Lake Joondalup Baptist College

Wisdom Justice Mercy

2021

Year 7 & 8

SUBJECT HANDBOOK

Lake Joondalup Baptist College

Contents

From the Dean of Studies

Welcome to the Year 7 and 8 Subject Handbook. This Handbook is designed to provide an overview of the Curriculum for both Year 7 and Year 8 at Lake Joondalup Baptist College. I do hope that you will enjoy this insight into what your son or daughter is learning during these vital high school transition years. Specific detail for each subject can be found on the SEQTA Learning Platform by viewing individual class landing pages. The Learning and Assessment Outlines are a useful guide on how the 2021 academic year will unfold.

As a Curriculum Team, we value parent and guardian input into the learning process. I do encourage you to make contact with your child's teachers as you go through the year. At LJBC we believe that learning is best facilitated when teachers and parents work together to ensure academic success. It is my hope that as you go through this document you will gain a sense of our vision for learning in the initial Lower Secondary Years and our commitment to ensuring that students are well prepared mentally and academically for the rigour of Year 9 and beyond.

At LJBC the Curriculum is based on the Western Australian Curriculum and Assessment Outline. In 2021 all subjects based on the Western Australian Curriculum with the exception of Languages in the Lower Secondary Years are fully implemented at the College. Languages will transition to the Western Australian Curriculum and Assessment Outline as the various documents are ratified by the School Curriculum and Standards Authority. The Western Australian Curriculum and Assessment Outline subject suite is fully informed by the Australian Curriculum.

While further details about the topics, knowledge, skills and assessment within each subject in the Lower Secondary curriculum suite will be expanded upon in specific course documents, it is our hope that the overarching view that this document provides, will provide a holistic understanding of the learning during this important stage of development. In addition to the curriculum, this document offers researched information on the learning potential for young adolescence. It also provides information with regard to homework and study and information on our Gifted and Talented and Learning Support programs. Aside from the formal curriculum, LJBC offers many opportunities for engagement in the extra-curricular life of the College and a list of such activities can be accessed through our website.

Learning during The Lower Secondary Years

In designing the curriculum for students of this age group, otherwise known as young adolescents, it is essential to understand the research which guides the ways in which students can be encouraged to work to their potential. Neuroscience tells us that a second wave of over-production of cells happens in the brain at the pre-puberty stage. This is an important stage to encourage inquiry and thinking processes in order to exercise the capacity for understanding and learning in the young adolescent. The pre-frontal cortex is that part of the brain involved in executive functioning, planning and problem solving. It is therefore essential to develop good work habits, learn skills, have a healthy lifestyle and extend knowledge during this golden time. It is also a time of enormous opportunity and enormous risk. Whatever is not exercised in thinking capacity during this time is pruned away and this pruning continues during later puberty and occurs to give the brain its 'wiring' for future years. The plasticity of the brain allows for development post teenage years of course, but the 'head' start is easier if there is a deliberate intent to engage during the middle years. The capacity for learning, therefore, during the Lower Secondary Years must be encouraged. Literacy and Numeracy are essential skills during the middle years to consolidate understandings that weave into all learning areas.

Research indicates that young adolescents think more through their emotions than their logic and reasoning. Developing meta-skills involving a focus on values and attitudes that have a morality base is essential to embed into the curriculum as a compass for thinking through issues. Good relationships established on moral foundations are a key to unblocking emotional dams that arrest learning. The values-based framework at LJBC offers students a secure environment where they can be free to learn with teachers who have a vocational education perspective.

Teachers at LJBC understand that the College is focussed on providing an environment that is adolescent centred and academically challenging with an emphasis on building positive relationships. We want students to have a great learning experience that inspires academic achievement and encourages students to go forward with confidence. Learning at the College is geared towards ensuring that students are equipped with skills and understanding that will take them into the future. Our greatest desire is that students develop a love of learning and that they grasp that gathering 21st century skills as they are required, is a lifelong process.

Year 7: the first step into Lower Secondary and future plans

Our Year 7 students are part of the Secondary model. Whilst the movement from Primary to Secondary school may seem overwhelming at first, there is also the excitement for Year 7s of being a Secondary student. The variety of subjects offered stimulates thinking, providing a head start for developing those valued organisational skills that deliver more success in the senior years. These organisational skills take time to develop and the earlier Year 7s challenge themselves, the better their outcomes as they progress to Year 12. The support given by the Year 7 teachers, Heads of Learning, the Curriculum Office and Student Services eventuates in Year 7s developing a realisation that they belong to a wider community that will support their dreams and future aspirations.

The 'Bring Your Own Device' Program provides for a more 21st century pedagogical approach to learning for our Year 7s who need to develop skills for engaging with the knowledge economies of their modern and dynamic world. The SEQTA Learning Platform, apart from ensuring that families are included in the learning process, also ensures that students become comfortably familiar with working and studying in a digital space. This area is expanding across the LJBC campus and we consider the usefulness of new technologies for students as they become available. Our teachers use technology strategically in their teaching, carefully choosing the appropriate moments to include this in their lessons.

We are confident that your child will experience the right start in Year 7 and 8 at LJBC. Our students are supported by a strong team who are dedicated to the moral vocation of equipping our young people to achieve their purpose and goals in life. Your child is entitled to at least a year's worth of learning during each academic year and we will do our very best to make this happen.

We wish all students and their families the very best for the 2021 academic year.

General Curriculum Information

Homework in the Lower Secondary Program

Homework plays an important role as part of a balanced Lower Secondary education program. Teachers understand the need for students to practice, refine and expand the concepts that are taught in the classroom on a daily basis. All homework that is set is designed to assist with this consolidation process, not simply as extra work. SEQTA Learn assists students with information about their set homework for content and due dates. Utilising this online learning management system assists students in keeping track of homework and assessments for planning purposes.

The College's approach is that homework should be meaningful and should assist students to identify both weaknesses and strengths in their understanding prior to any testing taking place. Students are encouraged to follow the premise that working through set homework is not simply a passive process but one that requires follow up if they identify concepts that they do not understand. Teachers at LJBC are more than willing to assist students who are struggling with a concept, either by approaching the problem from a different angle on a one to one basis or in an after-school subject club environment.

Teachers at the College understand that students of all ages should have opportunities for free time, leisure and physical activities outside of school. If a student's ability to complete homework is compromised due to activities such as an elite sporting program or an examination in an extramural activity, parents are encouraged to liaise with either the Subject teacher or the Curriculum Office for assistance.

Homework at the College generally falls into three categories:

1. Practise exercises which will provide students with opportunities to review, revise and reinforce newly acquired skills, such as:
   - practising for mastery – spelling
   - revising information about a current topic
   - consolidation exercises – Mathematics problems, tables
   - reading for pleasure
   - essay writing
2. Preparatory homework which will provide opportunities for students to gather background materials for a unit of study, making them better prepared for future lessons, including:
   - background reading
   - researching topics for a class unit of work
   - collecting items
3. Extension assignments which will encourage students to pursue knowledge individually and imaginatively, including:
   - writing
   - making or designing an art work
   - investigating
   - researching
   - information and retrieval skills such as using a home computer to find material on the internet

Studying for tests or examinations is also considered to be part of a sound homework program; however, great care is taken to teach students the difference between completion of homework on a daily basis and the importance of following a rigorous study routine.

Students in the Lower Secondary Years 7-9, generally complete 45 to 120 minutes (the latter only applies at peak times) per day. Students receiving too much homework for any one period of time are encouraged to negotiate with the teacher concerned so that equity and balance can be maintained.

Study skills support

To improve study and ensure academic success, we have study skills within each subject to assist our Year 7 and Year 8 students in learning how to study smarter to make sure they have the skills and the understanding of how to use their time and content knowledge to master learning and application of their knowledge. We are sure by using these tools our students will build strong habits of study that leads to success across their years in high school and beyond. Teachers throughout all learning areas will begin to use this same language along with instilling these skills within their lessons to teach and assist in not only helping our students be fully engaged in their learning but to find 'go to' strategies they can lean on when they engage in challenging material along their journey of learning.

Students learn at different rates and in different ways. Lower Secondary College is the perfect time to discover what works best for them in order to maximise information retention.

From the Learning Enhancement Department

The Academic Extension Program

The College has high academic standards and an enviable record in assisting academically talented students to excel and reach their full potential. Academically talented students are identified and mentored and provided with opportunities to maximise their potential.

Our program provides the following:

- Identification of academically talented students providing differentiation, extension and enrichment.
- Expose the students to a curriculum that allows them to work at higher cognitive levels
- Provide opportunities to develop specific skills and talents
- Monitor talented students in a holistic way, socially, emotionally and intellectually

Extension Opportunities

We provide the following extension opportunities for academically talented students:

- Differentiated curricula and learning activities in the classroom
- Academic Extension classes in Mathematics, English and Science where students can interact with their academic peers, learn at an advanced pace, engage in open-ended activities and higher order thinking skills that will enable them to pursue greater depth and breadth in their Learning Areas.
- Specialist programs such as the Maths Specialist Plus withdrawal program and the Future Problem Solving elective
- Mentoring and monitoring of academically talented students
- Accelerated curricula
- Education plans for exceptionally gifted students

Enrichment Opportunities:

Enrichment activities include opportunities for students to expand their knowledge and skills beyond the normal classroom environment. The following enrichment opportunities are available beyond the classroom:

- Opti-MINDS
- Australian Computational and Linguistic Olympiad
- da Vinci Decathlon
- Future Problem Solving competition
- Evatt Trophy
- Ethics Olympiad
- Creative Edge competition
- University Partnerships

The Learning Support Program

Students with learning difficulties have access to programs and curricula to support their development cognitively, physically and socially.

Students with diverse learning needs have access to the following internal and external programs and curricula to support their development cognitively, physically and socially.

Programs:

- ***English Foundation*** and ***Mathematics Essential*** classes in Years 7-10 are smaller classes offered to students who have been identified as needing significant levels of support in English and Mathematics.

- The ***Literacy Enhancement Program*** is available to selected Year 7 and 8 students who have been identified as experiencing difficulties with literacy significantly below the levels of their peers and in comparison to their cohort. The purpose and aim of this program is to strengthen literacy skills, develop self-management strategies and support students to strive for their potential.
- ***TextRead and Write*** **assistive technology** is available for all students diagnosed with Dyslexia. The LEC staff organise the download of the software onto student devices and assist the students on how to use the software.
- ***Numeracy Support*** withdrawal program. Identified students are withdrawn from classes twice a week by a specialist Mathematics support teacher.
- LEC support specialist staff designed a ***Transition Program*** for Year 6 students with severe learning difficulties. This program runs for an hour per week for four weeks in Term 4. The aim of the program is to ensure a smooth transition into secondary school.
- Case Managers in the LEC offers an ***Organisational Skills Program*** with students on their case list. LEC staff meet with identified students on a weekly basis to help them with their organisational skills, daily planning, planning for assessments, planning for homework etc.
- ***Education assistance*** is offered to our funded students and the Mathematics and English Foundation classes.
- ***ASDAN programmes*** and qualifications are offered to students with significant learning disabilities who are unable to access the mainstream curriculum. This curriculum empowers students through personalised learning and choice to develop core skills in teamwork, communication, problem solving, research and self-management.

Documented Plans:

Students with specific learning needs will either receive a Curriculum Adjustment Plan or an Individual Education Plan, depending on the level they can access the mainstream curriculum.

- The LEC develops ***Curriculum Adjustment Plans*** for students who can access the mainstream curriculum but needs adjustments to teaching strategies, amount of homework, assessments and physical classroom environment in order to accommodate their learning difficulties and allow them to demonstrate their ability.
- The LEC also develops ***Individual Education Plans*** for students that cannot access the mainstream curriculum on their level, physical classroom/school environment and assessments. These students need personalised modified outcomes, personalised modifications to assessments, learning activities specifically designed for the student and modified study materials.
- ***Autism Plans*** are developed for students with Autism Spectrum Disorder. Autism Plans organise relevant information and identify key areas for consideration in the education of students with Autism Spectrum Disorder, including curriculum and assessment modifications and accommodations, social skills, communication skills, sensory processing and organisational skills.

Enquiries

Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement

Additional Compulsory Subjects

Christian Education/Friday Live

At LJBC we meet all students where they are at with their faith and we endeavour to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated about the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8: 'Seek Wisdom, act Justly and love Mercy'.

Associated fees/subject levy

$20.

Wellbeing Program

The Student Wellbeing Program is compulsory for all Lower Secondary Students. The world-leading **Positive Education Enhanced Curriculum (PEEC)** is a research-based explicit Positive Education curriculum that has been developmentally sequenced. The curriculum is built on the experience with Positive Education at Geelong Grammar School (GGS) and is designed in consultation with world-renowned researchers in the field of positive psychology.

Simply put what we most want for our students to learn is good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, the accomplishment of worthwhile goals, and moments of complete immersion and absorption. This is a life in which character strengths are used in ways that support themselves and others to experience a sense of flourishing.

Associated fees/subject levy

$25.

Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

Certificates of Excellence are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Subjects will receive a Certificate of Excellence by attaining 80% or nearest that of A grades in their subjects that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Typically, for Years 7-9, a student must receive at least 7 A grades in SCSA assessed subjects. Please note this can be changed by the Curriculum Team if there are any adjustments in the number of classes taken by these cohorts. Certificates of Excellence are presented at a Secondary Assembly.

Endeavour Awards are presented at a Secondary Assembly to students who have worked extremely well throughout the year with industrious effort to achieve high standards. We believe it is important to recognise their diligence and work ethic to their studies on their learning journey.

Letters of Merit are awarded twice a year to all students in Years 7-10 who achieve 5 or more A grades across a range of subjects assessed by SCSA criteria. Please note that Semester 2 Certificates of Excellence and Letters of Merit are not awarded until Term 1 of the following year to assist in carefully considering all final grades.

Subject Awards are presented at the end of each academic year at the Secondary Awards Evening. These Subject Awards are given to the top students of each cohort in each Learning Area based on academic achievement. Learning Areas may choose to award up to four students, in each subject, dependent upon criteria of achievement.

Curriculum Team

Dean of Studies	Mrs Kimberly Eyre
Secondary Curriculum Manager	Mrs Diana Kelly (Acting)
Head of Career Education	Mr Lynton Smith
Dean of Administration	Mr Mark Downsborough
Secondary Learning Technologies Manager	Mr Limpie van Aswegen

Learning Areas/Departments	**Head of Learning Areas/Departments**
The Arts	Ms Tracy Pender
Career Education	Mr Lynton Smith
Christian Education	Mr Matthew Harris (Acting)
English	Mrs Amanda Collier
Health & Physical Education	Mr Casey Ellery
Humanities	Mrs Telma Keen (Acting)
Languages	Mrs Meagan Maassen
Library	Mr Stephen Sampson
Mathematics	Mrs Leigh-Anne Hopkins
Science	Mrs Vanessa Budas
Secondary Learning Enhancement	Mrs Sonja van Aswegen
Technologies	Mr Daniel Theunissen

The Arts

Year 7 The Arts

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Associated fees/subject levy

$75.

Students will complete one performing art (Drama, Music) and one visual art (Media, Visual Arts) in Year 7.

Year 7 Drama

Topics Covered

- Storytelling
- Mime
- Improvisation
- Circus
- Scripts

Knowledge and Skills

- The elements of Drama
- Acting skills in voice and movement
- Approaches to characterisation
- Theatre forms and styles
- Effective group work processes (problem-solving, listening skills)
- Routines of warming-up and reflection
- Narration and tableaux
- Stage and audience etiquette
- Production Design (Costume, props and set)

Assessment Items

- Making – Extended improvisation performance
- Making – Scripted performance
- Responding – Work book including planning, terminology quiz and reflections

Year 7 Media

Topics covered

- SWAT codes
- Comic codes and conventions
- Characters and values
- Photography and photo stories
- Creating interactive 2D games
- Character stereotypes

Knowledge and skills

- Learning how to use a digital still and video camera
- Learning how to edit in 'Comic Life'
- Editing techniques using Photoshop and Premiere
- Developing a 2D game using Game Maker software
- Storyboarding
- Scripting
- Teamwork

Assessment items

- Making – a short photo story (comic book style) using camera and editing techniques
- Making – a Photoshop poster advertisement
- Making – a 30 second TV advertisement
- Making – a music video
- Making – an interactive game
- Responding – movie character analysis
- Responding – SWAT codes analysis of a comic
- Responding – reflecting on the media skills and processes used creating a comic

Year 7 Music

Topics Covered

- Elements of music
- Music literacy
- Composition
- Skilled listening
- Performance: djembe drums, keyboard lab

Knowledge and Skills

- Learn to listen and understand pieces by aural development and analysis
- Learn to read, write and perform rhythm, pitch and chords – develop theory notation skills
- Learn to identify themes, styles and elements of music in a variety of pieces
- Learn to perform easy pieces
- Learn to use music notation software
- Learn to compose simple pieces

Assessment Items

Making - Music literacy assessments: theory and aural
Responding - Skilled listening analysis tests
Making - Group and solo performances
Making - Composition tasks

Year 7 Visual Arts

Topics Covered

- Elements and principles of art
- Art forms – 2D art forms including drawing and printmaking
- Art styles – viewing contemporary Australian and international art

Knowledge and Skills

- Communicating arts ideas
- Observational drawing
- Creating own design ideas
- One colour lino print
- Discussion of visual art elements – line, tone/value, colour, shape, texture, form and space
- Arts skills and processes in printmaking

Assessment Items

- Making – observational drawings
- Making – design for a lino print
- Making – colourising a lino print
- Responding – to artworks using a critical framework
- Responding – view artworks from contemporary Australian and international art
- Responding – reflecting on the visual arts skills and processes used

Year 8 The Arts

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Associated fees/subject levy

$75.

Students will complete one performing art (Drama, Music) and one visual art (Media, Visual Arts) in Year 8.

Year 8 Drama

Topics Covered

- Slapstick Comedy
- Mime
- Storytelling
- Pantomime and Children's Theatre

Knowledge and Skills

- Acting skills in voice and movement
- Drama terminology – extending knowledge of the elements of Drama and focusing in particular on character and focus (of audience and actor)
- Character, expression and story in performance
- Theatre forms and styles
- Skills in Improvisation
- Key foundations of trust, focus, co-operation, play, imagination and spontaneity, along with the disciplines of warming-up and reflection
- Storytelling devices including narration and tableaux
- Stage and audience etiquette
- Production and design technologies

Assessment Items

- Making – performance of script excerpts from published plays
- Making – extended improvisation based on skills in mime and slapstick comedy
- Making – original Children's Theatre performance based on audience feedback
- Responding – work book including planning, terminology quiz and reflections

Year 8 Media

Topics Covered

- Codes and conventions of advertising including posters, TV commercials and music videos
- SWAT codes

Knowledge and Skills

- Learning how to use a digital still and video camera
- Editing techniques using Photoshop and Premiere
- Storyboarding
- Scripting
- Teamwork

Assessment Items

- Making a Photoshop poster advertisement
- Making a 30 second TV advertisement
- Making a film-star flyer
- Making a narrative music video
- Responding – movie character analysis

Year 8 Music

Topics Covered

- Rhythmic training
- Aural training
- Music theory
- Music software
- Composition
- Keyboard lab, guitars
- Listening to relevant repertoire

Knowledge and Skills

- Learn to complete rhythmic and melodic dictations
- Learn to sight singing
- Develop theory and notation skills
- Learn to compose original music scores
- Learn to apply the elements of music
- Learn to play keyboards and/or guitars
- Learn to use music software

Assessment Items

- Aural skills assessment
- Theory test
- Listening analysis
- Composition
- Performance – group and solo
- Investigation

Year 8 Visual Arts

Topics Covered

- Elements and principles of art
- Art forms – 2D art forms including drawing, painting and ceramics
- Art styles – viewing contemporary Australian and international art

Knowledge and Skills

- Communicating arts ideas
- Observational drawing
- Creating own design ideas
- Create a ceramic sculpture using paperclay
- Learn about clay making techniques, including slab building and pinch pot construction methods
- Learn about creating additive and relief sculpture
- Learn about bisque firing and use of glazes
- Create a composition for painting
- Create a painting using acrylic paints
- Discussion of visual arts elements – line, tone/value, colour, shape, texture, form and space

Assessment Items

- Making – observational drawings
- Making – communicating own ideas through design ideas for ceramic sculpture
- Making – arts skills and processes used to create a ceramic sculpture using paperclay
- Making – design ideas for painting
- Making – arts skills and processes used to create a painting
- Responding – to artworks using a critical framework
- Responding – view artworks from contemporary Australian and international art
- Responding – reflecting on the visual arts skills and processes used

English

Year 7 English

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Associated fees/subject levy

$50.

Rationale

English is important to the learning and development of all Australian students. Communication, creative thinkers and informed citizens are created through the study of English. English helps young people develop knowledge and skills needed for further education and the workplace. In order to be a linguistically and culturally diverse country, effective communication in Standard Australian English is essential. Engaging with rich literature allows a student to develop imaginatively and critically as they expand their experience of life. The contribution of the Aboriginal and Torres Strait Islander people to Australian society and literature is represented through the communication of knowledge, traditions and experience. The link to Australia's relationship with Asia is also explored through literature. A well-rounded education through the study of English will help Australia's young people to develop not only their skills and knowledge, but enhance their values and attitudes as ethical, thoughtful and informed members of society both within Australia and globally.

Aim

English aims to ensure that students:

- Learn to speak, listen, read, view, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Content and Descriptions

Language

Language variation and change

Understand and explore the English language with a focus on spelling, word use, and meaning. Build upon student's own vocabulary.

Language for interaction

Understand and use language through a variety of communicative methods such as drama, class discussions, and expressing ideas. Use language as a way of expressing ideas clearly and with detail.

Text Structure and organisation

Understand how a structure of a text can lend to the meaning through written texts, media and news broadcasts. Using correct structure in writing in an academic setting such as paragraphs, reports and presentations.

Expressing and developing ideas

Understand how language is used to create a more sophisticated meaning through the use of clauses in sentence structure. Understand and use effectively verbs, adverbs, adjectives, and nouns to create a more developed meaning. Understand how to use spelling rules to learn new words and how to spell them; e.g. prefixes and suffixes.

Literature

Literature and context

Explore historical, social and cultural backgrounds in literature to understand different values and attitudes. Explore other cultural literature such as Aboriginal and Asian texts to gain knowledge, values and cultural understandings and also to gain a further understanding of Australian culture.

Responding to Literature

Understand and reflect through oral or writing about characters, settings and events in literary texts. Understand how language identifies characters and point of view in literary texts.

Examining Literature

Learn to use tone to create, for example, humour, wordplay and interpret language features such as dialogue, imagery and other elements of language through short stories, plays and poetry.

Creating Literature

Create literary texts and experiment with language through writing or speaking. Use life experiences and literature to create poetry, drama, and prose (short stories).

Literacy

Texts in context

Understand how to use language and technology for digital communication.

Interacting with Others

Interpret and understand main ideas in spoken and written texts. Use a variety of skills including speech, language and body language to present ideas through oral presentations.

Interpreting, analysing, evaluating

Understand meaning in texts and able to demonstrate purpose and audience. Use and understand a wide range of words and increase vocabulary while able to use dictionaries and thesauruses (both on-line and text).

Creating texts

Create a variety of styles of texts that are imaginative, informative and persuasive. Understand how to use a range of digital as well as written styles when creating texts that demonstrate correct language and structural features, such as correct paragraph writing and correct language choices.

General Capabilities Embedded

There are 7 General capabilities that are found throughout all curriculum including in English:

- Literacy: Read, write, listen and speak accurately
- Numeracy: Through reading can apply understanding of numeracy in real world situations
- ICT capability: use of digital and word processing systems through English studies
- Critical and creative thinking: Vital to the English curriculum; reading, writing, viewing, creating and presenting ideas and texts
- Ethical understanding: Through the study of literary texts, students explore ethical behaviour of self and of society
- Personal and social capability: Through English, students are able to identify and express their own opinions and beliefs
- Intercultural understanding: English provides rich cultural understanding across all three strands of Language, Literature and Literacy

Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures: use of literature and languages
- Asia and Australia's engagement with Asia: explore and appreciate both the language and literature
- Sustainability: having the skills such as research to investigate and understand environment and social issues

Assessment

Assessments are a variety of tasks to demonstrate mastery of students' skills in all three strands.

- Persuasive writing
- Creative writing
- Oral presentations
- Novel studies with analytical paragraph writing
- NAPLAN Testing of Persuasive Writing, Grammar, Spelling and Vocabulary

Year 8 English

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Associated fees/subject levy

$50.

Rationale

English is important to the learning and development of all Australian students. Communication, creative thinkers and informed citizens are created through the study of English. English helps young people develop knowledge and skills needed for further education and the workplace. In order to be a linguistically and culturally diverse country, effective communication in Standard Australian English is essential. Engaging with rich literature allows a student to develop imaginatively and critically as they expand their experience of life. The contribution of the Aboriginal and Torres Strait Islander people to Australian society and literature is represented through the communication of knowledge, traditions and experience. The link to Australia's relationship with Asia is also explored through literature. A well-rounded education through the study of English will help Australia's young people to develop not only their skills and knowledge, but enhance their values and attitudes as ethical, thoughtful and informed members of society both within Australia and globally.

Aims

English aims to ensure that students:

- Learn to speak, listen, read, view, write, create and reflect on increasingly complex and sophisticated spoken, written and multi-model texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Content Descriptions

Language

Language variation and change

Understand how English has played a role in other languages; for example, how other languages borrow words from English and how English uses words from other languages.

Language for interaction

Understand how language helps to create different identifies; for example-different groups have adopted certain words or ways of speaking belonging to that group. How to use language/vocabulary to persuade through metaphors, irony and parody.

Understand meaning through different language devices.

Text Structure and organisation

Understand how to analyse text structures and language features of persuasive texts such as newspapers, online newspapers and magazines as well as news programs and documentaries. Understand paragraph structure, use of examples and quotations as evidence to support ideas. Use and understand how to use mechanics of writing such as punctuation and grammar to create different modes of writing.

Expressing and developing ideas

Understand how language is used in texts to present different ideas and to use language with clauses, persuasive and informative vocabulary. Understand how visual and multimodal texts make meaning, for example such as in television news.

Literature

Literature and context

Explore historical, social and cultural backgrounds in literature to understand different values and attitudes. Explore other cultural literature such as Aboriginal and Asian texts to gain knowledge, values and cultural understandings.

Responding to Literature

Discuss, share, and reflect about the merits of literary texts using personal viewpoints. Look at and understand differences between different types of texts; e.g. picture book and a graphic novel. Explain different viewpoints about different people and cultures.

Examining Literature

Learn to use tone to create, for example, humour, wordplay and interpret language features such as dialogue, imagery and other elements of language through short stories, plays and poetry.

Creating Literature

Create literary texts through understanding narrative structure using point of view, themes, meaning and style. Create a variety of texts such as drama, prose, poetry. Create dialogue for performance.

Literacy

Texts in context

Understand how to use language and technology for digital communication.

Interacting with Others

Interpret and understand stated and implied meanings in texts, both written and spoken. Working in groups or pairs using speech through discussions and oral presentations to present ideas for particular purposes and audiences.

Interpreting, analysing, evaluating

Understand meaning through textual features and be able to make assertions about credibility of sources. Use and understand a wide range of words and increase vocabulary while able to use dictionaries and thesauruses (both on-line and text).

Creating texts

Create a variety of styles of texts that are imaginative, informative and persuasive. Understand how to use a range of digital as well as written styles when creating texts that demonstrate correct language and structural features, such as correct paragraph writing and correct language choices.

General Capabilities Embedded

There are seven general capabilities that are found throughout all curriculum including in English:

- Literacy: Read, write, listen and speak accurately
- Numeracy: Through reading can apply understanding of numeracy in real world situations
- ICT capability: use of digital and word processing systems through English studies
- Critical and creative thinking: Vital to the English curriculum; reading, writing, viewing, creating and presenting ideas and texts
- Ethical understanding: Through the study of literary texts, students explore ethical behaviour of self and of society
- Personal and social capability: Through English, students are able to identify and express their own opinions and beliefs
- Intercultural understanding: English provides rich cultural understanding across all three strands of Language, Literature and Literacy

Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures: use of literature and languages
- Asia and Australia's engagement with Asia: explore and appreciate both the language and literature
- Sustainability: having the skills such as research to investigate and understand environment and social issues

Assessment

Assessments are used to demonstrate mastery of students' skill in the English learning area.

- Listening and Speaking – group presentations, discussions, individual presentations
- Analytical responses to texts
- Composing – writing creatively in different forms
- Grammar, Spelling and Vocabulary tests

Health and Physical Education

Year 7 Health and Physical Education

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education

Associated fees/subject levy

$115.

Year 7 Physical Education

Topics Covered

Physical Activities:

- Fundamental Movement Skills
- Gymnastics
- Athletics
- Invasion Games
- Softball

Knowledge and Skills

- Movement sequences
- Tactical skills
- Elements of health and fitness
- Communication skills
- Fair-play and ethical behaviour

Assessment Items

- Students are assessed using skill tests, game play assessment and assessment of self-management and interpersonal skills

Year 7 Health Education

Topics Covered

- Term 1 – Puberty and Emotional change
- Term 2 – Food and Nutrition
- Term 3 – Cybersafety
- Term 4 – Drug Education

Knowledge and Skills

- Feelings and emotions associated with transitions
- Online Safety
- Management of social and emotional changes
- Help seeking strategies
- The impact of relationships on well-being
- Preventative health practices
- Benefits of physical and recreational activity

Assessment Items

- Term 1 – Puberty and Emotional Change test
- Term 2 – Food and Nutrition presentation
- Term 3 – Cyber Safety poster

Year 8 Health and Physical Education

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education

Associated fees/subject levy

$115.

Year 8 Physical Education

Topics Covered

Physical Activities:

- Football
- Hockey/ Floorball
- Athletics
- Soccer
- Touch Rugby

Knowledge and Skills

- Movement skills and sequences of differing physical activities
- Defensive skills
- Tactical play
- The body's response to physical activity
- Description of movement
- How to modify rules to allow fair play

Assessment Items

- Students are assessed using skill tests, game play assessment, skills reflection log and assessment of self- management and interpersonal skills

Year 8 Health Education

Topics Covered

- Relationships and Bullying
- Mental Health
- Health Promotion
- Lifestyle Diseases

Knowledge and Skills

- The impact of physical changes
- Changing feelings
- Relationship skills
- Communication techniques
- Drug education
- Positive mental health and well-being skills
- The impact of bullying
- Strategies to deal with bullying

Assessment Items

- Bullying assignment
- Health Promotion assignment

Humanities and Social Sciences

Year 7 Humanities and Social Sciences

Enquiries

Mrs Telma Keen – Acting Head of Learning Area – Humanities

Associated fees/subject levy

$75.

Subject description

- Geography – Landforms and landscapes, changing nations
- Economics and Business – Participation and influence in the market place
- Civics and Citizenship – Democracy and law in action
- History – The ancient to the modern world

Rationale

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

By studying Humanities and Social Sciences, students will develop the ability to question; think critically; make decisions based on evidence; devise proposals for actions; and communicate effectively.

Thinking about, reflecting on, and responding to issues requires an understanding of the key historical, geographical, political, legal, economic, business and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide students with the knowledge and skills they need to develop a broad understanding of the world in which we live and how people can participate as active and informed citizens in the 21st century.

Aims

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Content Description

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.

General Capabilities Embedded

In the Western Australian Curriculum: HASS each of the seven general capabilities is embedded (where appropriate) in the content descriptions or elaborations:

- literacy
- numeracy
- competence in information and communication technology (ICT)
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding

Cross-Curriculum Priorities

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Assessment

Students will take part in fieldwork activities, complete test, conduct research and enquiry project, conduct interviews, and discuss ideas, concepts and understanding.

Assessments will be on content knowledge and skills.

Year 8 Humanities and Social Sciences

Enquiries

Mrs Telma Keen – Acting Head of Learning Area – Humanities

Associated fees/subject levy

$75.

Subject description

- Geography – Landforms and landscapes, changing nations
- Economics and Business – Participation and influence in the market place
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Assessment

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Assessments will be on content knowledge and skills.

Languages

Year 7 French

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Associated fees/subject levy

$60.

Topics Covered

- Greetings
- Alphabet and sounds
- Numbers, age
  Days, months, dates and birthdays
- Family members and pets
- Physical description and personal qualities
- Countries, nationalities, colours and flags
- School subjects, opinions, the time, timetable, classroom language
- Festivals in France/ Francophone countries
- Sports and hobbies
- Christmas in France
- French/ Francophone film

Knowledge and Skills

- Use of technology for cultural project on a Francophone country via the College Library Pathfinders and for access to the Education Perfect revision website
- Pronunciation rules and function and importance of French accents
- Strategies for learning vocabulary
- Understanding of cognates, the verbs ‘to be’ and ‘to have’, articles, genders and adjectives
- How to express your opinion
- The negative ‘ne…pas’ (not)
- School subjects in France and French school timetable compared to Australia
- The countries of the Francophone countries
- How to make French crepes/ French toast
- Assessed on language learning outcomes: Listening and responding, Speaking, Viewing, Reading and responding and Writing

Assessment

- Ongoing Education perfect assigned tasks
- Speaking – 1 assessment per semester
- Listening and responding – 2 assessments per semester
- Reading and responding – 2 assessments per semester
- Writing – 2 assessments per semester
- Cultural project on a Francophone country
- Participation in class

Year 7 Japanese

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Associated fees/subject levy

$60.

Topics Covered

- Japan- The country, connections to Australia and Asia
- Classroom commands and instructions
- Hiragana- reading and writing
- Self-introductions- basic personal information
- Animals- adjectives and colours
- Teenagers- body parts, describing people
  Fashion- how fashion has evolved over time in Japan and Australia
- Japanese film study: Ponyo and Totoro
- Christmas in Japan

Knowledge and Skills

- Research skills: learning to use search engines and key words to find out about Japanese culture and festivals
- Japanese cultural understandings – similarities and differences between Australian and Japan
- Strategies for learning vocabulary to cater to different learning styles (visual, tactile etc)
- Use different learning strategies to remember hiragana characters
- Understand how to create simple grammar sentences with a topic and adjective
- ICT as a teaching/ learning tool. Students will use ICT to give presentations.
- Participate in a Cultural Incursion- sports, origami, cooking
- Compare and contrast the differences between English and Japanese grammar structures

Assessment

- Ongoing hiragana quizzes
- Speaking assessment per semester
- Listening and Responding assessments
- Reading and Responding assessments
- Writing assessment per semester
- Participation in class and ongoing use of Education Perfect website

Year 8 French

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Associated fees/subject levy

$75.

Topics Covered

- All about me and you: personal information such as hobbies, sports, pets, where you live, nationality
- Food and drink: at the French cafe
- Numbers to 100, prices and quantities
- Clothes, weather and seasons: fashion parade, weather forecast TV show
- Christmas in France
- Film study

Knowledge and Skills

- Research skills: using laptop to research French recipe and famous French person and to access the Education Perfect website
- French meals and meal times
- How to order food and drink at a cafe
- Numbers and prices
- The verbs ‘to eat’ and ‘to drink’
- The verbs ‘to wear’ and ‘to put on’
- Present tense of verbs
- Assessed on language learning outcomes: Listening and responding
- Speaking
- Viewing and responding
- Writing

Assessment

- Ongoing vocabulary tests
- Listening and responding – 2 per semester
- Reading and responding – 2 per semester
- Writing – 2 per semester (one assignment and one unseen writing)
- Speaking assessments – 1 per semester
- Cultural project on a French sports person
- Design a French revision game group activity
- Participation in class

Year 8 Japanese

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Associated fees/subject levy

$75.

Topics Covered

- All about me: personal information in a Global world
- My Family and Japanese families
- Sports and hobbies: Traditions and trends
- Japanese national sports - unit on Sumo/ Olympics/ Commonwealth games
- Food and healthy eating
- Japanese food etiquette
- Film study
- New Year celebrations in Japan

Knowledge and Skills

- Research skills: using technology to research different Japanese cultural topics and present through a variety of digital mediums
- Japanese cultural understandings – similarities and differences between Australian and Japanese sports and foods
- Use different learning strategies to read and write hiragana characters
- How to build sentences using simple grammar
- Discuss personal likes and dislikes in relation to sports, hobbies and food
- Compare and contrast the differences between English and Japanese grammar structures
- Participate in Japanese cultural incursion learning a Japanese sport, origami and cooking

Assessment

- Ongoing hiragana and vocabulary quizzes
- Speaking assessment- per semester
- Listening and responding assessment per term
- Reading, Viewing and Responding assessment per term
- Writing assessment- per semester
- Participation in class and ongoing usage of the Education Perfect website

Mathematics

Year 7 Mathematics

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Associated fees/subject levy

$115 – includes photocopying and a subscription to the online Mathematics program.

Rationale

Learning Mathematics creates opportunities for and enriches the lives of all Australians. Students at Lake Joondalup Baptist College are provided with essential mathematical skills and knowledge to develop their numeracy capabilities and are provided with the fundamentals on which careers in Mathematical areas can be built. We are achieving this end through the implementation of the Maths Pathway model at Lake Joondalup Baptist College.

As is commonly known, it is impossible for every child to reach their full potential in the traditional 'one-size-fits-all' classroom. With Maths Pathway, students can achieve much greater success because they learn what they are ready for; either filling gaps or building on their knowledge to master higher levels. In addition to improving learning outcomes, there is a significant improvement to student attitudes toward maths and learning in general.

Maths Pathway is an entire Learning and Teaching Model that is designed to deepen students understanding of maths through different modes of learning. It is based on the Australian Curriculum and is the focus of the Mathematics curriculum at Lake Joondalup Baptist College. In Maths Pathway, each Western Australian Curriculum content descriptor across the Number and Algebra, Measurement and Geometry, and Statistics and Probability strands is broken into a set of learning modules with very specific learning objectives. The Western Australian mathematics curriculum is based on the Australian curriculum, and uses the same strand and content descriptors for their mathematics work. It aims to instil in students an appreciation of the elegance and power of mathematical reasoning.

Studies have shown that in a typical Year 7 classroom there is an eight-year spread of ability. When content is delivered according to year level, it is incredibly challenging to be able to target every student's point of need. This model overcomes these challenges by enabling students to fill gaps in their learning, as well as build on existing knowledge – every student gets the opportunity to see growth and experience success.

The Maths Pathway model focuses on developing mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Skills and discoveries of the past as well as modern technologies are used to develop a broad understanding of the place of Mathematics in society and in the life of the learner.

Maths Pathway creates an individual learning experience for every student, targeting his or her zone of proximal development. It encourages good learning practices through individual feedback, goal setting and by fostering independent learning skills. There is a marked improvement in growth mindset and students take ownership of their maths learning.

Students are encouraged to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Aims

We wish to effectively implement evidence-based strategies, which results in increased self-efficacy amongst students and measurable growth in student learning outcomes.

These strategies include:

- Differentiated lessons for every student
- Regular one-on-one feedback sessions
- Small group instruction
- Regular rich learning and project work

Students access content in a variety of ways: rich learning tasks, project work, independent learning, small group instruction and peer collaboration. These models of learning support a deep understanding of what they are learning.

Assessment

Engaging experiences will be chosen to assist in making Mathematics inclusive.

Assessment of the Australian Curriculum will take place at different levels and for different purposes, including:

- Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- Once a fortnight, students are tested on the content they have completed. Following each test, students get to reflect on their results and have a one-to-one feedback session with their teacher to set themselves a specific learning goal for the next cycle.
- Students will also spend a week working on a large project at some point during each term. This gives students access to a variety of learning modes, while developing a range of soft skills.
- Annual testing of Year 7 students' levels of achievement in aspects of numeracy is conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)

Year 8 Mathematics

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Associated fees/subject levy

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Rationale

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- Students will also spend a week working on a large project at some point during each term. This gives students access to a variety of learning modes, while developing a range of soft skills.

Science

Year 7 Science

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Associated fees/subject levy

$80.

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge affects the way we live. Science is a dynamic, collaborative and creative human endeavour which provides us with skills to explore, investigate, predict and solve problems in our physical world. Science knowledge is revised and refined regularly as new evidence arises.

Science provides opportunities for students to develop an understanding of concepts and processes which enable students to contribute positively to society by making wise, informed decisions about national and global issues which affect our lives.

Students can experience and should enjoy the benefits of scientific discovery which help develop their critical, creative and thinking skills. Student enquiry should challenge them to question, identify and draw evidence-based conclusions using scientific methods.

Curriculum

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Science Understanding

The Science Understanding strand comprises four sub-strands

Biological sciences: this sub-strand is concerned with understanding living things

- Classification helps organise the diverse group of organisms
- Interactions between organisms, can be described in terms of food chains and food webs; human activity can affect these interactions

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon
- Some of Earth's resources are renewable but others are non-renewable
- Water is an important resource that cycles through the environment

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy.

- Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object

Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science**:** This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science**:** This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

There are five sub-strands of Science Inquiry Skills. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.
Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.
Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.
Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.
Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

Streaming

There is no streaming in Year 7 Science, all students will study the same course. Based on their demonstrated high level of ability throughout the year a selected number of students will be invited to participate in an extension science course in Year 8 where they will be further challenged in their understanding of scientific concepts.

Assessments

Assessments typically comprise topic tests, scientific investigations and research tasks.

Year 8 Science

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Associated fees/subject levy

$80.

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge affects the way we live. Science is a dynamic, collaborative and creative human endeavour which provides us with skills to explore, investigate, predict and solve problems in our physical world. Science knowledge is revised and refined regularly as new evidence arises.

Science provides opportunities for students to develop an understanding of concepts and processes which enable students to contribute positively to society by making wise, informed decisions about national and global issues which affect our lives.

Students can experience and should enjoy the benefits of scientific discovery which help develop their critical, creative and thinking skills. Student enquiry should challenge them to question, identify and draw evidence-based conclusions using scientific methods.

Curriculum

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Science Understanding

The Science Understanding strand comprises four sub-strands.

Biological sciences: this sub-strand is concerned with understanding living things.

- Cells are the basic units of living things; they have specialised structures and functions
- Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- Properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems

Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science**:** This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

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Communicating**:** Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

Streaming

All students will study the three interrelated strands described above. In Year 8 the majority of students will study this in a general course. A selected number of students will be invited to participate in an extension science course based on their demonstrated high level of ability where they will be further challenged in their understanding of scientific concepts.

Assessments

Assessments typically comprise topic tests, scientific investigations and research tasks.

Technologies

Year 7 Technologies

(Rotation of Subjects during the year)

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Associated fees/subject levy

$125. When students complete a Food rotation in Technologies, an additional fee of $100.00 will be charged to cover food costs.

Year 7 Applied Design

Topics Covered

- Model making using laser cutter for Catapult Construction parts
- Understanding of various computer packages
- Ergonomics
- Occupational Safety and Health
- Safe use of workshop tools
- Aboriginal History and designs
- Catapult History and designs
- Insect anatomy
- History and Future of 3D Printing and how important insects will be as a food source

Knowledge and Skills

- Researching on Internet
- Software: Word, PowerPoint, TurboCAD, Illustrator
- Elements and principles of design
- Technology process and skills
- Workshop safety
- Laser Cutter
- 3D Printer

Assessment

- Aboriginal Key Tag design
- Catapult Project
- Insect Design and Create

Year 7 Computing

Topics Covered

- General computer devices and peripherals
- Software for personal and business use
- Introduction to programming and coding
- Budgeting using Excel formulas
- Ergonomics
- Occupational Safety and Health

Knowledge and Skills

- Effective brainstorming
- Researching on Internet
- Software: Word, Excel, PowerPoint Photoshop, Online touch typing course
- Elements and principles of design
- Programming fundamentals using Blockly online programming

Assessment

- Task 1 to 5: Theory and Practical exercises using Word, Excel and PowerPoint, Basic Hardware and Software, Computer Peripherals
- Task 6 to Develop a personal APP using basic coding skills

Year 7 Design and Technology

Topics Covered

- Workshop safety
- Technical Drawing / sketching
- Wood/plastic/metal manipulation
- Basic electronics

Knowledge and Skills

- Technology Process and skills
- Workshop machinery and safety
- Material properties
- Occupational health and safety

Assessment

- Student workbook
- Homework book
- Wooden Truck
- Steady Hand Game– electronics
- Technical Drawing and Sketching

Year 7 Home Economics

Topics Covered

Foods

- Kitchen safety and hygiene
- Use of kitchen utensils and equipment
- Washing and cleaning instructions
- Reading recipes
- Cooking terminology
- Australian Guide to Healthy Eating
- Nutrition
- Food Orders and Time Plans
- Breakfast evaluation

Textiles

- Use of textile equipment and machinery safely and accurately
- Commercial Patterns
- Construction techniques for garment manufacture
- Designing

Knowledge and Skills

Foods

- Demonstrate use of kitchen utensils and equipment safely and hygienically
- Wash dishes and clean work area completely and correctly
- Follow recipes accurately understanding cooking terminology
- Apply Australian Guide to Healthy Eating to assess personal nutrition
- Create Food Orders and Time Plans that meet required criteria
- Evaluate Breakfast

Textiles

- Demonstrate use of textile equipment and machinery safely and accurately
- Understand Commercial Pattern information
- Use construction techniques to complete manufacture of a garment
- Design a small pillow or toy which uses recycled or scrap fabric

Assessment

Foods

- One practical recipe
- Breakfast Practical Preparation
- Breakfast Assignment – Considerations, Design, Food Order, Time Plan and Evaluation

Textiles

- Sewing Machine Licence
- Boxers Shorts Construction
- Boxer Shorts Evaluation
- Textiles Test
- Design of Pillow or Toy

Year 8 Technologies

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

(Rotation of Subjects during the Year)

Associated fees/subject levy

$125. When students complete a Food rotation in Technologies, an additional fee of $100.00 will be charged to cover food costs.

Year 8 Applied Design

Topics Covered

- Model making
- Understanding of various computer packages
- Marketing and Advertising
- Budgeting
- Ergonomics
- Occupational Safety and Health
- Safe use of kitchen utensils and equipment
- Safe use of workshop tools
- Basic electronics

Knowledge and Skills

- Researching on Internet
- Software: Word, Auto cad, Photoshop, Publisher
- Elements and principles of design
- Business concepts
- Technology process and skills
- Workshop safety
- Using the food room and equipment competently

Assessment

- Kite making
- Tourist brochure design
- Food Packaging
- Electronic board game/model making
- Construction of a maze
- Model making – bedroom makeover
- Puppet show

Year 8 Computing

Topics Covered

- General computer devices and peripherals
- Software for personal and business use
- Introduction to programming and coding
- Budgeting using Excel formulas
- Ergonomics
- Occupational Safety and Health

Knowledge and Skills

- Effective brainstorming
- Researching on Internet
- Software: Word, Excel, PowerPoint, Photoshop, Online touch typing course
- Elements and principles of design
- Programming fundamentals using Blockly online programming

Assessment

- Task 1 to 5: Theory and Practical exercises using Word, Excel and PowerPoint, Basic Hardware and Software, Computer peripherals
- Task 6 to 8: Develop a personal APP using basic coding skills

Year 8 Design and Technology

Topics Covered

- Workshop safety
- Technical Drawing / sketching
- Wood/plastic/metal manipulation
- Basic electronics

Knowledge and Skills

- Technology Process and skills
- Workshop machinery and safety
- Material properties
- Occupational health and safety

Assessment

- Student workbook
- Homework book
- Wooden Truck
- Key tag – acrylic using laser printer
- Steady Hand Game– electronics
- Technical Drawing / sketching

Year 8 Home Economics

Topics Covered

Foods

- Kitchen safety and hygiene
- Use of kitchen utensils and equipment
- Washing and cleaning instructions
- Reading recipes
- Cooking terminology
- Australian Guide to Healthy Eating
- Nutrition
- Food Orders and Time Plans
- Breakfast evaluation

Textiles

- Use of textile equipment and machinery safely and accurately
- Commercial Patterns
- Construction techniques for garment manufacture
- Designing

Knowledge and skills

Foods

- Demonstrate use of kitchen utensils and equipment safely and hygienically
- Wash dishes and clean work area completely correctly
- Follow recipes accurately understanding cooking terminology
- Apply Australian Guide to Healthy Eating to assess personal nutrition
- Create Food Orders and Time Plans that meet required criteria
- Evaluate Breakfast

Textiles

- Demonstrate use of textile equipment and machinery safely and accurately
- Understand Commercial Pattern information
- Use construction techniques to complete manufacture of a garment
- Design a small pillow or toy which uses recycled or scrap fabric

Assessment items

Foods

- One practical recipe
- Breakfast Practical
- Breakfast Assignment – Considerations, Design, Food Order, Time Plan and Evaluation

Textiles

- Sewing Machine License
- Boxers Shorts
- Boxer Shorts Evaluation
- Textiles Test
- Design of Pillow or Toy