaching guidance of Mr Craig Davis (PGA Professional at the Mount Gambier Golf Club) and Mr Duncan Savage (PE Coordinator, Level 1 Coach and Mount Gambier Golf Club member). Students will also benefit from the support of Golf SA through its development team assistance in delivering the program.

The Facilities
SMLCGOLF students receive full Junior Membership at the Mount Gambier Golf Club for the entire time they are in the program. Students in the program have full use of the Mount Gambier Golf Club’s excellent playing and practicing facilities. As well as having one of the state’s finest 18 hole championship courses, the Mount Gambier Golf Club has a practice fairway, short iron approach and chipping green and practice putting green.

Trade Training Centre

The Trade Training Centre enriches learning opportunities for all students at the College, empowering them to broaden their skills, and provides technology education to students from Year 7 through to Year 12.

The Trade Training Centre has enabled students to develop skills in metalwork, woodwork, CNC router, Laser cutting and Plasma cutting. Combining these skills with welding and machining metal in later years of schooling gives students challenging, useful and diversified projects. It is very satisfying to see the progress of students as they begin their experiences in Year 7 by drawing in two dimensions electronically, while in Year 9 they are already able to construct and machine objects in three dimensions.

The final chapter will come when students can design unique projects in Autodesk Inventor and Turbocad. They then have the ability to manufacture the whole project using hand and power tools, CNC lathes, Mills, Plasma and Laser machines.

The Trade Training Centre also provides the development of pathways to trade training at the College. It is a facility to provide opportunities for the young people of this region to access Metals and Engineering and Furnishing trades that will help meet local needs. Students are able to gain TAFE/Trade qualifications while still completing their studies at school.
**Rationale**

Christian Studies is a full year course which provides a framework by which students understand and have the opportunity to grow in the Christian faith. Students use the Bible regularly throughout the year to begin to understand its role as the Word of God and as pointing to Jesus Christ as the "author and perfector of our faith."

Within this framework, students look at God-given gifts and how these can be used to care for and edify one another, moral choices in life, the history and beliefs of the church, and Christian beliefs about the Kingdom of God and the biblical images which show the Kingdom of God.

**Achievement Standards**

By the end of the year students should be able to:

- Understand that we all have different God given gifts and that these gifts can aid people in our community.
- Carry out and reflect upon a task which aids members of the school community.
- Show ability to develop the idea for an aid organisation with a local or global focus.
- Understand that right and wrong exist, and demonstrate they can make a reasoned decision based on an ethical dilemma.
- Understand a Christian ethical basis for moral decisions.
- Demonstrate an understanding of why different Christian communities exist.
- Understand the core beliefs upon which all Christian Churches are founded.
- Show understanding of different images the Bible uses to describe the Kingdom of God.
- Show the ability to verbally reason when contributing to classroom discussions.

**Topics**

- Christian Church – Denominations
- Christian Beliefs – The Kingdom of God
- Christian Living – Gifts and Service
- Christianity in the World – Moral Choices.

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**Rationale**

English is a year long course which focuses on the different written, verbal, and aural/visual forms of communication.

The units of work are designed to be relevant to current English practices and therefore computers are incorporated into lessons to assist word processing, document publishing, and verbal presentations.

Research skills are a focus at the beginning of the year as students begin to understand the role of collecting, organising and writing information across all subject areas.

Spelling contracts are also a focus throughout the year as students continue to concentrate on spelling and grammar conventions used in their writing.

**Achievement Standards**

By the end of the year students should be able to:

- Effectively demonstrate the ability to locate, collect, organise and subsequently write original information from notes.
- Effectively plan and deliver verbal presentations.
- Respond to questions about a set text;
- Write different forms of poetry;
- Observe grammar and spelling formalities.
- Respond to a range of news mediums;
- Effectively plan and write a procedural text.
- Demonstrate an ability to fluently write in different styles.

**Topics**

- Grammar
- Spelling
- Research methods
- Story writing
- Current events
- Novel studies
- Speech writing
- Poetry
- Procedures
- Movies, television
**Health**

**Rationale**
Health Education provides students with the opportunity to develop an understanding of major Health issues in modern society. Students explore issues such as self esteem and relationships. They will develop the skills needed to take personal responsibility in regard to issues relevant to teenagers, such as smoking, alcohol and sun safe behaviour.

**Achievement Standards**
By the end of the year students should be able to:
- Understand how the skin is burnt by the sun.
- Analyse how the media portrays a healthy body.
- Understand how smoking effects the body.
- Understand how people work in group situations.
- Develop communication skills.
- Understand the benefits of regular physical activity.
- Understand the effects of bicycles and other transportation on a healthy lifestyle.
- Understand various body systems and their effect on our well being.

**Topics**
- Exploring health, identity and values
- Growth and Development
- Healthy eating and influences
- Active lifestyle

**Humanities**

**Rationale**
Humanities is a year long course. It focuses on ancient civilisation histories, Australian and world geography, and Australian legal and political systems. Humanities has strong links with the English curriculum, particularly in research methods, forms of writing and the purpose of written and verbal communication. Students use these English forms as well as art and construction skills to reflect on humanities topics. Students participate in a camp to Canberra which forms the major basis for learning about Australia’s political and legal systems. Current events are also a major focus throughout the year. Students reflect on current events using a variety of mediums.

**Achievement Standards**
By the end of the year students should be able to:
- Analyse primary and secondary sources.
- Demonstrate an understanding of life in the Mediterranean world and the Asian world from 60,000 BC to 6,500 AD.
- Conduct independent research and present information appropriately.
- Understand features of Australia’s landscape.
- Understand mapping conventions.
- Demonstrate an understanding of the geographical features of Australia.
- Display an understanding of Australia’s system of government.
- Show ability to research and report on Australia’s capital city, Canberra.
- Understand the importance of the preservation and protection of endangered animals.
- Report and reflect upon current events in the news.

**Topics**
- Investigating History
- Ancient Civilisations
- Australia’s Legal System
- Australia’s Political System
- Canberra
- Place and Livability
- Water in the world
- Economics
Rationale
The study of Chinese gives access to the culture of Chinese-speaking countries and communities. It also promotes understanding of different attitudes and values within the wider Australian community and beyond. Chinese is spoken by about one-quarter of the world’s population. China has a considerable profile in economic, political, and cultural developments globally and is now Australia’s biggest trading partner. China has a history of more than 4000 years and has influenced other cultures through knowledge, technology, religion, philosophy, and values. Thus the study of Chinese gives access to an important cultural and linguistic heritage. Studying Chinese can also provide a pathway for students into post-secondary options. These options may include employment in the domestic or international economy in areas such as tourism, technology, finance, services, and business.

Achievement Standards
By the end of the year, students are expected to:

- Read and write Chinese Pinyin (phonetic symbols).
- Distinguish the four tones of Chinese Pinyin.
- Say and use basic greetings.
- Read and write numbers 1-100, time and subjects.
- Read and write some basic Chinese characters.
- Learn Chinese New Year facts and make paper lanterns.
- Introduce themselves and draw a family tree.

Topics
- Pinyin and tones
- Useful phrases
- Chinese Zodiac animals
- Greetings
- Time
- Subjects and school routine
- Family
- Cultural Studies

Rationale
German forms part of Australia’s cultural heritage and is the most spoken language in Europe. The German speaking nations have a rich cultural heritage in art, music, literature, and science. Through the study of German, students not only acquire an important global language, but also explore one of the most diverse and dynamic cultures in the western world. Because both German and English share the same origin, German is one of the easier languages for English speaking students to learn. On a practical level, a working knowledge of German can enhance a student’s employability across a range of careers, including, engineering, medicine, tourism, and commerce. The challenges of learning German will also reinforce, and in some cases, reteach skills, (eg. grammar, spelling and conventions) which students are learning in other curriculum areas.

Achievement Standards
By the end of the year students should be able to:

- Greet someone in German.
- Share basic personal information.
- Say the numbers 1 – 20.
- Talk about their favourite colours & hobbies.
- Follow basic classroom instructions.
- Be familiar with the German pronunciation system.
- Read a German calendar.
- Name the parts of the body.
- Know some basic cultural facts about Germany.
- Show a basic cultural understanding of German Easter, Christmas and other festivals and customs.

Topics
- The special sounds of German greetings
- Numbers 1 - 20
- Colours, Food, Hobbies and sports, Weekdays, Months, Seasons, Celebrations, The body, Easter – cultural focus, Christmas – cultural focus, festivals and customs
- Classroom Talk
**Mathematics**

**Rationale**
Mathematics is a year long course. It aims to consolidate and build on students number, measurement and space understanding and application and applying mental computation. The Mathematics course introduces students to algebra and therefore develops students’ concepts of variables, patterning, symbols and representation. Where possible, computers are integrated into the course.

**Achievement Standards**
By the end of the year students should be able to:
- Apply laws to aid mental and written computation.
- Draw different views of prisms and solids and investigate angle sums and angle rules with parallel lines.
- Demonstrate and apply an understanding of length, area & volume, and use appropriate units of measurement.
- Work with index notation and identify squares and square roots.
- Do all operations with fractions and understand the relationship between fractions and decimals.
- Demonstrate an understanding of number patterns and the use of variables.
- Be able to substitute and manipulate algebraic expressions.
- Show the ability to collect and represent data in stem and dot plots.
- Use mean, median, mode and range.

**Topics**
- Number review including fractions and an introduction to negatives
- Algebra– index laws, linear equations and plotting co-ordinates
- Measurement
- Statistics
- Probability

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**Music**

**Rationale**
Music exists distinctively in every culture and is a basic expression of human experience. Learning music has a significant impact on the cognitive, affective, motor, social and personal competencies of students. Through continuous sequential music learning students listen to, compose and perform with increasing depth and complexity. Participation in music will give students access to knowledge, skills and understanding which can be gained in no other way.

**Achievement Standards**
- Students will learn about and respond to a diverse range of musical contexts while listening to, performing and composing music.
- Students undertake one semester of Class Band and one semester of Total Music.

**Topics**

**Class Band**
Students will learn to:
- Play a brass, woodwind or percussion instrument
- How to take care of their musical instrument
- Perform in an ensemble
- Listen to and discuss a wide range of musical styles and traditions
- Understand and use music theory.

**Total Music:**
This unit of work is divided into five key sections:
- Music for the head: factual information about music (theory of music)
- Music for the Heart: music appreciation (listening and reflecting)
- Music for the hand: Musicianship (practical skills)
- Music for the ear: Ear training (building the ability to decode musical sounds)
- Creating and Performing: Tasks that integrate all these areas
**Rationale**
Participation in Physical Education develops movement skills through active involvement in play, games, sport, and outdoor activities. This occurs in a variety of contexts - alone, with others and in teams. Students learn about the importance of regular activity to their physical, social, emotional and spiritual health. They also learn about fitness and develop strategies to achieve good health. Learning in physical education promotes students' self-confidence and interpersonal skills.

The Physical Education curriculum is designed so that students gain experience in a wide range of sports over a two-year cycle.

**Achievement Standards**
By the end of the year students should be able to:

- Reflect on the use of specialised skills in various social contexts (including teams) and be able to modify skills and improve performance.
- Evaluate their own beliefs about fitness and undertake activities of interest to develop a preferred future of personal health-related fitness.
- Develop skills for working effectively in groups and teams, explore different constructions of group dynamics such as leadership, and identify qualities of good leaders.

**Topics**
- Athletics
- Softball
- Football
- Netball
- Hockey
- Basketball
- Tennis
- Golf
- Cricket
- Badminton

**Rationale**
Science provides a rational way of understanding the physical world that enables all students to be questioning, reflective and critical thinkers. At this level students are given the opportunity to develop a range of practical skills and use a variety of scientific apparatus. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating.

**Achievement Standards**
By the end of the year students should be able to:

- Describe techniques to separate pure substances from mixtures.
- Represent and predict the effects of unbalanced forces, including Earth's gravity, on motion and explain how the relative positions of Earth, the sun and moon affect phenomena on Earth.
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- Predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences.
- Describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem and explain possible implications of the solution for different groups in society.
- Identify questions that can be investigated scientifically and plan fair experimental methods, identifying variables to be changed and measured.
- Select equipment that improves fairness and accuracy and describe how they considered safety.
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.

**Topics**
- Safety and Equipment
- Understanding Matter
- Mixing and Separating Substances
- Our Place in Space
- Classification
- Earth Resources, Forces & Machines
Rationale
Year 7 Technology focuses on current technologies in the areas of multimedia, photo editing and construction. Students are encouraged to apply a wide range of skills to different design and construction tasks. The subject incorporates the design process of investigating, devising producing and evaluating products.

Achievement Standards
By the end of the year students should be able to:
- Demonstrate skills in using a broad range of recognised communication forms and technologies to convey design thinking.
- Effectively use, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes.
- Work as an individual or in a group to refine and shape presentations/ performances for a specific purpose and for different groups of audiences/ viewers.
- Safely undertake simple projects in wood work and metal work.
- Learn and begin using design programs, Computer Assisted Drawing (CAD) and Aspire.

Topics
- Wood work
- Metal work
- CAD
- Aspire

Rationale
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials, techniques as tools for translating ideas, observations and experiences into visual form. Students will discover the elements and principles of art and incorporate these elements and principles into their art activities.

Achievement Standards
By the end of the year students should be able to:
- Conceive, develop and create artworks.
- Demonstrate individuality, creativity and presentation skills in their artworks.
- Show evidence of the development of ideas in a visual form.
- Demonstrate knowledge of, and facility in, the skills, technique and technologies associated with making artworks.
- Demonstrate the ability to make 2D and 3D art forms.
- Explore art practice and knowledge of style, form and genre, to create art works within each art form that present imaginative solutions.
- Demonstrate some knowledge of artists and their works through investigation, writing, discussion and visual representations.

Topics
- Painting and Drawing skills
- Colour Theory
- Portraiture
- Landscape
- Still Life
- Sculpture
- Artists and Artworks
- Art elements and Principles
Rationale
Year 7 Digital Technologies develops understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a range of information systems. Students will be introduced to robotics.

Achievement Standards
By the end of the semester students should be able to:

- Demonstrate an understanding of how digital systems represent text, image and audio data in binary.
- Define and decompose real-world problems taking into account functional requirements and constraints.
- Design algorithms represented diagrammatically and in English and trace algorithms to predict output for a given input and identify errors.
- Implement and modify programs with user interfaces involving branching and iteration.
- Perform simple evaluation of digital solutions.
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.

Topics
- Online publishing (cyber safety)
- Robotics
- Design Project
- Sound Manipulation
- ICT skills
- Multimedia (cyber safety)
  - Sound manipulation (Podcasting)
  - Animation
  - Video editing
  - Photo editing and design
**Rationale**

Students have the opportunity to hear and learn about Christ in forming, or continuing to form the foundation of their own faith.

**Achievement Standards**

By the end of the year students should be able to:
- Develop a better understanding of the value of God and faith in this world and their lives;
- Recognise the work of God in this world;
- Express their thoughts and beliefs in a safe and caring environment.

**Topics**

Christian Church—Worship
- Praying—What, how and why?
- Worship—What, how and why?
- Sacraments—baptism, communion etc

Christianity in the World—Religions of the world
- How Christians interact with other religions including Islam and Judaism
- How do other religions see things

Christian Living—Christian vocations
- What is “Christian” vocation?
- Types of Christian vocations
- What am I called to do (my vocation)

Christian Beliefs—Sin and Grace
- What is sin and grace?
- Allegories of sin and grace
- Easter story—God’s grace to us

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**Rationale**

English is about literacy, literature and language. The aim of this core subject is twofold: to instill an appreciation and enjoyment of reading, and to give students control as users and consumers of language. The English program is designed in a way that maximises the students’ opportunities to develop their listening, speaking, reading, writing and viewing skills. In order to meet these challenges the course offers students: a wide range of reading and viewing, writing, and speaking and listening experiences; a structured approach to the building of literacy skills such as analytic essay writing; and lots of writing practice.

**Achievement Standards**

By the end of the year students should be able to:
- Listen to a text to examine key ideas and diverse opinions and to understand the effect, purpose, context and audience.
- Compose a range of texts that include detailed information and explore different perspectives about a range of issues and adjust texts for particular audiences, purposes and contexts.
- Evaluate specific aspects of spoken language when listening and responding to texts in a wide range of contexts.
- Listen to and interact with a wider range of text/audience for different purposes and contexts, concentrating on poetry.
- Recognise language features and other literal tools used by the author to tell the story.
- Show an understanding of how textual interpretation may vary according to cultural, social and personal differences.
- Grasp the linguistic structures and features of standard Australian English such as organisation of material, grammar, spelling, punctuation, vocabulary and pronunciation.

**Topics**

- Text Analysis including Novel, Film, Drama and Poetry Studies
- Text Production including narrative and recount
- Oral Language
Rationale
The Health and Physical Education Curriculum supports students to refine a range of specialised knowledge, understanding the skills in relation to their health, safety, wellbeing, movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement, composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. The Health and Physical Education curriculum supports students to take positive action to enhance their own and others’ health, safety and wellbeing. Students are encouraged to demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Achievement Standards
By the end of the year students should be able to:

- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans.
- Evaluate and justify reasons for decisions and choices of action when solving movement challenges.
- Practice and apply personal and social skills when undertaking a range of roles in physical activities.
- Evaluate strategies to manage personal, physical and social changes that occur through the lifespan, and identify strategies to promote health, safety and wellbeing.

Topics
- Athletics
- Touch Football
- Basketball
- Soccer
- Netball
- Softball
- Softcrosse
- Cricket
- Exploring Health/Identity/Values

Rationale
Year 8 Mathematics has the dual aim of consolidating students’ ‘real life’ mathematical skills (functional numeracy), and laying a firm foundation for their future studies of algebra, geometry, functions and statistics. Students need mathematical skills to function efficiently in an adult world. Core number skills, fractions, measurement, proportion, ratios, statistics, estimation and percentage are used frequently in daily life. Many careers also require more abstract mathematical concepts, and so students are introduced to further work in algebra, integers, coordinate geometry and linear equations.

Achievement Standards
By the end of the year students should be able to:

- Solve everyday problems involving integers, ratios and rates, profit and loss.
- Recognise index laws and apply them.
- Describe rational and irrational numbers.
- Make connections between expanding and factorising algebraic expressions and be able to simplify expressions.
- Solve various measurement problems for a variety of shapes and situations.
- Identify congruent shapes and identify geometric properties of triangles and quadrilaterals.
- Model probability situations using tables and diagrams.
- Explain statistical events and use appropriate statistical calculations.
- Solve linear equations and graph relationships.

Topics
- Number Review
- Algebra
- Decimals and Percentages
- Fractions
- Number/Integers
- Coordinates & Linear Graphs
- Measurement
- Ratio and Rates
- Linear Equations
- Congruence and Transformations
- Statistics
- Index Laws
- Probability
### LOTE—Chinese

**Rationale**
This course of Basic Chinese is designed to enable students to develop communication skills in listening, speaking, reading and writing. With activities on various themes and topics, this course also provides opportunities for students to explore the rich heritage of Chinese culture. Experiencing the distinctive differences between the Chinese language and the English language, and between the Western culture and Asian culture, will greatly broaden students’ vision and understanding of the 21st Century. As a part of foreign language curriculum, this course aims to increase students’ awareness of the multiculturalism of Australian society so that they will develop skills and values that will better prepare them for their future life.

**Achievement Standards**
By the end of the year students should be able to:
- Make basic conversations on some daily topics
- Conduct simple social functions in Chinese
- Develop a general understanding about the differences between Western culture and Chinese Culture
- Gain basic knowledge about China’s history, geography and climate, etc.
- Learn to create their own simple texts in pinyin
- Learn to recognise around 200 Chinese characters
- Learn to write around 100 Chinese characters

**Topics**
- Greetings
- Seasons, days, dates and numbers
- Introduction of oneself and one’s family
- Likes and dislikes in terms of food, hobbies, and sports
- Time
- School life and everyday life
- Holidays
- Colours
- Feelings

### LOTE—German

**Rationale**
The primary purpose of the course is to equip students to communicate effectively in German at a basic level. At year 8 level students will gain a basic proficiency in understanding, speaking, reading and writing German. German forms part of Australia’s cultural heritage and the German speaking nations have a rich cultural heritage in art, music, literature, and science. Through the study of German, students will not only acquire an important global language, but will also explore one of the most diverse and dynamic cultures in the western world. Because both German and English share the same origin, German is one of the easier languages for English speaking students to learn. The study of German will challenge and fine tune social and cognitive skills and reinforce skills being taught in other areas of the curriculum. A working knowledge of German can also enhance a student’s employability across a range of careers, including, engineering, medicine, tourism, and commerce.

**Achievement Standards**
By the end of the year students should be able to:
- Conduct basic conversations on the topics listed below.
- Construct and participate in role plays based on the topics below.
- Analyse and discuss major themes and issues in German texts.
- Reflect on how cultural meaning is conveyed through language.
- Apply their knowledge of German to identify and describe patterns in that language.
- Write short German texts around the themes covered over the year.
- Demonstrate mastery of the German pronunciation system through speaking activities.

**Topics**
Greetings, Numbers 1 – 100, Feelings, Family, Countries, Colours, Animals, Continents, Hobbies and sports, Weekdays, Dates and seasons, Food, School, Time.
**Rationale**
The Study of Humanities is a core subject that examines pertinent issues that affect our society. Semester A focuses on the strand of History in which students will study the end of the ancient period moving into the beginning of the modern period, c.650-1750 AD. This is when modern civilisations around the world came into contact with one another. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The content provides students with the opportunity to develop historical knowledge and understanding, as well as historical skills. These skills include undertaking an historical inquiry, historical source analysis, researching skills, analysing sources, interpreting different perspectives and communicating in a variety of formats.

**Achievement Standards**
By the end of the year students will be able to:
- Recognise and explain patterns of change time.
- Explain the causes and effects of change over time.
- Identify motives and actions of people at the time.
- Explain the significance of individuals and groups throughout history.
- Explain how people were influenced by the beliefs and values of the time.
- Describe different interpretations of the past.
- Sequence events in chronological framework.
- Develop questions to frame a historical inquiry.
- Select, analyse, interpret and organise information from primary and secondary sources.
- Use evidence from primary and secondary sources to support answers.
- Acknowledge sources of information correctly.

**Topics**
- Medieval Europe
- Shogunate Japan
- Spanish conquest of the Americas

**Humanities– Geography, Civics and Citizenship and Economics and Business**

**Rationale**
The study of Humanities is a core subject that examines pertinent issues affective of our society. Semester B focuses on the strand of Geography, Civics and Citizenship and Economics and Business. This semester prepares students to be active and responsible citizens of both Australia and the world around them. Students will study why the world is shaped the way it is, with focus on geographical landforms, and the interconnections between people and the environment, with specific reference to changing populations. Students will study how to be active participants in their democracy and how laws are made and used in Australia. They will also explore how markets operate within Australia along with the influences on the workforce, now and in the future.

**Achievement Standards**
By the end of the year students will be able to:
- Explain geographical processes that influence characteristics of places.
- Explain interconnections within environments and between people and places.
- Compare alternative strategies to a geographical challenge.
- Analyse features of Australian democracy, with a focus on active participation.
- Recognise different types of law in Australia and how they are made.
- Identify diverse belief systems in Australia and factors that contribute to a sense of belonging.
- Explain how markets operate, different types of businesses and the influence of governments on business.
- Explain rights and responsibilities of consumers and businesses.
- Describe influences on working conditions and factors that may affect work in the future.

**Topics**
- Geography: Landscapes and landforms, Changing nations.
- Civics and Citizenship: Australian democracy, Australian Law, Australian identity.
- Economics and Business: Markets, rights and responsibilities of consumers, the workforce.
Music

**Rationale**
Music exists distinctively in every culture and is a basic expression of human experience. Learning music has a significant impact on the cognitive, affective, motor, social and personal competencies of students. Through continuous sequential music learning students listen to, compose and perform with increasing depth and complexity. Participation in music will give students access to knowledge, skills and understanding which can be gained in no other way.

**Achievement Standards**
For many students year 8 represents their final year of formal music education. “This is it” music course is designed to help students consolidate and refine the skills they have acquired from their participation in classroom music using new technologies such as iPad’s and traditional musical instruments.

Students will learn about and respond to a diverse range of musical contexts while listening to, performing and composing music.

Using iPad’s students will compose pieces for various purposes in a range of styles and forms, recording their efforts using conventional and graphic notation as well as available technologies.

**Topics**
- Creative projects using GarageBand for iPad: arranging, composing, podcasting and storytelling (additional apps required)
- Composing Program Music and Digital Storytelling
- Live Looping with Everyday Looper
- QR codes and Augmented Reality
- Ensemble and Solo Performance
- Notation on The iPad
- Screen casting and the Flipped Classroom
- The orchestra

Science

**Rationale**
Science provides a rational way of understanding the physical world that enables all students to be questioning, reflective and critical thinkers. At this level students are given the opportunity to develop a range of practical skills and use a variety of scientific apparatus. Students learn to work scientifically, developing skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating.

**Achievement Standards**
By the end of the year students will be able to:
- Compare physical and chemical changes.
- Use the particle model to explain and predict the properties and behaviours of substances.
- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- Compare processes of rock formation, including the timescales involved.
- Analyse the relationship between structure and function at cell, organ and body system levels.
- Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- Identify variables to be changed, measured and controlled.
- Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.

**Topics**

**Semester 1:**
Introduction to Science
Elements, Compounds and Mixtures
Cells
Rocks

**Semester 2:**
Physical and Chemical Change
Energy
Biological Systems
Growth and Reproduction
Exploration and Mining
**Food and Nutrition**

**Rationale**
This subject aims to increase students’ knowledge of nutrition and healthy lifestyle choices. The nutrients essential for a healthy body are emphasised, as well as how to make healthy food choices. Students also learn about the results of poor nutrition. Students complete a variety of theory and practical tasks. Practical tasks aim to teach kitchen hygiene and safe use of equipment. Students also utilise and develop a range of culinary skills and techniques.

**Achievement Standards**
By the end of the trimester students should be able to:
- Demonstrate a range of practical skills.
- Implement OHS procedures suitable for a domestic kitchen.
- Show knowledge of the nutrients and their function in the body.
- Reflect on and evaluate own cooking skills.

**Topics**
- Safety and Hygiene in the kitchen
- The seven essential nutrients
- Planning a healthy menu

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**Drama**

**Rationale**
In Drama students use body, gesture, movement, voice and language to create roles that explore and depict real and imagined worlds. Students create meaning through Drama as they enjoy and analyse their own work and the work of others. Like all art forms, Drama has the capacity to engage, inspire and enrich students, excite the imagination and encourage students to reach their creative and expressive potential.

**Achievement Standards**
By the end of the trimester students should be able to:
- Devise and perform drama based on scripts, issues, ideas or themes.
- Develop characters that convey status, relationships and intentions.
- Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect.
- Develop and refine expressive skills in voice and movement.
- Analyse how the elements of drama (lighting, sound, makeup etc) can assist in providing dramatic meaning.
- Use drama from past and present to explore purpose and viewpoints in drama making.

**Topics**
- Help students build the skills and confidence required to perform in a variety of roles and situations Australian drama.
**Technology**

**Rationale**
Year 8 Wood /Metal /CAD/CAM are predominantly practical courses from which students can choose. All students learn drawing techniques as a form of communication using 2D modelling computer software. Project designs are explored and modelled on computers with the final designs converted into working drawings. Workshop time is spent developing skills and producing projects using a variety of power machines and hand tools. Wood offers students skills in cabinet making while metal work concentrates on metal fabrication.

**Achievement Standards**
By the end of the trimester students should be able to:
- Produce 2D drawings using Computer Aided Drawing software (CAD).
- Develop skills in working with different types of materials in wood and metal.
- Recognise and choose appropriate tools for different tasks and become familiar with wood and metal equipment.
- Design and produce projects and test pieces to develop hand skills through drawing plans, writing procedures and programs for the construction of products.
- Produce drawings that are converted into tool paths for Computer Aided Machining (CAM).

**Topics**
- Safety
- Tools (hand tools & electrical machines)
- Materials
- Design process
- Drawing and 2D modelling
- Construction techniques
- Project construction
- Computer Aided Machining

**Digital Technologies**

**Rationale**
Year 8 Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems.

**Achievement Standards**
By the end of the trimester students should be able to:
- Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance.
- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness.
- Analyse and visualise data using a range of software to create information and use structured data to model objects or events.
- Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints.
- Design the user experience of a digital system gathering, evaluating and communicating alternative designs.
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general purpose programming language.
- Evaluate how student solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability.

**Topics**
- Networks
- Programming
- Design Project
Rationale
The focus of this unit is the investigation of sources of inspiration which generate creative activity and the exploration of a wide range of materials, techniques as tools for translating ideas, observations and experiences into visual form. Students will discover the elements and principles of art and incorporate these elements and principles into their art activities.

Achievement Standards
By the end of the year students should be able to:

• Conceive, develop and create artworks.
• Demonstrate individuality, creativity and presentation skills in their artworks.
• Show evidence of the development of ideas in a visual form.
• Demonstrate knowledge of, and facility in, the skills, technique and technologies associated with making artworks.
• Demonstrate the ability to make 2D and 3D art forms.
• Explore art practice and knowledge of style, form and genre, to create art works within each art form that present imaginative solutions.
• Demonstrate some knowledge of artists and their works through investigation, writing, discussion and visual representations.

Topics
• Drawing and Painting skills
• Colour
• Rendering Techniques
• Computer manipulation as an art form
• Sculpture
• Printmaking
• The role of an Exhibition
• Artists and Artworks
• Art elements and Principles