

2019

# Year 7 and 8 Curriculum Overview



MARY MACKILLOP  
COLLEGE



# Introduction

The community of Mary MacKillop College welcomes students into our wonderful world of learning. A MacKillop education is an education in faith and hope. The step into secondary education opens up new possibilities and new challenges. There are opportunities to learn in new ways, to try new subjects, to make new connections and discoveries.

The Australian Curriculum is embedded in all of the subjects taught at Mary MacKillop College. Courses are designed to develop:

- Successful learners
- Confident and creative individuals
- Active and informed young people who are ready to take their place in society.

In Years 7 and 8 all students undertake a core curriculum which includes the following 8 subjects:

- Religious Education
- English
- Geography
- History
- Japanese
- Mathematics
- Health and Physical Education
- Science

In addition, every term students will study 2 specialist/elective subjects. This enables students to attain skills which are foundational for success in schooling and also to experience the diverse offerings available within the College. The elective subjects include:

- Design Technologies
- Design Technologies Food Specialisations
- Design Technologies Materials Specialisations
- Digital Technologies
- Drama
- Economics and Business
- Media Arts
- Music
- Visual Art

This booklet gives an overview of the core and elective subjects studied in Years 7 and 8. Please feel free to contact me, Assistant Principal Learning and Teaching, Heads of Department, and/or the College Counsellor for further help, advice or clarification.

Ursula Witham-Young  
**Assistant Principal – Learning and Teaching**



# Religious Education (core subject)

## Rationale

All teaching and learning reflects the values embedded in the Mary MacKillop College Mission Statement that promotes: *the dignity of each person; equality of opportunity and; great trust in God*. At the same time espouses the key values of the Brisbane Catholic Education model where teaching people religion and teaching people to be religious overlap. It is also strongly linked to Catholic Social Teachings.

## Subject Overview

As students begin their first year at Mary MacKillop College they embark on a journey to understanding the beginnings of Christianity. Complementing this, the students discover the origins of our College and learn about St Mary MacKillop. This is followed by a focus on understanding scripture and important messages within the Bible, the world at the time when the Bible was written, and the relevance of sacred text in today's society. Significant people within Church history are examined, with a particular focus on saints and the process to official sainthood. The students have an opportunity to examine other world religions with specific learning in relation to rituals. Students learn to use different types of technology. They are taught to use the internet effectively for research, working on different cyber platforms including Teams, OneNote and other Office 365 apps. Other skills include: transferring knowledge from one form into another; writing and speaking for different contexts; working in groups and independently. By the end of the year, students will have a grounded understanding of world religions, Church history and people, as well as of sacred texts and ritual.

## Assessment

In Years 7 and 8 assessment in Religious Education include research tasks, essays, extended responses, oral presentations, creative interpretations and digital compositions.

# English (core subject)

## Rationale

The study of English helps to create confident communicators, imaginative thinkers and informed citizens. Students learn to analyse, understand, communicate and build relationships. Students engage imaginatively and critically with literature. In English, students learn to listen, read, view, speak, write, create and reflect on a range of texts. They learn to appreciate, enjoy and use English for a variety of purposes and come to understand how language is used to create meaning.

## Subject Overview

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

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## Assessment

Assessment provides students with an opportunity to demonstrate skills in the receptive and productive modes. They learn about language structures, text structures, ideas and information. Students undertake spoken and written tasks under a variety of assessment and examination conditions.

## Achievement Standard

By the end of Year 8, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students can explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Students will understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.

Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

# Geography (core subject)

## Rationale

In Years 7 and 8 in Geography students study the Australian Curriculum and learn from diverse and interesting topics.

## Subject Overview

In Year 7 there are two units of study for Geography: 'Water in the World' and 'Place and Liveability'. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

In Year 8 there are two units of study for Geography: 'Landforms and Landscapes' and 'Changing Nations'. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

## Assessment

In Years 7 and 8 there will be a variety of assessment pieces including examinations; stimulus response, oral presentations; and research tasks.

## Achievement Standard

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

# History (core subject)

## Rationale

In Years 7 and 8 in History students study the Australian Curriculum and learn from diverse and interesting topics.

## Subject Overview

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 7 are:

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

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 8 are:

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

## Assessment

In Years 7 and 8 there will be a variety of assessment pieces including examinations; stimulus response, oral presentations; and research tasks.

## Achievement Standard

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.



# Japanese (core subject)

## Rationale

The study of Japanese enables students to appreciate others from differing backgrounds to themselves within a global perspective and as international citizens. Students are better able to appreciate those from other cultural and ethnic backgrounds through the study of a second language. Through the study of languages, students gain understanding of customs, social and cultural values. Japanese culture provides a wonderful contrast to that of Australia and its language is structured differently to European languages with a writing script initially borrowed from China. Consequently, Japan provides a rich source for linguistic and cultural study. It is also noteworthy to point out Australia's strong economic and political ties to our Asia-Pacific partner. Japan's geographical proximity enables us to visit Japan biennially as well as foster International Sister School relationships.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds.

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

Students read, view and listen to a range of texts, and apply modelled language to create and present their own texts. They share grammatical knowledge and language resources to plan, problem-solve, monitor and reflect. They begin to use vocabulary and grammar accurately, drafting and editing texts to improve structure and to clarify meaning. They develop linguistic and cultural awareness through analysing texts, comparing languages, and applying their knowledge in language exercises and tasks.

## Assessment

Assessment provides students with an opportunity to demonstrate skills in the receptive and productive modes. They learn about language structures, text structures, ideas and information. Students undertake assessment in all four macroskills of Listening, Reading, Writing and Speaking. Most assessment in Japanese is completed under exam conditions using spontaneous use of language.

## Achievement Standard

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds and use gestures and formulaic expressions appropriately. They comprehend and respond to familiar questions and instructions, using rehearsed and some spontaneous language. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They produce short sentences involving nouns, verbs, adjectives and common counter classifiers.

# Mathematics (core subject)

## Rationale

The Mathematics program aims to develop student's interest and personal excellence in Mathematics. The course provides students with the opportunity to explore and use Mathematics in a variety of contexts and applications, with the complementary use of technology.

## Subject Overview

In Years 7 and 8 the proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

In Year 7:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

In Year 8:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

## Assessment

In Years 7 and 8 assessment in Mathematics consists of two examinations and one alternative assessment item per semester.

## **Achievement Standard**

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.

# Health and Physical Education (core subject)

## Rationale

A holistic education needs to address all aspects of development including physical development. The emphasis of this subject is on active participation and encouragement to try new activities.

This course may help to prepare students to choose Physical Education as a full course of study in Years 9 and 10.

## Subject Overview

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and 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, and 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.

Focus areas to be addressed in Years 7 and 8 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities

## Assessment

In Years 7 and 8 assessment is made up of theoretical aspects such as tests, oral presentations, research assignments and in-class essays and practical aspects such as skills and game play. All assessment items are outcomes based.

## Achievement Standard

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

# Science (core subject)

## Rationale

The study of Science as a “way of knowing” and a “way of doing” can help students to reach a deeper understanding of the world in which we live.

## Subject Overview

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

## Assessment

In Years 7 and 8 assessment are in three main forms, i.e. the reporting of laboratory and practical activities; tests to gauge the student's knowledge; and outcomes tasks to assess their ability to use the knowledge that they have gained.

## Achievement Standards

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They 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. They reflect on implications of these solutions for different groups in society.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They 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. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

# Design Technologies

## Subject Overview

In Year 7 and 8 students in Design Technologies will progressively develop knowledge and understanding of the principles of design, characteristics, and properties of a range of materials and the production of solutions. The course focuses on developing a broad range of traditional, contemporary and emerging process and production skills. Students will develop the confidence to make ethical, human centred and sustainable decisions about solutions and the processes used to make a product, service or environment.

# Design Technologies - Food Specialisations

## Subject Overview

In Year 7 and 8 in Design Technologies Food Specialisations students explore organic food and the nutritional benefits of a garden in creating a healthy eating lifestyle. Practically, students will be captivated by the inquiry process from *farm to feast* and will love being part of making their own vegetable and herb gardens that they transform into mouth-watering morsels.

# Design Technologies - Materials Specialisations

## Subject Overview

In Year 7 and 8 in Design Technologies Materials Specialisations students will progressively develop knowledge and understanding of the characteristics and properties of a range of textile materials. The course will develop skills in a range of traditional, contemporary and emerging materials and technique. Students will develop an understanding of the ethical and sustainable issues relating to the textiles industry through producing designed solutions for products based on a context.

## Assessment

In Year 7 and 8 assessment in these subjects may include written responses, journal entries, and practical tasks.

## Achievement Standard

By the end of Year 8, students explain how social, ethical, technical and sustainability considerations influence the design of innovative and enterprising solutions to meet a range of present and future needs. Students can explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.



# Digital Technologies

## Rationale

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

Digital Technologies focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

## Assessment

In Years 7 and 8 assessment generally consists of two or three items per semester, involving tests, projects and assignments.

## Achievement Standard

By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.



# Drama

## Rationale

Studying Drama helps students to develop self-confidence and skills in team work, socialisation and communication, as well as enabling the development of acting skills. Students will be introduced to basic drama technique, stage terms and skills such as non-verbal communication, movement, use of gestures and facial expressiveness, vocal projection and modulation, and audience awareness. Learning incorporates a range of drama activities, including games, movement, physical expression and vocal exercises.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 in Drama, students will plan and rehearse dramatic performance to communicate ideas expressively. Typically, students will:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- consider social, cultural and historical influences of drama
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- maintain safety in dramatic play and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

## Assessment

Drama assessment will contain practical and written assessment tasks which allow students to demonstrate what they know and are able to exhibit and encompass most curriculum elements.

## Achievement Standard

By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

# Economics and Business

## Rationale

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Students this subject will gain a degree of independence in accumulating and managing finances, making decisions about goods and services, and acquiring legal rights and responsibilities as citizens. They will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters. The skills will result in improved economic, consumer and financial literacy.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 the Economics and Business curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.

The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate. The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation.

The economics and business content at this level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions. Students will be taught the content through contemporary issues, events and/or case studies.

## Assessment

Assessment is assigned based which allows students to demonstrate their knowledge and understanding in this subject.

## Achievement Standard

By the end of Year 8, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.

When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.

# Media Arts

## Rationale

In Years 7 and 8 In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. By creating media artworks they engage the senses, the imagination and the intellect, and they learn to express and challenge constructs of the world. Through creative and critical use of language and technology, students develop aesthetic control that allows them to communicate with clarity and impact through the media they both create and consume. Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. *Making* in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 in Media Arts, students will:

- build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks
- build on their understanding and use of time, space, sound, movement, lighting and technologies
- examine the ways in which audiences make meaning and how different audiences engage with and share media artworks
- draw on media arts from a range of cultures, times and locations as they experience media arts
- explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make
- learn that over time there has been further development of different traditional and contemporary styles as they explore media forms
- explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view, genre conventions and media conventions as they make and respond to media artworks
- consider social, cultural and historical influences and representations in media arts
- evaluate how established behaviours or conventions influence media artworks they engage with and make
- maintain safety in use of technologies and in interaction with others, including the use of images and works of others
- develop ethical practices and consider regulatory issues when using technology
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse media artworks.

## Assessment

Assessment generally consists of an assignment based on making and responding to moving image media products.

## Achievement Standard

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks. Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

# Music

## Rationale

Year 7 and 8 Music students will learn that everyone can play a musical instrument! Everyone has a voice, thus everyone can SING! Singing is the heart and soul of the music program. Students will learn many new songs and develop fundamental musical techniques including beat, rhythm and melody! Once students have mastered these three elements they can apply them to new instruments including piano and drums. This course of study is designed so that every student can improve their musical confidence and experience success.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 in Music, students will:

- build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
- aurally identify layers within a texture
- sing and play independent parts against contrasting parts
- recognise rhythmic, melodic and harmonic patterns and beat groupings
- understand their role within an ensemble and control tone and volume
- perform with expression and technical control
- identify a variety of audiences for which music is made
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- consider social, cultural and historical contexts of music
- evaluate the expressive techniques used in music they listen to and experience in performance
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

## Assessment

Assessment in Music will include practical tasks; composition and performance tasks; and end of term aural and written exam.

## Achievement Standard

By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

# Visual Art

## Rationale

In Years 7 and 8 Visual Art focuses on students making, displaying and appraising images and objects. Students engage in experiences, which develop personal expression, aesthetic judgement and critical awareness and develop an understanding of visual language. Students dive straight into creative thinking, making art and learning new and exciting art-making processes. Students learn how to get artwork into the broader community by making an independent 'art zine'. They learn tie-dyeing techniques, painting and they work with clay to build mini self - portraits and 'Crazy Creatures'.

Students may choose this subject as a full course of study in Years 9 and 10.

## Subject Overview

In Years 7 and 8 in Visual Arts, students will:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- extend their thinking, understanding and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- consider society and ethics, and economic, environmental and social factors
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- document the evolution of selected art styles and associated theories and/or ideologies
- reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts
- identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies

## Assessment

Assessment will include practical projects and compilation of a visual art journal.

## Achievement Standard

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.