



BUCKLEY PARK COLLEGE

YEAR 7 - YEAR 8 - YEAR 9

MiddleYears Handbook 2026





BUCKLEY PARK COLLEGE

BUILD YOUR WINGS



A Warm Welcome

At Buckley Park College we aim to ensure your child reaches their personal excellence in a supportive caring environment. Our school motto 'Build Your Wings' emphasises the importance of working together so we can best prepare your child to reach their future aspirations.

We achieve this through a holistic Middle Years Curriculum delivered in a culture of high expectations with an emphasis on student growth. This is combined with a diverse co-curricular program so our students can develop their passions and deepen their connectedness with the college.

This handbook provides you with an overview of the comprehensive learning program Buckley Park College provides students in the Middle Years. It also provides you with an understanding of the values and approaches that we adopt to support your child throughout their learning journey.

Starting secondary school or a new school can be a time of varied feelings and I want to ensure you that our Middle Years Team has a comprehensive program especially for our incoming Year 7 students, to ensure a positive transition.

In the Middle Years our focus is on Literacy, Numeracy, and Curiosity. We know that a strong foundation in English and Mathematics are the cornerstones to future success in studies and life. The "Home Group" classes equips our students with the core skills, so they are more empowered, reflective, and resilient learners.

Our co-curricular offerings are amazing and further present opportunities for our students to grow. You will discover the diverse and rich opportunities on offer in the Creative Arts, Leadership Development, Community Engagement, and Sports. We are also proud of our Camps Program and Student Exchange to Germany and Japan.

I encourage you to spend some time on our [Buckley Park College](#) website or social media feeds: [Buckley Park College Facebook](#), [Instagram](#) and [BPC YouTube](#) to find out more.

By adopting this holistic approach towards learning, the college has achieved excellent NAPLAN and VCE results each year. This is only possible through the hard work of teachers and students combined with a strong family-school partnership.

It is my pleasure to welcome you to the Buckley Park College community.



Harold Cheung
Principal



The Middle Years Team



Margie Bainbridge
Year 7 Coordinator



Lainie Inverno
Year 8 Coordinator



Jack Carey
Year 9 Coordinator



Amy McKenzie
Middle Years Sub
School Leader



Paul Faci
Acting Assistant Principal
Year 7 & 8



Craig Dunstan
Assistant Principal
Year 9 & 10



Middle Years Home Group Program

Each week, Middle Years Students will engage in one period of Home Group which provides a greater sense of connection to the school and each other. The purpose is to support students in better understanding themselves, each other and the wider community and will equip them with essential skills to be ready to learn. This dedicated time draws on student voice and will allow for a variety of engaging learning and wellbeing activities to occur.

Topics to be covered range from careers, organisation, study skills, emotional intelligence, building community, financial literacy, building relationships, whole year level activities, etc. We are very fortunate to partner with Swinburne University's Aristotle Emotional Intelligence program as part of our Middle Years Home Group program at Buckley Park College. This partnership enables us to explore essential Emotional Intelligence skills for learning and social situations.

Home Group also provides students with an opportunity to engage in community projects and collaborative tasks. Students have a regular teacher who advocates for them and mentors them through their social, emotional and academic development.

Social and emotional learning is vital for success in many areas of life beginning in the early years and continuing throughout adulthood. Aristotle EI is a suite of Emotional Intelligence development programs for schools designed to foster better relationships, social abilities, academic success, enhanced mental health and happier school communities



In Year 7, students are supported in their transition to secondary school by exploring the following topics:

Understanding emotions Managing worries Belonging Coping with emotions
Forming healthy friendships Assertiveness Stand up, speak up

In Year 8, students explore their wellbeing with the following topics:

Understanding emotions Mixed emotions Emotional red-flags Emotions in times of conflict
Emotions in problem solving

In Year 9, students explore deeper into dealing with stress and navigating relationships by the following topics:

Understanding emotions Emotional recognition and expression Assertiveness I feel, I need
What is stress? Dealing with stress Planning for the future



BUCKLEY PARK COLLEGE

BUILD YOUR WINGS



The Transition to Year 7 at Buckley Park College



The transition from primary to secondary school is a major step for many children. The Buckley Park College transition program assists this process and helps students feel welcome, valued and confident. Students in the middle school, for instance, have fewer teachers and room changes and efforts are made to keep groups together over the two-year period. Helping new students to confidently contribute in a range of social situations is considered important. Students are encouraged to participate in activities to build leadership skills and independence. Students attend school camps (a compulsory event), excursions and may choose to be involved in many of the co-curricular activities that are offered. This includes school production, art show, interschool sport and debating amongst other things. There is a team of middle school leaders who work hard to ensure a safe and pleasant transition.





Year 7 Core subjects

The central priority of the school curriculum is to ensure every student achieves success through a challenging, innovative and broad curriculum.

SUBJECTS	PERIODS PER WEEK (Periods are 79 minutes long)
English	3
Mathematics	3
Science	2
Humanities	2
Languages– German or Japanese	2
Home Group	1
Physical Education	1
Health	1 (1 semester)
Sport	1 (1 semester)
Art	1
Drama	1 (1 semester)
Music	1 (1 semester)
Food Technology	1 (1 semester)
Digital Technologies	1(1 semester)



Year 7 Curriculum outline



THE ARTS

7 Art 1 period

Art provides students with the opportunity to explore, develop practices, create and present artworks. Students develop skills in making two dimensional and three dimensional artworks and explore a range of media including drawing, painting, printmaking, ceramics, sculpture, digital media and collage. Students develop understanding of visual conventions and ways to communicate ideas using a range of elements and principles of art. Students investigate the ways that artists across cultures, times, places and other contexts develop personal expression in artwork analysis tasks. Students evaluate their own and other artworks.

Areas of assessment include the visual arts journal, finished artworks and art-work analysis.

7 Drama 1 period (1 semester)

Drama students learn about the elements of theatre and expressive skills through practical workshops. These workshops cover improvisation techniques, play-building and strategies for creating role and character. Students demonstrate their expressive skills in an Improvisational Tournament. They learn to analyse theatrical performances and review a series of notable improv-based comedic performances theatrical production.

In the second half of the unit, students learn about Ancient Greek Theatre through an exploration of the historical context, chorus work, and elements of melodrama. Their final assessment involves the adaptation and performance of a contemporary play based on an Ancient Greek Tragedy using traditional dramatic conventions of Ancient Greek Theatre.

Areas of Assessment: Playbuilding activities, collaborative performances, and performance analysis.

7 Music 1 period (1 semester)

In Year 7 Music, students will explore music-making and its purpose in different contexts. Beginning with a question of "What is Music?" students will create music that evokes the feeling and mimics the sounds of different locations. Using their creativity, they use non-traditional notation as a part of their composition process. Students then investigate the role of music in their lives through a deep dive into their musical ancestry. Coming back to the present, students explore Pop Music and apply their knowledge of rhythm and pitch to playing these well-known songs on the keyboard.

Areas of assessment: composition, performing, and listening.



7

ENGLISH

7 English
3 periods

English aims to develop students' knowledge and understanding of a range of texts. In speaking and listening activities students learn to discuss and present challenging ideas and issues using various text types. In shared and individual reading students will interpret and respond to various themes and issues and learn to offer considered responses. Students are taught to write in a range of styles for different audiences and purposes.

Areas of assessments, writing folio, text response, issues and argument and oral activities.

HUMANITIES

7 Humanities
2 periods

Humanities aims students to learn about key aspects of society and the environment. They develop a range of skills necessary for understanding and participating effectively in society. They study geographic, political, economic and social aspects related to their world. In the history component of the unit students learn about the Ancient world and its influence on modern society.

Areas of assessment– Presentations, extended responses and analytical exercises.





HEALTH AND PHYSICAL EDUCATION (HAPE)

7 Health	Health students explore issues surrounding personal, social and community health. Students look at bullying overall and how to be safe online. Students look at specific aspects of changing and growing, including puberty and the reproductive systems. Students cover gender and identity, which includes topics such as gender norms, power in relationships and equity.
1 period	
(1 semester)	
7 Physical Education	Physical Education aims to provide students with the opportunity to develop their skills in a wide variety of co- operative and competitive activities. Students will use these skills to implement movement sequences in a range of activities and sports.
1 period	Areas of assessment– skills assessment and assignment (theory) linked to curriculum.
	Requirements: The College sport uniform is to be worn in all Physical Education classes and Sport classes and at all interschool and house sporting events. The required uniform is: BPC Sports uniform
7 Sport	Students participate in four sports for the semester, they will learn all aspects of the sport, including skills, rules, coaching, umpiring and scoring. The emphasis is on participation and on sport, leadership and fair play. Students take on a range of roles, both as players and officials.
1 period	
(1 semester)	Requirements– The College sport uniform is to be worn in all Physical Education classes and Sport classes and at all interschool and House sporting events.



LANGUAGES

Students choose 1 language at the start of Year 7 and continue with that language throughout Middle School

7

7 German
2 periods

At this level the German language and content is taken from everyday experience, including basic language relating to the students' environment. Students' language learning incorporates speaking, writing, and understanding listening, written and visual texts. A variety of activities enhance learning such as role-plays, games, film-making and projects. Topics include getting acquainted, talking about family, numbers, countries, colours, describing people and the animal world.

Students also learn about the culture of the German language and its place in Europe and about various festivals celebrated in German-speaking countries throughout the year.

Areas of assessment– communicating and understanding.



7 Japanese
2 periods

The Year 7 Japanese course provides students with opportunities to understand and use Japanese within the world of their experience. Topics include the self introduction, family, likes, dislikes, home, pets, and pastimes. Students are introduced to the language skills of speaking, writing and comprehension. Students learn to recognise a range of Japanese characters and are introduced to various aspects of Japanese culture. The emphasis is on a range of activities such as role-plays, speeches, games, word processing tasks, calligraphy, speaking with Japanese visitors to the college and more.

They also learn about the basic geography and history of Japan as well as the customs associated with major festivities and events. Students compare and analyse the differences between the cultures and languages of Japan and Australia.

Areas of assessment – communicating and understanding.

*Please note that the language chosen at the start of the year 7 cannot be swapped or changed to another language.



MATHEMATICS

7 Mathematics
3 period

Mathematics aims to develop students' mathematical skills so they are able to deal confidently and competently with daily life, employment, further study and other interests. They will be required to interpret and communicate quantitative and logical ideas clearly and precisely. Students will use technology and Maths online, to appropriately and effectively enhance their learning in Mathematics.

Students will maintain a Maths Journal with relevant notes, examples, definitions and summaries. Throughout the unit, students will be undertaking technology applications and projects.

The topics studied within the Year 7 Mathematics course are whole numbers, geometry, number properties and patterns, statistics, fractions, percentages and decimals, algebra and equations, measurement, probability, negative numbers and polygons and solids.

Areas of assessment– Skills tests, problem solving and assignments.

SCIENCE

7 Science
2 periods

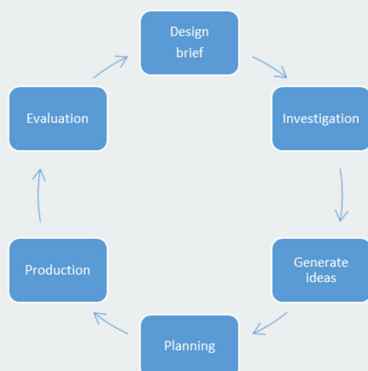
Science is a human activity that affects the way we understand and interact with the Earth. Students build an understanding of the ways science influences industry, agricultural marine and terrestrial resource management. Students learn to identify problems, plan and conduct investigations, process information, and make conclusions and predictions based on evidence. They learn to communicate their understanding and report and evaluate their findings in a range of ways. Students will study the major areas of science listed below:

- Biological Science: Cells and cell structures, Classification and Ecosystems.
- Chemical Science: Particles and Pure & impure substances.
- Earth and Space Sciences: Our place in space and Sun Earth and Moon.
- Physical Science: Forces and Gravity.

Area of assessment– Research tasks, practical work and reports and tests.



TECHNOLOGY



In all Technology subjects students acquire a range of skills and techniques through a work sequence of investigating, designing, producing and evaluating the production process.

This is shown in the diagram:

7 Food
Technology
1 period
(1 semester)

Food Technology provides students with an understanding of food choices to meet dietary needs. The importance of safety and hygiene when preparing food is incorporated into the practical and theoretical components of the unit. Students learn appropriate selection and correct use of tools and equipment in order to competently design, prepare and evaluate food productions. Students also explore the importance of minimizing waste and the benefits of reusing and recycling materials. Areas of assessment– Folio tasks, completion of production pieces, assignments.

Requirements– Students are required to bring to class a suitable container to transport prepared food from school to home.



7 Digital
Technologies
1 period
(1 semester)

Students will be introduced to a range of digital technology skills and knowledge. They will use these skills to define, design, develop and evaluate a digital solution. In the creation of a digital solution, students will learn about appropriate protocols when accessing and using electronic information, as well as developing their research skills.

Areas of assessment– Digital systems: Introduction to Digital Technologies task and Home Networks task. Create Digital Solutions: Micro Bit task.



Year 8 at Buckley Park College



In Year 8, students have the potential to build on the work done in Year 7, gaining a deeper understanding of subjects and the school environment. As their confidence grows, there might be an opportunity for increased involvement in extracurricular activities like school productions, music concerts, and sports events. While core subjects remain essential, Year 8 also lays the groundwork for choices they make in Year 9 electives.

Additionally, there's a possibility of an exciting highlight in Year 8, which could be a much-anticipated Interstate Camp, offering students the potential for an immersive experience beyond the classroom, fostering learning, friendships, and valuable life skills. This transformative phase has the potential to set the stage for future accomplishments.





Year 8 Core subjects

The central priority of the school curriculum is to ensure every student achieves success through a challenging, innovative and broad curriculum.

SUBJECTS	PERIODS PER WEEK (Periods are 79 minutes long)
English	3
Mathematics	3
Science	2
Humanities	2
Languages– German or Japanese	2
Home Group	1
Physical Education	1
Health	1 (1 semester)
Sport	1 (1 semester)
Art	1
Drama	1 (1 semester)
Music	1 (1 semester)
Design Technology Wood	1 (1 semester)
Digital Technologies	1 (1 semester)





Year 8 Curriculum outline

8

THE ARTS

8 Art
1 period

Year 8 Art students are given the opportunity to explore art elements and principles of design more extensively through experimentation using a variety of both two dimensional and three dimensional artworks. Students gain practical experience in a range of areas and media including drawing, painting, printmaking, ceramics, sculpture, digital media and collage. This unit also helps develop students' understanding and use of a range of elements and principles of art. By using these techniques, students can see how information and ideas are communicated using images with or without text. Art analysis in this unit encourages students to gain an understanding of specific cultural and historical contexts of works of art. Students evaluate their own and others' artworks.

Areas of Assessment– Visual Art Journal– planning techniques and compositions, finished artwork and art appreciation.

8 Drama
1 period
(1 semester)

Drama students learn about eclectic theatre through a study of various theatrical practitioners and their performance styles from the 20th century. They learn to incorporate conventions from each performance style into their own eclectic theatre performance.

Students then learn the expressive skills and production elements. With this knowledge, they present a 'mini production', where they adapt a chosen script for stage. Developing the dramatisation requires research, selecting and structuring dramatic elements, rehearsing and presenting. Their final assessment is a review and analysis of this performance.

8 Music
1 periods
(1 semester)

Year 8 Music continues to develop fundamental performing, listening, and composing skills essential for musicianship. Students will explore the guitar through the lens of the Blues, from its origins through to more modern interpretations. They will compose in digital formats in the context of Video Game Music, and investigate the function of music in social settings through Protest Music.

Areas of assessment: composition, performing, and listening.



ENGLISH

8 English
3 periods

English students learn to use language appropriately and effectively for different audiences, purposes and contexts. In listening and speaking activities they explore challenging ideas in formal and informal contexts such as presentations and discussion groups. In shared and individual reading they explore a range of texts. Students learn to write in a number of different modes, including persuasive, expository and creative, to present challenging ideas and information.

Areas of assessment– Writing folio, text response, issues and argument and oral activities.

HUMANITIES

8 Humanities
2 periods

Humanities students learn about key aspects of society and the environment. They develop a range of skills necessary for understanding and participating effectively in society. They study economics and society, medieval history and geography. The study of geography focuses on changing nations. The study of history investigates medieval societies with a focus on analysing primary and secondary sources. The study of economics and society focuses on demand and supply.

Areas of assessment– presentations, extended responses and analytical exercises.





8

HEALTH AND PHYSICAL EDUCATION (HAPE)

8 Health
1 period
(1 semester)

Health students explore a range of issues surrounding personal, social and community health. Students look at alcohol use and the impacts it has on the body, as well as look at and investigate basic first aid skills. Students engage in a unit on sexual health, focusing on contraception and consent. Lastly, students participate in a unit from the respectful relationships curriculum, positive gender relations, which analyses behaviours that determine respectful relationships within our community.

Areas of assessment– Alcohol Test, Sexual Health (Contraception) Test, Respectful Relationships Campaign.

8 Physical Education
1 period

Physical Education aims to provide students with the opportunity to develop their skills in a wide variety of cooperative and competitive activities. Students will use these skills to implement movement sequences in a range of activities and sports focusing on movement and feedback to improve performance.

Areas of assessment– Skills assessment, assignments (theory) linked to the curriculum.

Requirements– The college sport uniform is to be worn in all physical Education classes and sport classes and at all interschool and house sporting events.

8 Sport
1 period
(1 semester)

Year 8 Sport students choose from a range of sports each term. They learn all aspects of the sport, including skills, rules, coaching, umpiring and scoring. The emphasis is on participation and on sport, leadership and fair play. Students take on a range of roles, both as players and officials.



8

LANGUAGES

8 German

2 periods

In the Year 8 German course the language and content are drawn from teenage experience, including topics such as hobbies, sports, cultural festivals, birthdays, seasons, dates, days and times, food, school and body. Comprehension tasks consist of identifying key ideas and factual information in visual, written and spoken forms, and are responded to in written, spoken or nonverbal forms. Spoken communication tasks may consist of making short statements or participating in lengthier role-plays or presentations. Written communication may convey personal or factual information in short sentences to longer pieces, such as diary entries, messages and letters.

Areas of assessment – communicating and understanding.



8 Japanese

2 periods

Year 8 Japanese provides students with opportunities to understand and use Japanese within the world of teenage experience on topics related to events of general interest and topics drawn from other key learning areas, and from the media. Students talk about themselves, their friends, family, and school, and express their opinions on topics such as school, events and sport. Students also learn to discuss their daily routines. They participate in role-plays, reading performances and conversations and are exposed to a range of text types. Students compare and analyse the differences between the cultures and languages of Japan and Australia. Extension work and self-directed projects are part of the course.

Areas of assessment – communicating and understanding.



MATHEMATICS

Year 8 Mathematics aims to develop students' mathematical skills so they are able to deal confidently and competently with daily life, employment, further study and other interests. They are required to interpret and communicate quantitative and logical ideas clearly and precisely. Students will use technology and Maths online, to appropriately and effectively enhance their learning in Mathematics.

8 Mathematics

3 periods

Students will maintain a Maths Journal with relevant notes, examples, definitions and summaries. Throughout the unit, students will be undertaking technology applications and projects.

The topics studied within the Year 8 Mathematics course are integers and fractions and decimals and percentages, measurement, probability and statistics. Algebra, equations, linear graphs, geometry and ratio and rates.

Areas of assessment– Skills tests, problem solving and assignments.





SCIENCE

8 Science

2 periods

Science is a human activity that affects the way we understand and interact with the Earth. Students continue to develop their understanding of the ways that science influences industry, agricultural, marine and terrestrial resource management. Students identify problems, plan and conduct investigations, process information, and make conclusions and predictions based on first- and second-hand evidence. They communicate their understanding and report and evaluate their findings, and the findings of others, in a range of ways. Students will study the major areas of science listed below.

- **Biological Science:** Cell structure and function. Organ systems in multicellular organisms.
- **Chemical Science:** Matter: Properties and types of substances. Chemical changes.
- **Earth and Space Sciences:** The lithosphere: rocks, minerals and time.
- **Physical Science:** Energy transfers and transformations.

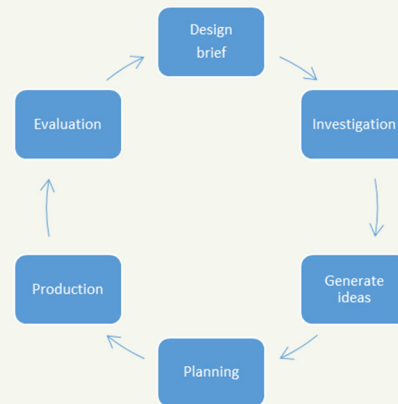
Area of assessment– Research tasks, practical work and reports and tests.





TECHNOLOGY

In all Technology subjects students acquire a range of skills and techniques through a work sequence of investigating, designing, producing and evaluating the production process. This is shown in the diagram:



8 Design
Technology Wood
1 period
(1 semester)

Design Technology Wood aims for students to learn practical woodworking skills, and to explore their abilities in design – both of which offer obvious future employment pathways. In so doing, a range of woodworking tools and processes, and associated safe working practices, are introduced. The minor and major practical productions will incorporate these skills, and enable considerable individual creative design input. The essential features of the Design Process – the sequence of steps required to complete any designed product – are also an aspect of study.

Areas of assessment– Minor production, major production and ornamental box design process analysis (written task).



8 Digital
Technologies
1 period
(1 semester)

Students will extend on their digital technologies skills and knowledge gained in Year 7. They will further develop their understanding of networks by investigating mobile and wireless networks. Students will learn Python programming skills and begin to understand virtual worlds by developing a virtual space.

Areas of assessment– Digital systems: Mobile and Wireless Network task, Create Digital Solutions: Python Programming task, Virtual Worlds task.



Welcome to Year 9 at Buckley Park College



BUCKLEY PARK COLLEGE

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Welcome to thinking about Year 9. Over the next few weeks you will be making some important decisions about your learning program for next year, and to some extent, for future years. It is important that you read this guide and seek further information from our teaching & learning staff.

In Year 9 you'll undertake a range of core and elective subjects within the disciplines of English, Humanities, Science, Mathematics, Languages, The Arts, Technology, Health and Physical Education. In Year 9 you'll also continue your approach to learning more about wellbeing through Home Group.

As students enter into this last year of Middle School, they are expected to take greater responsibility for their own learning. This starts now as they consider elective subject selections of study. The elective offerings will provide opportunities for students to explore areas of interest, and possibly provide some background for subject selection in their Later Years.



Year 9 Curriculum Outline

The Year 9 program at Buckley Park College is planned in alignment with the Victorian Curriculum and in 2025 all Learning Domain areas will report against Victorian Curriculum standards.

SUBJECTS	PERIODS PER WEEK (Periods are 79 minutes long)
English	3
Mathematics	3
Science	2
Humanities	2
Health	1 (for 1 semester)
Physical Education	1
Sport	1 (for 1 semester)
Languages (German or Japanese)	2
Home Group	1

ELECTIVE SUBJECTS

Each elective subject is 2 periods a week and can only be taken once per year

Choose 4 subjects at least 1 from Art and 1 from Technology.

Example: Drama + Media + Music = 3 Art and Wood Technology = 1 Tech

(total 4 subjects)

THE ARTS	TECHNOLOGY
Drama 2 periods	Food Technology 2 periods
Media 2 periods	Tinkering with Digital Technology 2 periods
Music 2 periods	Interactive Solutions 2 periods
Visual Arts 2 periods	Wood Technology 2 periods
Visual Communication Design 2 periods	



THE ARTS

9 Visual Art
2 periods
(1 semester)

In Visual Art students will explore a wide range of 2D and 3D art making methods including, but not limited to, drawing, painting, ceramics, and printing. Students are provided the opportunities to develop skills and techniques in the production of artworks based on their interpretations of themes. Students will explore art making processes to develop artworks through the application of the art elements and principles. Artwork analysis in this subject encourages students to gain understanding of personal, cultural and historical influences on artists' work along with interpretation of artists' methods and meanings within an artwork.

Areas of assessment include the Visual arts journal, finished artworks and artwork analysis.

9 Media
2 periods
(1 semester)

Media students learn about three core areas: how to analyse a film, understanding the media landscape, and how to make great films. They create short films and experiment with ways to create meaning for an audience. After an in-depth study of a film, students learn about the functions of the mass media and create an informative video essay. The last unit of study requires students to write, film and edit their own short film. Students will also gain an appreciation of film as an art form and the power of it to convey meaning to audiences.

Areas of assessment – Films as Reflections of Society, Rookie Reporter (the media industry in Australia), and Major Film Production.

9 Drama
2 periods
(1 semester)

Drama studies the development of comedy in performance. Students explore comedy in its performance manifestations of stand up, television and theatre performance; and its role in constructing a social commentary through a study of parody, sketch, satire, the absurd, and the comedy performer. It is a performance driven subject that develops students' confidence in writing, developing and performing a range of comedy styles in a supportive work-shop style class environment. This culminates in a formal performance of students' own comedy pieces.

In the second topic, students explore how Drama can bring social issues to life and create a meaningful piece of theatre that educates an audience. They create characters and also write their own plays as an ensemble, developing confidence in front of an audience.

Areas of assessment– Class-based performance activities, ensemble performances, and performance review writing.



THE ARTS

9 Music

2 periods
(1 semester)

In Year 9 Music, students rehearse and perform in groups, and apply their knowledge of music in the context of Electronic Dance Music and Film Music. Students develop their ability to rehearse and practise individually and in groups, culminating in a group performance at the end of the Semester. They will learn how to create a banger through dissecting examples of Electronic Dance Music, producing their own original song using a Digital Audio Workstation. Students will then explore how composers use music to make films more interesting. They will view examples by prominent film music composers and analyse the use of music in these scenes.

Areas of assessment: composition, performing, and listening.

9 Visual

Communication
Design (VCD)

2 periods
(1 semester)

“From the time you wake up to the time you go to sleep, design plays a role in your everyday life. Design is about taking an idea and making it tangible. In Visual Communication Design students will draw, draw, draw – using manual methods and media, as well as computer digital generated designs (using Adobe Photoshop and Illustrator), to bring your ideas to life. Students will explore fields of design practice such as architecture (floor plans and interior perspective drawings) and communicating messages (branding, logos, etc.). Students will learn about technical drawing, along with creative drawing in order to design for different needs and purposes. Students will follow the design process to guide their design work and push ideas and design thinking to reach the best possible.”



**ENGLISH**

9 English
3 periods

English students study and respond to a range of texts that have been written for a variety of purposes and audiences. In speaking and listening activities students develop skills that enable them to examine different perspectives on complex themes and issues. In shared and individual reading students are taught more critical ways of reading and responding to texts. Students continue to write in a variety of modes with an emphasis on creating more detailed and complex pieces.

Areas of assessment– Writing folio, text response, issues and arguments and oral activities. End of semester 2 examination.

**HUMANITIES**

9 Humanities
2 periods

Humanities students learn about Australia's position in the world from a historical, economic and geographic perspective. Through detail studies of the Frontier Wars and World War One, students discover how Australia developed in the 19th and 20th centuries in terms of social, political, cultural and commercial structures and traditions. From this students form an understanding of Australia's role in the modern world. Students consider people's organisation and use of resources, both in Australia and globally and its impact on their standard of living through a unit on food security. Students study the changing work environment both current and future.

Areas of assessment– Presentations, extended responses and analytical exercises.



9



HEALTH AND PHYSICAL EDUCATION (HAPE)

9 Physical Education

1 period

Physical Education aims to develop students' understanding of movement patterns and tactics in a wide variety of team and individual sports. Students apply their physical skills and tactical skills in game situations, planning activities and through peer teaching.

Areas of assessment– Skills assessment and assignments (theory) linked to curriculum.

9 Health

1 period

(1 semester)

Health students explore a range of issues surrounding personal, social and community health. Students look at illegal drugs and the impacts it has on the body and relationships. They examine issues such as STIs and pregnancy, which is associated with sexual relationships. Students will analyse behaviours that determine respectful relationships within the community.

Areas of assessment– Drug assignment, STI assignment and Respectful Relationships campaign.

9 Sport

1 period

(1 semester)

Sport students will learn about a range of different sports – in school and community contexts. Students learn all aspects of the sports, including skills, rules, coaching, umpiring and scoring. The emphasis is on participation and on sport, leadership and fair play. Students take on a range of roles, both as players and officials.



9

LANGUAGES

9 German

2 periods

Year 9 students of German learn to produce longer and more varied texts and to extend their comprehension skills further. Students learn to provide factual information and express opinions in conversations, role-plays and other spoken interactions. The course covers such topics as the culture of German-speaking countries, places, talking about travel and the weather, leisure activities, social interactions, clothing, food, describing people and daily routines.

Areas of assessment – communicating and understanding.

9 Japanese

2 periods

Year 9 Japanese provides students with opportunities to understand and use Japanese within the world of teenage experience. Topics include exploring events of general interest, drawn from other key learning areas, and the media. Students describe their likes, dislikes, friends, food, fashion, significant locations, events and seasonal activities. They are exposed to a range of text types and produce items including scripts, brochures and menus. Interview and public speaking skills are also explored in this unit, as well as expand significantly their comprehension of Kanji. Students compare and analyse the differences between the cultures and languages of Japan and Australia.

Areas of assessment – communicating and understanding.





MATHEMATICS

9 Mathematics

3 periods

Mathematics aims to develop students' mathematical skills so they are able to deal confidently and competently with daily life, employment, further study and other interests. They are required to interpret and communicate quantitative and logical ideas clearly and precisely. Students will use technology and Maths online, to appropriately and effectively enhance their learning in Mathematics. Students will be required to maintain a Maths Journal that contains relevant notes, examples, explanations and summaries.

The topics studied within the Year 9 Mathematics course are reviewing number, Pythagoras' theorem and trigonometry, linear equations, statistics, indices and scientific notation, linear relationships, measurement, algebraic techniques and probability.

Areas of assessment– Students will be assessed on the topic tests completed at the end of each topic. Technology applications and projects. End of semester 2 examination.

Morrisby Profile

Year 9 students complete a Morrisby Profile Test which helps guides students along a journey of self-discovery that helps them make informed decisions about their future career path. Discovering their strengths, redefines where their interests lie and how their personality plays a part in their career.





SCIENCE

9 Science

2 periods

Science is a process that allows humans to systematically and reliably discover, observe and understand the true nature of the universe. Over the course of the year, students will continue to develop understanding of scientific concepts, history and accomplishments, as well as their ability to do good science, through identifying problems, planning and conducting investigations, analysing information, and making conclusions and predictions based on evidence. They learn to construct evidence-based arguments and develop their ability to communicate learning and scientific findings in a variety of ways.

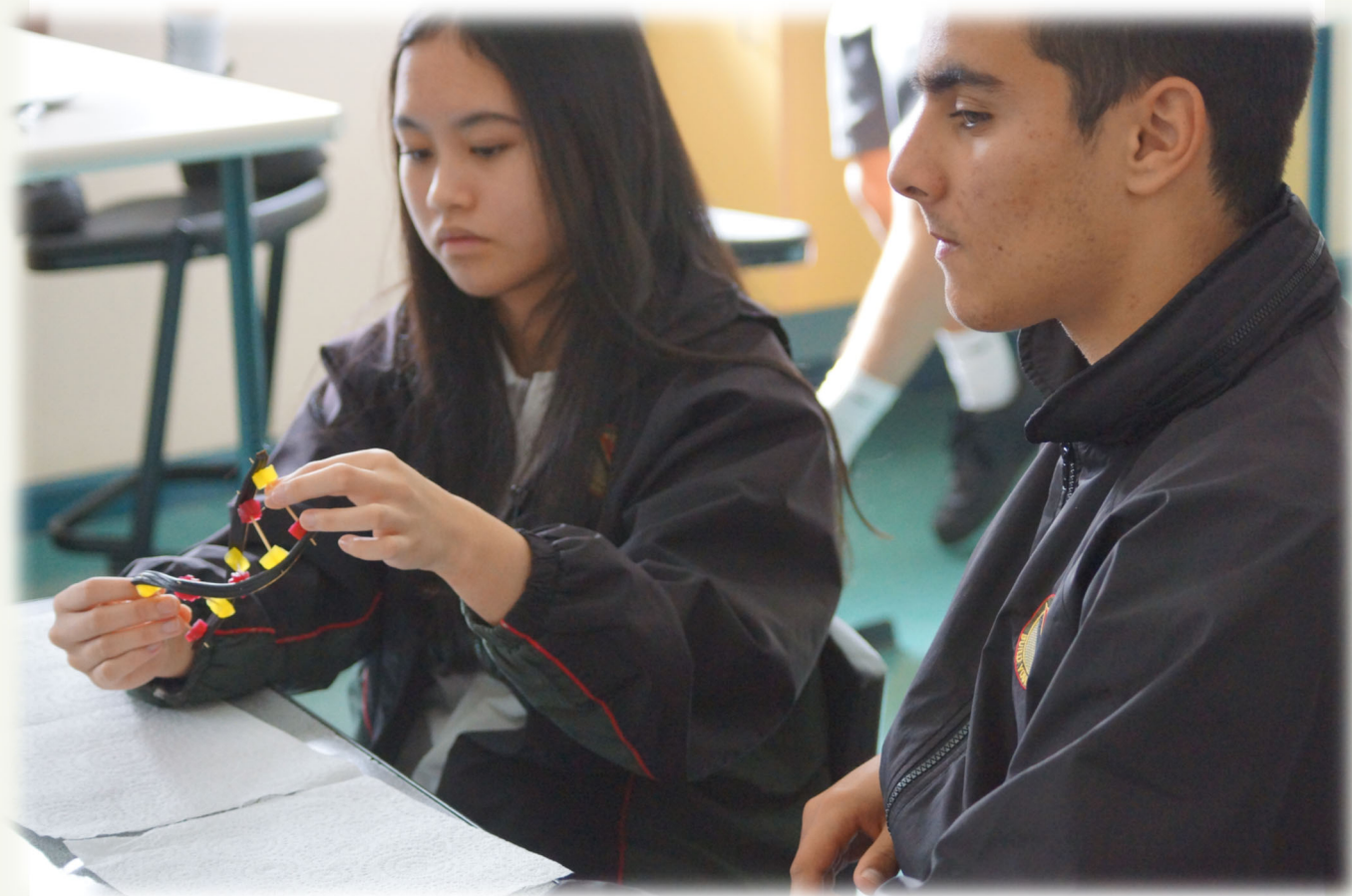
Biological Sciences: Body Communication– how the human body maintains life. Ecosystems– how living and nonliving things interact.

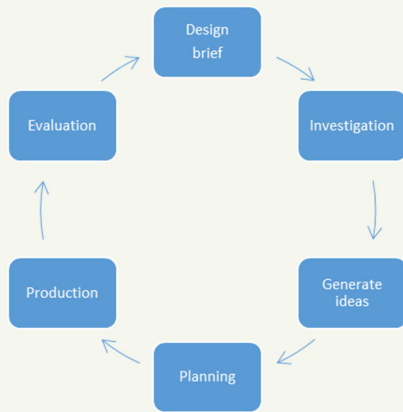
Chemical Science: The structure and history of atoms. How new substances form through chemical reactions.

Physical Science: Electricity and magnetism.

General Science: Designing & conducting scientific investigations.

Areas of assessment– Research tasks , practical reports and tests.





In all Technology subjects students acquire a range of skills and techniques through a work sequence of investigating, designing, producing and evaluating the production process. This is shown in the diagram:

9

TECHNOLOGY



9 Food Technology
2 periods
(1 semester)

Food Technology acknowledges that food is central to our lives and our health is influenced by the food we eat. Students explore technology by using skills to produce food products influenced by various cultures and trends influenced by food sustainability. Changes in lifestyle mean that students need to be able to apply a range of techniques, equipment and procedures that minimize cost and effort without compromising good health. As part of the design process students need to be able to critically evaluate the end product effectively. Students also investigate the role of Australian Standards including packaging, labelling and food additives. Students will also investigate how we can make food sustainable choices around their school lunchboxes.

Areas of assessment– Practical assignments, test and research assignment.

Requirements– Students are required to bring to class a loose-leaf folder/exercise book to classes. A container should also be brought to practical classes so that students can safely transport their food products from class to home.



TECHNOLOGY

9 Tinkering with Digital Technology

2 periods
(1 semester)

In tinkering with digital technology you will explore programming for physical electronic devices to develop solutions to real-world problems. Through project-based learning you will be moving through the design process to practice implementing coding and electronics skills. Your final project will use all of the skills learned in class to develop a working physical device

9 Interactive Solutions

2 periods
(1 semester)

In interactive solutions you will learning JavaScript, simple animation, and logic trees to create working games and interactive solutions. Through project based learning you will explore the design process and work through project planning and design challenges to test your coding skills. At the end of each project we will share, evaluate, and celebrate your achievement over the semester.

9 Design and Technology– Wood

2 periods
(1 semester)

Design and Technology Wood students further explore more sophisticated tools and woodworking techniques and apply these in making a number of practical tasks, which are assembled to their own design. In so doing they become familiar with a 'design brief' and the investigating, designing, producing and evaluating methodologies needed to satisfactorily comply with the requirements of a customer, who might have ordered their work. A major production furniture item accompanies this process, which should demonstrate the learnt practical and design skills of the semester's course of study. Assessment will focus not only upon each individual's level of craftsmanship, but on the quality of their creative and planning approach.

Areas of Assessment– Model bridge design process task. Minor 'skill test' production, major production and written portfolio.



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