



SACRED
HEART
COLLEGE



Curriculum Handbook 2026

Champagnat Campus: Years 7–9

Courageous Hearts.



Learning at Sacred Heart





As a Catholic school in the Marist tradition, like Mary, we believe deeply in the capacity of every young person in our care.

Further, we engender a “Love of Learning” in all members of our community, as we set lofty aspirations for ourselves, and then leave no stone unturned in pursuit of them.

The students of Sacred Heart College are blessed to have access to outstanding educators; experts in their field, who care deeply for them. In addition, they have access to a comprehensive curriculum, providing opportunities for every skill and interest.

The process of selecting the subjects for study each year is an important one, and even more so into Years 11 and 12. To that end, I implore our students to seek and listen to the wisdom around them, and to aim high in pursuit of their dreams.

Importantly though, great things are achievable when we work hard and work together; so while the selection of subjects is important, what is even more critical is the work ethic that surfaces when those classes commence.

I wish you well as you undertake this important process.

Daniel Lynch
Principal

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Introduction

The Sacred Heart College Curriculum Handbook has been prepared to acquaint students and parents with the subjects available for study at Sacred Heart College.

Sacred Heart College aims to offer a broad and liberal curriculum for its students with a range of subjects offered to cater for a varied cohort of students.

We hope that the information in this handbook will help students make informed choices concerning their study path at Sacred Heart College.

“ Sacred Heart College is committed to providing a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.”



Curriculum Vision and Principles

The Vision for Sacred Heart College

Sacred Heart College has been formed by the Marist Charism of trust in God. In the tradition of Saint Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a co-operative and supportive community.

This means that Sacred Heart College is committed to providing a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.

Living & Learning Framework



Principles that underpin the Vision

- Young adults can integrate faith and life through an understanding of the challenges of contemporary life within the Christian context and the Catholic Marist tradition.
- Students will integrate the many purposes of curriculum through well designed, flexible frameworks and pathways.
- Students will strive for excellence in whichever curriculum pathway they choose.
- Students will have equal access to coherent, comprehensive learning programmes, appropriate to their abilities and aspirations.
- School structures and the approaches to learning will affirm, support and develop each individual.
- Effective partnerships with parents, the community and other agencies support student learning.
- A valid purpose of education is to enable students to move into post-school options in further education, training and employment.
- Relationships between the members of the Sacred Heart College community will be based on dignity and respect.
- Continuous monitoring and review will enhance excellence in curriculum.

“Sacred Heart College is committed to providing a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.”

2026 Curriculum Overview

Learning Area	Year 7	Year 8	Year 9
Religious Education	Religion Studies	Religion Studies	Religion Studies
The Arts	<div><div>General Music Dance / Drama General Music / Visual Arts</div><div>Music Performance Beginner Band Program Dance/Drama/Visual Arts</div></div> <div>Choose 1</div>	Dance Drama Media Arts Music Performance Music Technologies Visual Arts	Dance Drama Media Arts Music Performance Music Technologies Visual Arts Design
Music	(See The Arts)	(See The Arts)	(See The Arts)
Cross Disciplinary Studies	Exploring Identities & Futures (EIF) The Rite Journey		
Design & Technology	Design and Technologies (Food & Hospitality / Woodwork / Metalwork) Digital Technologies	Design and Technologies (Food & Hospitality / Woodwork / Metalwork) Digital Technologies	Design & Technologies - 3D Design & Manufacturing Design & Technologies - Food & Hospitality Design & Technologies - Metalwork Design & Technologies - Woodwork Digital Technologies
English	English	English	English
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education Sport Science
Humanities & Social Sciences	Business & Economics Civics & Citizenship Geography History	Business & Economics Civics & Citizenship Geography History	Business & Economics & the Law Geography History
Languages	Italian OR Japanese	Italian Japanese	Japanese Italian
Mathematics	Mathematics	Mathematics	Advanced Mathematics Mathematics Mathematics – Numeracy
Science	Science	Science	Science Nutrition Psychology STEM

PLEASE NOTE: Subjects listed in BOLD are compulsory.

Year 10	Year 11 (SACE Stage 1)	Year 12 (SACE Stage 2)
Stage 1 Spiritualities, Religion & Meaning	Stage 2 Integrated Learning B (Spiritualities, Religion & Meaning) Stage 2 Spiritualities, Religion & Meaning	Retreat Program
Creative Arts (Photography) Dance Drama Industry Connections (School Musical) Visual Arts - Art Visual Arts - Design	Creative Arts (Photography) Dance Drama Industry Connections (School Musical) Visual Arts - Art Visual Arts - Design	Creative Arts (Photography) Dance Drama Visual Arts - Art Visual Arts - Design
Music (General) VET Music - Certificate III in Music CUA30920	Music VET Music - Certificate III in Music CUA30920	Music Explorations Music Performance - Ensemble Music Performance - Solo Music Studies
Exploring Identities & Futures (EIF)	Research Practices Workplace Practices (AFL) Workplace Practices (Performance, Strength & Conditioning) Workplace Practices (VET)	Activating Identities & Futures (AIF) Workplace Practices (AFL) Workplace Practices (Performance, Strength & Conditioning) Workplace Practices (VET)
3D Design (Advanced Manufacturing) Digital Technologies Food Technology Furniture Construction Metalwork Web Design	Digital Communication Solutions (Web Design) Digital Technologies Food & Hospitality Industry & Entrepreneurial Solutions (Advanced Manufacturing) Information Processing & Publishing (Creative Publishing) Material Solutions (Furniture Construction) Material Solutions (Metalwork)	Digital Communication Solutions (Web Design) Food & Hospitality Industry & Entrepreneurial Solutions (Advanced Manufacturing) Material Solutions (Furniture Construction) Material Solutions (Metalwork)
English English - Aboriginal Perspectives	Essential English English English - Aboriginal Perspectives English (Literary Studies) (Semester 2)	Essential English English English - Aboriginal Perspectives English Literary Studies
Health & Physical Education Stage 1 Outdoor Education	Certificate III Sports Coaching Child Studies Health & Wellbeing Physical Education	Child Studies Health & Wellbeing Integrated Learning A (Sport & Fitness) Physical Education
Histories Through Time Economics & Business Geography & the Globalising World Great Australian Trials My Money, My Life People, Power & Change	Aboriginal Studies Accounting Ancient Studies Business Innovation Economics Geography Legal Studies Modern History Politics, Power & People Society & Culture Tourism	Aboriginal Studies Accounting Ancient Studies Business Innovation Economics Geography HASS Connections (Small Business Secrets) Legal Studies Modern History Society & Culture
Stage 1 Italian OR Japanese (Acceleration Program) Italian Japanese	Stage 2 Italian OR Japanese (Acceleration Program) Italian (Continuers) Japanese (Continuers)	Italian (Continuers) Japanese (Continuers)
Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics (Semester 2)	Essential Mathematics Essential Mathematics (Trade) (Semester 2) General Mathematics Mathematical Methods Specialist Mathematics	STEM Connections (Maths for Trade Skills) Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science Practical Science Stage 1 Engineering (Astro) Stage 1 Engineering (Marine)	Biology (Cellular / EcoAnatomical) Chemistry Earth & Environmental Science Nutrition Physics Psychology Scientific Studies	Biology Chemistry Earth & Environmental Science Nutrition Physics Psychology Psychology Studies



Champagnat Campus subject information

Subject selection process

Years 7–9

It is important that students and parents/caregivers, together with teachers, are involved in the selection of subjects for each student. Details of requirements for each year level are outlined in this handbook.

All students are required to study compulsory Core Subjects including English, Mathematics, Science, History and Social Sciences, Health and Physical Education and Religious Education. This is balanced with a vast offering of specialist subjects from The Arts, Technologies and Languages.

Year 7 students will have a choice to study either Italian, Japanese or Language Enrichment (advised by the Director of Learning Enrichment). There is also an option of a General Arts Stream or a Music Performance Arts Stream.

Year 8 students will continue with a language and preference two subjects from The Arts to study over the course of the year.

At Year 9, students will preference five electives; one option from The Arts, Technologies and General Learning areas. Students should be making preferences based on interests, curriculum areas they wish to explore further or areas in which they display proficiencies.

Year 9 Italian and Japanese can be studied as either a Semester or a Full Year course. However, if students wish to study a Stage 1 language as part of their Year 10 load, they must have completed the full year language elective. Entry to the accelerated Stage 1 pathway for Year 10 students will require teacher recommendation.

Subject forms and Webchoice

Current Year 7 and 8 students will receive their subject selection information in Term 3. A student information session will be held during school hours to share information about the specific subjects.

Students will enter their subject preferences online using Edval Choice. Instructions will be shared via email. Once selections have been completed online, the preferences should be printed, signed by a parent/caregiver and Homeroom teacher, then returned to Student Services.

Subject selections must be completed and returned by Friday of Week 6, Term 3.

Subject availability

Availability of subject offerings depend on the number of students selecting the subject and staffing allocations. If a subject chosen by a student does not proceed, the student will be advised and supported to select an alternative.

Please note electives are preferences and are not guaranteed. Once students submit their subject selections, no changes to the allocated 2026 electives can be made.

The Year 7–9 Curriculum

The Australian Curriculum describes what young Australians should learn as they progress through schooling. It is the foundation for their future learning, growth and active participation in the Australian community. It sets out essential knowledge, understanding, skills and capabilities and provides a national standard for student achievement in core learning areas.

The Australian Curriculum has been developed to enable all young Australians to develop the personal qualities and skills required for them to function as active individuals and citizens in the 21st century. The Alice Springs (Mparntwe) Education Declaration which builds on the 2008 Melbourne Declaration on education goals for young Australians, sets out a vision for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.

The goals of the Declaration are:

- Goal 1: The Australian education system promotes excellence and equity.
- Goal 2: All young Australians become confident and creative individuals, successful lifelong learners, active and informed members of the community.

The Declaration emphasises the importance of knowledge, skills and understandings as students engage in learning in the 21st century. The general capabilities and cross-curriculum priorities which underpin this include a strong emphasis on literacy and numeracy skills as a cornerstone for learning. The Australian Curriculum describes a learning entitlement for all students and includes the core knowledge, understandings, skills, capabilities and priorities.

The Australian Curriculum at Sacred Heart College

Sacred Heart College has implemented the Year 7–9 Australian Curriculum in all learning areas.

The Australian Curriculum has been designed to occupy 80% of the total teaching time available in schools. This allows Sacred Heart College to consider our local context and focus areas such as Religious Education and the two mandated programs; Keeping Safe Child Protection Curriculum and Made in the Image of God (MITIOG), Human Sexuality Education.

All Teaching and Learning aligns with our College Living and Learning Framework with a focus on Visible Learning, Explicit Instruction and Positive Education.

Reporting: Using A – E grades

Through the National Education Agreement with the Australian Government, Sacred Heart College, in common with all school around Australia, is required to:

- Provide two written reports per year to learners and parents/ caregivers at the end of each semester.
- Reports are based on five levels of achievement (A-E grades) or modified levels of achievement (1–5) in accordance with the respective students' learning goals and Personalised Plan for Learning (PPL).

The five achievement levels and word equivalents:

A	Excellent achievement of what is expected at this year level
B	Good achievement of what is expected at this year level
C	Satisfactory achievement of what is expected at this year level
D	Partial achievement of what is expected at this year level
E	Minimal achievement of what is expected at this year level

Some students with learning needs will have, as part of their Personalised Plan for Learning, a modified grade. Reporting against individual goals will be reflected using a scale 1 (minimal achievement), 2 (partial achievement), 3 (satisfactory achievement), 4 (good achievement), 5 (excellent achievement).



Year 7 and 8 subjects

Subjects (Australian Curriculum)	One Term (Year 7) One Semester (Year 8)	Full year
Compulsory subjects		
English		✓
Health & Physical Education		✓
Humanities & Social Sciences		✓
Mathematics		✓
Religion Studies		✓
Science		✓
Languages		
Italian		✓
Japanese		✓
Technologies		
Digital Technologies	✓	
Design & Technologies (Food & Hospitality / Woodwork / Metalwork)	✓	
The Arts		
General Music Stream (Year 7)		
Dance (Performing Arts)	✓	✓
Drama (Performing Arts)	✓	✓
General Music (Creative Arts)	✓	✓
Visual Arts (Creative Arts)	✓	✓
Music Performance Stream (Year 7)		
Beginner Band Dance/Drama Music		✓
Music (Year 8)		✓
Music Technologies (Year 8)		✓
Media Arts (Year 8)		✓

Year 9

subjects

Subjects (Australian Curriculum)	One Semester	Full year
Compulsory subjects		
English		✓
Health & Physical Education		✓
History	✓	
Mathematics		✓
Religion Studies		✓
Science		✓
The Rite Journey		✓
	One Semester	Full year
Languages		
Italian	✓	✓
Japanese	✓	✓
The Arts		
Dance	✓	
Drama	✓	
Media Arts	✓	
Music Performance	✓	✓
Music Technologies	✓	
Visual Arts	✓	
Design	✓	
Technologies		
Digital Technologies	✓	
Design & Technologies - Metalwork	✓	
Design & Technologies - Woodwork	✓	
Design & Technologies - 3D Design & Manufacturing	✓	
Design & Technologies - Food & Hospitality	✓	
General options		
Business, Economics & the Law	✓	
Geography	✓	
Nutrition	✓	
Psychology	✓	
Sports Science	✓	
STEM	✓	



Champagnat
Campus
subject
descriptors

Religious Education

Religious Education offers students an opportunity to explore components of religion and spirituality, with particular focus on Catholicism. Students examine how these belief systems influence human behaviour and shape personal and group identity.

Our Religious Education program aims to support students in their faith formation and spiritual development in the Marist Charism.

Marcellin Champagnat was a disciple of Jesus and he was gifted with a profound relationship with Mary. Our spiritual journey is grounded with this gift and allows students to live out the Marist characteristics of:

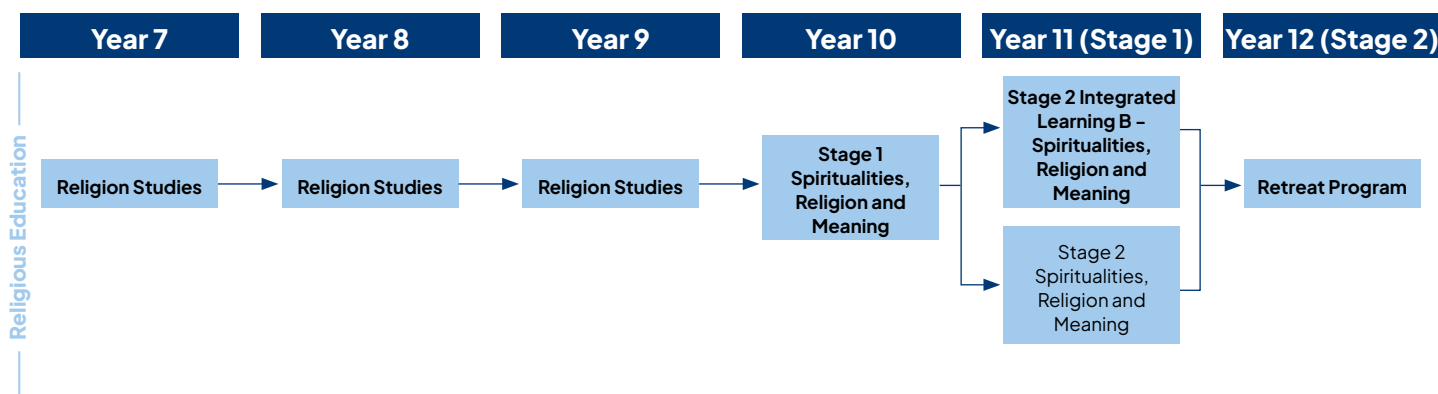
- Love of Work
- Simplicity
- Presence
- Family Spirit
- In the Way of Mary.

Religious Education at Sacred Heart College integrates the capabilities and dispositions that encourage student spiritual awareness, religious identity, participation in dialogue with Catholic Tradition and other religious views. Learning is designed using the Crossways Curriculum, built around the strand of Wisdom and is further supported by the five knowledge strands of:

- God, Us and Faith
- Prayer and Sacramentality
- Moral Life
- Church for the World
- Sacred Texts.

Assessment is based on student knowledge and understandings of the knowledge strands using diverse assessment formats and the SACE Performance Standards.

Religious Education subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in BOLD are compulsory.

Year 7 Religion Studies

Duration

Full year

Subject Summary

The Religious Education Curriculum is designed to develop students' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

Areas covered include:

- Conversations with God
- We are Called to Serve Others in the Way of Marcellin
- Our Common Home
- The Presence of God
- Sacraments of the Church, with a focus on Eucharist
- Made in the Image of God (Sexuality and Respectful Relationships).

Assessment

Assessment is based on student knowledge and understanding, dialogue and interpretation and spiritual awareness and agency using the Performance Standards.

Year 8 Religion Studies

Duration

Full year

Subject Summary

The Religious Education Curriculum is designed to develop students' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

Areas covered include:

- Beliefs, Traditions and the Abrahamic Religions
- The Seasons of the Church
- The Life and Times of Jesus
- Stories and People of the Old Testament
- Made in the Image of God (Sexuality and Respectful Relationships).

Assessment

Assessment is based on student knowledge and understanding, dialogue and interpretation and spiritual awareness and agency using the Performance Standards.

Year 9 Religion Studies

Duration

Full year

Subject Summary

The Religious Education Curriculum is designed to develop students' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures.

Areas covered include:

- Journeys and The Meaning of Life
- Being an Ethical Consumer
- Mary, the Mother of God
- Sacramentality and the Sacraments of Healing
- Made in the Image of God (Sexuality and Respectful Relationships).

Assessment

Assessment is based on student knowledge and understanding, dialogue and interpretation and spiritual awareness and agency using the Performance Standards.



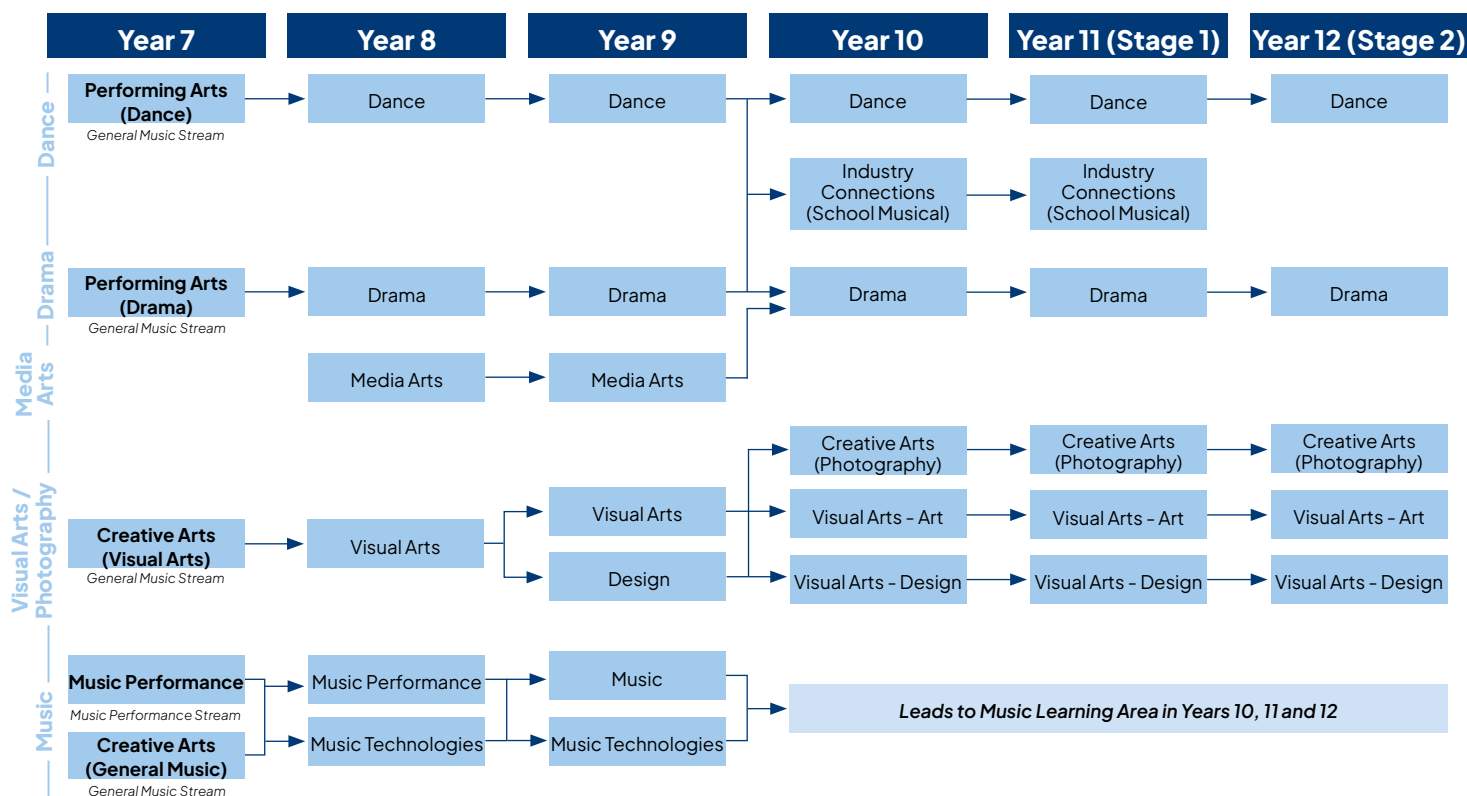
The Arts

The Arts Learning Area encompasses both Performing and Visual Arts, offering students opportunities to build skills and unlock their creative and expressive potential.

Through engagement in artistic experiences, students are encouraged to think imaginatively, solve problems creatively, and develop their understanding and appreciation for a range of art forms. Presenting their work helps students build confidence, poise, and professionalism – qualities that benefit all aspects of life.

Arts curriculum pathways not only foster self-expression but also lay a strong foundation for future careers in the creative industries and beyond.

The Arts subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in BOLD are compulsory.

Year 7 Arts Electives

At Sacred Heart College Champagnat Campus, The Arts Learning Area play a vital role in our curriculum, offering students in Year 7 two distinct elective streams to explore their creative potential.

General Stream: This includes a semester rotation which covers:

- Two (2) Terms of Performing Arts (Dance & Drama)
- Two (2) Terms of Creative Arts (General Music & Visual Arts).

Music Performance Stream: This includes a semester rotations which covers:

- Two (2) Terms of a Beginner Band program (Specialist Music)
- One (1) Term of Performing Arts (A condensed mix of Dance & Drama)
- One (1) Term of Creative Arts (Visual Arts).

These options provide students with the flexibility to pursue their interests and talents. Across all disciplines, students achieve a common standard: they analyze and manipulate elements, evaluate artistic expressions, and demonstrate respectful approaches to creating and performing in Dance, Drama, Music, and Visual Arts. This ensures a comprehensive and enriching arts education that fosters creativity, collaboration, and critical thinking.



Year 7 Performing Arts – Dance & Drama

Duration

One term



Dance



Drama

Subject Summary

At this year level, students explore dance and drama as an art form; learning collaborative skills as well as involving students making and responding to the elements of dance and drama.

In **Dance**, students will collaborate to choreograph a group dance and integrate this into a class dance. They will be introduced to dance terminology and use this to identify and start to analyse dance elements in other dance styles from different cultures.

In **Drama**, students will explore and manipulate the elements of drama such as role, character, voice, movement, plot and atmosphere to create characters and share intentions.

Year 7 Performing Arts provides the opportunity to reflect and evaluate on performances they view and perform.

Students participate as an audience member through listening, viewing and responding to performances.

Students will practise and refine their performance skills and have the opportunity to perform with confidence and clarity.

Assessment

Dance:

- Composition & Performance
- Analysis & Evaluation

Drama:

- Group Performance (Stagecraft Skills)
- Peer Feedback & Self Evaluation

Year 7 Creative Arts – General Music & Visual Arts

Duration

One Semester



Music



Visual Arts

Subject Summary

At this year level, students explore the elements of music and visual arts working individually and with groups to create and refine their technical skills

In **General Music**, students will explore the elements of music through learning about musical notation, styles, expression, practical skills on instruments and music technology.

Students may create digital compositions, utilising contemporary software, various techniques and a combination of instruments and sound sources.

Through exploration of music elements, they engage in the foundational concepts of music making, and respond to the music of others.

In **Visual Arts**, students will experiment with various mediums and techniques, including those used by Aboriginal and Torres Strait Islander artists.

They will explore how artists use materials to create 2D and 3D artworks, developing planning skills and enhancing their intentions.

Students will analyse and apply Elements of Art like Line, Shape, and Form in their own creations.

Assessment

General Music:

- Instrument Technique
- Theory & Composition

Visual Arts:

- Artwork Creation
- Artwork Analysis & Development

Year 7 Music Performance – Beginner Band Program

Duration

One Semester

Subject Summary

In **Music Performance**, students will explore the elements of music through learning about notation, musical analysis, and practical skills through learning an instrument.

Through exploration of music elements, they engage in the foundational concepts of music making, and respond to the music that they play and the music of others.

As part of the beginner band program, students are allocated a brass/woodwind instrument to learn. Students will be given weekly small group lessons to support their learning. A focus will be on instrumental technique, linking sound to symbol and ensemble playing.

Students will learn to read notation and play pieces of music both in a solo and ensemble context. Students will learn how to compose, notate and play their own original piece of music.

Assessment

Music Performance:

- Instrument Technique & Skills
- Theory & Aural Development
- Ensemble Performance
- Composition

Year 7 Arts Combined

Duration

One Semester:

- 1 Term - Dance & Drama
- 1 Term - Visual Arts



Dance



Drama



Visual Arts

Subject Summary

In **Dance/Drama**, students explore these art forms by learning collaborative skills and engaging with the elements of dance and drama. In Dance, they will choreograph group dances, integrating them into class performances. They will learn dance terminology and use it to evaluate their compositions. In Drama, students manipulate elements like role, character, voice, movement, plot, and atmosphere to create characters and convey intentions. Year 7 Performing Arts offers opportunities to reflect on and evaluate performances, both as viewers and performers.

In **Visual Arts**, students experiment with various mediums and techniques, including those used by Aboriginal and Torres Strait Islander artists. They explore how artists use materials to create 2D and 3D artworks, developing planning skills and artistic intentions. Students analyze and apply Elements of Art such as Line, Shape, and Form in their creations, enhancing their understanding and skills in visual expression. This integrated approach fosters creativity and critical thinking in young artists.

Assessment

Dance:

- Group Composition & Evaluation

Drama:

- Group Performance & Peer Feedback

Visual Arts:

- Practical
- Folio & Analysis

Year 8 Dance

Duration

One semester



Subject Summary

At this year level students further explore dance as a disciplined art form, with an introduction to technique as well as an understanding of dance from different cultures, times and places.

They will extend their understanding and use of space, time, dynamics and relationships to create movement sequences.

In Year 8, students will practise and refine technical and expressive skills appropriate to the dance style and develop muscle memory through repetition and development of technical skills.

Students will increase their knowledge of Dance vocabulary and learn to use this to analyse and evaluate on dances they view and perform.

They will have the chance to work safely in small groups and a whole class to create and learn choreography within their own body capabilities.

Students are expected to perform as part of a class dance at either the Champagnat Arts Exhibition and/or the Champagnat Performing Arts Evening at the end of the semester, structured to demonstrate readiness levels aligned with senior Dance expectations.

Assessment

- Technique
- Composition
- Analysis
- Performance

Year 9 Dance

Duration

One semester / Full year



Subject Summary

At this year level students explore dance as an art form, learning technique as well as an understanding of dance in Australia. Students will analyse and evaluate choreography they view and perform, considering the production and dance elements, to refine future work.

Students will manipulate combinations of the elements of dance and choreographic devices to communicate short dances and integrate these into the class dance.

They will learn and develop style-specific technical skills increasing confidence, accuracy, clarity of movement and projection.

In Year 9, students will have the opportunity to work together to choreograph, rehearse and perform dances within their own body capabilities.

Students are expected to perform a group dance at either the Champagnat Arts Exhibition and/or the Champagnat Performing Arts Evening at the end of the semester, structured to demonstrate readiness levels aligned with senior Dance expectations.

Assessment

- Technique
- Analysis and Evaluation
- Composition
- Performance

Year 8 Drama

Duration

One semester



Subject Summary

At this year level, learning in Drama involves students making and responding to drama.

Students apply the elements of drama including character, relationships, situation, voice, movement, space, time, tension and atmosphere to convey dramatic meaning.

They use performance skills and design elements to shape and focus theatrical presentations.

Students identify and connect their understanding of drama from contemporary and past times to enhance their drama making.

They collaborate with peers to plan, rehearse and perform drama.

Students critically participate as an audience member and evaluate their own works and the performances of others.

Students are expected to perform in a group production at the Champagnat Arts Exhibition at the end of the semester.

Assessment

- Stagecraft
- Group Devised Performance and Evaluation
- Analysis

Year 9 Drama

Duration

One semester/ Full year



Subject Summary

Learning in Year 9 Drama involves students making, analysing, performing and responding.

Students manipulate and combine the elements of drama to develop and convey the physical and psychological aspects of characters. They analyse the main ideas and explore subtext to further enhance the dramatic action.

Students apply their understanding of theatrical design elements to enhance their performances.

Students analyse drama practices from contemporary and past times to enrich their drama making.

They collaborate with peers to plan, direct, produce, rehearse and refine performances; presenting to an audience.

Students critically evaluate their own works, and the performances of others.

Students are expected to perform a group production at the Champagnat Arts Exhibition at the end of the semester.

Assessment

- Stagecraft
- Group Devised Performance
- Analysis and Evaluation
- Scripted Performance

Year 8 Media Arts

Duration

One term



Subject Summary

Students in Year 8 Media Arts explore the tools and techniques of media technologies to investigate, analyse and create film productions. They experiment with various mediums, such as film techniques and camera work

Students explore and manipulate technical and symbolic elements seen in contemporary media fields to create meaningful works, representative of their personal interpretations and intentions.

They learn media concepts and apply in practical tasks, experimenting with film techniques by using handycams, microphones, tripods and editing software in original productions both independently and in groups.

Students should expect their work to be presented as part of either the Champagnat Arts Exhibition and/or the Champagnat Media Arts Film Festival.

Assessment

- Camerawork Technical Skills
- Film Genre Study & Analysis
- Group Film Production
- Media Literacy

Year 9 Media Arts

Duration

One semester



Subject Summary

Students in Year 9 Media Arts further explore the tools and techniques of media platforms to investigate, analyse and create film productions. They continue to experiment with various mediums, with a focus on filmmaking and practically develop their understanding of common practice in associated Creative Arts professions.

Students continue to explore and manipulate technical and symbolic elements to create meaningful works of media, representative of their personal interpretations and intentions.

Students analyse social and cultural values and explore how alternative points of view are portrayed in media artworks they make, interact with and distribute.

They collaborate and communicate with peers and apply design, production and distribution processes to production tasks.

Students should expect their work to be presented to a community audience as part of either the Champagnat Arts Exhibition and/or the Champagnat Media Arts Film Festival.

Assessment

- Editing Technical Skills
- Director Film Study & Analysis
- Group Film Production
- Media Literacy

Year 8 Music Performance (one Semester) Year 8 Music (Full Year)

Duration

One semester or full year (pathway to Year 9 Music)



Subject Summary

At this year level, students further explore the elements of music (including notation, styles, instruments, aural skills, expression) and music technology, through a more practical approach.

Music Performance (One semester)

In this subject, students engage in new technologies to create original compositions. They explore modern music practices in performance and creativity, including an insightful look at music for film.

Students focus towards group and individual performance objectives using a variety of music making tools and devices. Foundational music concepts are explored further to enhance their music making and understanding.

Year 8 Music (Full year - pathway to Year 9 Music)

Students must have an instrument or voice specialisation. It is strongly recommended that students have individual instrumental lessons either through the school or outside tutors.

They explore modern music practices in performance and creativity, including an insightful look at music for film. Students focus towards group and individual performance objectives and refine their understanding of performance technique. Students further develop their composition and arranging skills using new technologies to create original compositions.

Concepts and techniques explored culminate in a variety of performances

Students are expected to perform in ensembles/bands in various events throughout the year including our annual Term 2 Performing Arts Evening, Term 3 Battle of the Bands and Term 4 Hearts Festival, among others.

Assessment

- Performance skills
- Analysis
- Theory and aural development
- Project work

Year 9 Music Performance

Duration

One semester or full year (pathway to Year 10 Music)



Subject Summary

At this year level students build on their understanding of theoretical concepts through further exposure to various musical styles and contexts. They use their understanding to explore creativity through a series of practical applications.

One semester:

Students focus on developing their ability on a chosen instrument. An alignment with the instrumental and ensemble program is integral to the development of practical skills.

Students will consolidate their understanding of music concepts to enhance their practical and compositional work.

Concepts and techniques explored culminate in a variety of performances.

Full year: (pathway to Year 10 Music)

Students must have an instrument or voice specialisation. Students focus on developing their ability on a chosen instrument within solo and ensemble performance experiences. Participation in the curriculum extension instrumental and ensemble program is a necessary alignment, as this will support students with further experiences in performance, ensemble skills and technical development.

They consolidate their learning and understanding in the creation of various compositional and arranging projects utilising digital technologies and traditional methods.

Concepts and techniques explored culminate in a variety of performances.

Students are expected to perform in ensembles/bands in various events throughout the year including our annual Term 2 Performing Arts Evening, Term 3 Battle of the Bands and Term 4 Hearts Festival among others.

Assessment

- Solo performance
- Ensemble performance
- Project work (including arranging and composition)
- Theory and aural development
- Analysis

Year 8 Music Technologies

Duration

One semester



Subject Summary

In this subject, students engage in new technologies to create original compositions. They explore modern music ideas in performance and creativity, including an introductory look at industry related music practices.

Music elements will be explored and manipulated in the creation of recordings for an audience.

Instrumental study is not a requirement of this elective, but instrument understanding and basic techniques and skills will be explored to accompany music production tasks.

Assessment

- Original Composition
- Research
- Computer based project work

Year 9 Music Technologies

- Research



Duration

One semester (pathway to Year 10 Music)

Subject Summary

At this year level students build on their understanding of a range of technologies used in Music.

Students will consolidate their understanding of music concepts to enhance their compositional work and analyse how sound can be manipulated. They explore modern music trends in a range of genres, including an introductory look at industry related music practices.

Music elements will be explored and manipulated in the creation of computer based recordings as a performance to an audience.

Instrumental study is not a requirement of this elective, but instrument understanding and basic techniques and skills will be explored to accompany music production tasks.

Assessment

- Original Composition
- Research
- Computer based project work

Year 8 Visual Arts

Duration

One semester



Subject Summary

At this year level students will create, make and present more complex ideas. They will work in more detail developing their skills in Drawing, Painting and 3D mediums (such as Pottery and Lino Printing).

Students will learn about contemporary and historical artists and their styles, and learn to analyse, compare and evaluate using appropriate art and design terminology.

They will understand how art and design practice is influenced by cultural and historical concerns, attitudes, values and beliefs, and will be able to use their skills to demonstrate this knowledge in the creation of their own artworks.

Students will have their artwork on display as part of the Champagnat Arts Exhibition in either Semester 1 or Semester 2.

Assessment

- Artwork Creation
- Artwork Analysis, Evaluation & Development (folio work)

Year 9 Visual Arts

Duration

One semester



Subject Summary

At this year level students will explore and investigate materials through critical selection and manipulation of a range of media and technologies.

They will engage in image and object making, designing, constructing, digitally and materially, to evaluate and make critical and aesthetic decisions. They will produce a body of work in the mediums of sculpture, drawing, painting or printmaking.

Students will learn about significant contemporary and historical art movements and styles, and learn to analyse, compare and evaluate using appropriate art and design terminology.

Students will develop a more critical understanding of visual arts. They will analyse their own art work within knowledge frameworks. They will understand cultural forms and practices in historical and contemporary contexts, and respond with specific art conventions and terminologies. They will understand relationships between art works, artists and audiences.

Students are expected to display their work as part of the Champagnat Arts Exhibition in either Semester 1 or Semester 2.

Assessment

- Artwork Creation
- Artwork Analysis, Evaluation & Development (folio work)

Year 9 Design

Duration

One semester

Subject Summary

Through graphic and product design, student work in this semester will focus around creating functional design pieces which fulfill a specific visual outcome or brief.

At this year level students will refine their individual creative style, through working and responding perceptively and conceptually as a designer or audience.

They will engage in image and object making, designing, constructing and making critical and aesthetic decisions. They will learn about the Elements of Design and complete works of art that display their understanding. They may elect to manipulate technologies to develop artistic intention and skills incorporating Adobe Photoshop and Adobe Illustrator.

Students will develop a more critical understanding of visual design. They will analyse their own design works within knowledge frameworks. They will understand cultural forms and practices in historical and contemporary contexts, and respond with specific design conventions and terminologies. They will understand relationships between design works, artists and audiences.

Students will have their work on display as part of the Champagnat Arts Exhibition in either Semester 1 or Semester 2.

Assessment

- Design Creation
- Design Analysis, Evaluation & Development (folio work)



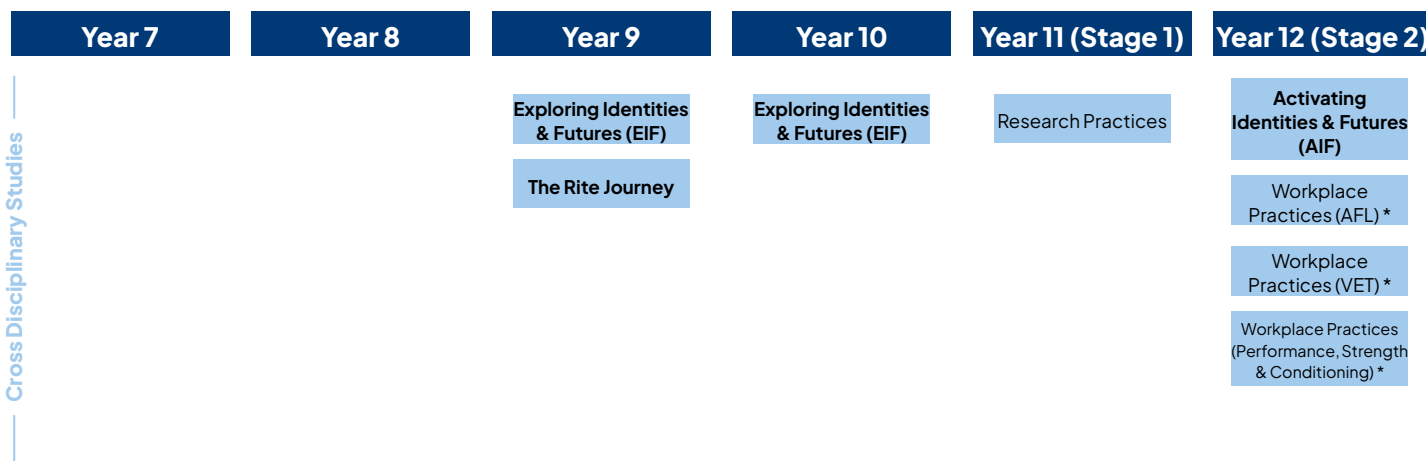
Cross Disciplinary Studies

The Cross Disciplinary Studies Learning Area provides flexible learning programs for students to equip and prepare them to become lifelong learners.

In Years 7–9, these areas of learning enable opportunities to build on social skills and study habits.

In Years 10–12, it includes Exploring Identities and Futures (EIF), a compulsory 10 credit subject in SACE Stage 1 with Year 9 students completing the first task for this at the end of the year during Year 10 Week 1. This learning area also includes Activating Identities & Futures (AIF), a compulsory 10 credit subject in SACE Stage 2. In addition, Workplace Practices and other courses are offered to provide more flexible learning options for study within the school and in the community.

Cross Disciplinary Studies subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.
* Workplace Practices subjects can be studied in Year 11 or Year 12.

Year 9 Exploring Identities & Futures (EIF)

PLEASE NOTE: This subject is compulsory and must be completed at a C grade or better for SACE completion.

Students in Year 9 will begin their EIF at the end of Term 4 in preparation for SACE.

Duration

Full year (10 credits)

Subject Summary

Exploring Identities and Futures (EIF) responds to the rapidly changing local and global context that our students are living and learning in. EIF is a Stage 1 subject that supports students to learn more about themselves and explore their aspirations and future.

EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

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

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values, and making choices about their learning.
- demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions.
- develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

Assessment

Folio of evidence:

- **Assessment Type 1:** Exploring me and who I want to be - completed Term 4 Week 8
- **Assessment Type 2:** Taking action and showcasing my capabilities

Year 9 The Rite Journey

Duration

Full year

Subject Summary

The Rite Journey is a unique educational program designed to support the development of self-aware, vital, responsible, respectful and resilient adults.

The program raises young people's consciousness about transitioning from child to adult and having conversations regarding four main questions:

- Who am I really?
- How do I get along with others?
- Is there something more?
- What do I have to give?

The year-long program is taught to our Year 9 cohort, using a Rite of Passage framework to deepen the students' experience of this important life transition. The Rite Journey Program uses ceremonies, challenges, activities and rituals to deepen student thinking and encourages families and mentors to assist the learners as they make the transition into becoming responsible young men and women.

Assessment

- No formal assessment of this subject
- Compulsory Camp in Term 3
- Participation in challenge activities across the year

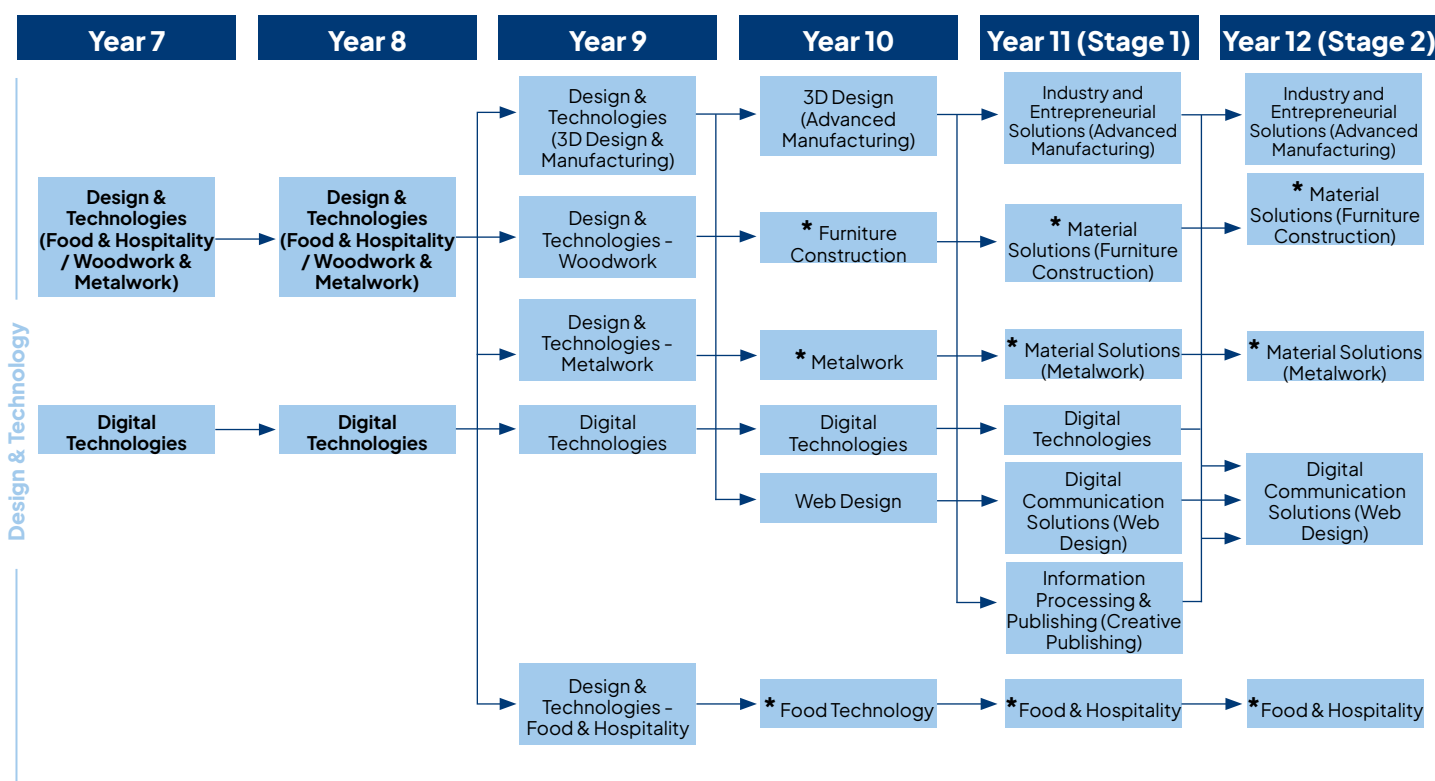
Technologies

Design and Technologies and Digital Technologies, enables learners to develop their technological capabilities as they develop creative and innovative problem solving skills, analyse problems, design and create solutions and evaluate their outcomes. Students will engage in contemporary and emerging technologies throughout the use of the design cycle. The Focus Areas within the Technologies curriculum includes Digital Communication Solutions, Material Solutions and Industry and Entrepreneurial Solutions, as well as STEM.

Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions (ACARA).

Technologies subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.

Year 7 Digital Technologies

Duration

One semester

Subject Summary

Welcome to the exciting world of Digital Technologies! In this subject, we delve into the ever-increasing digital and automated landscape that surrounds us. Students will explore a diverse range of needs, opportunities, and problems, examining them through the lens of function and constraints.

Throughout the course, students will have the unique opportunity to independently and collaboratively plan, design, test, modify, and create various digital solutions that effectively address specific purposes. They will also develop practical skills in collecting and interpreting data from a wide range of sources, enabling them to make well-informed judgments.

Furthermore, students will engage in critical thinking and communication as they evaluate and articulate the merits of these digital solutions, with a particular focus on innovation and sustainability considerations.

Using a variety of interfaces and modular block code programming, students will design, create, and meticulously document their digital solutions. This hands-on approach ensures a comprehensive understanding of the subject matter while fostering creativity and technological fluency.

Embark on this transformative journey into the realm of Digital Technologies, and prepare to embrace the challenges and opportunities presented by our digital world.

Assessment

- Folio
- Digital Solutions (Practical)

Year 8 Digital Technologies

Duration

One semester



Subject Summary

Welcome to Year 8 Digital Technologies! Get ready to explore the fascinating world of our digital and automated era. In this subject, students will uncover needs, opportunities, and problems and learn how to design and create digital solutions that serve specific purposes.

Aligned with the achievement standards in the Australian curriculum, students will collect and interpret data from various sources, make informed judgments, and evaluate digital solutions with a focus on innovation and sustainability. You'll develop problem-solving and critical thinking skills while gaining hands-on experience with programming languages and interfaces. Join us on this exciting journey into the realm of Digital Technologies, where you'll discover the power of technology as you become an empowered creator and problem solver.

Immerse yourself in practical experiences, collaborate with peers, and expand your computational thinking abilities. This subject prepares you to thrive in the digital age and make a positive impact on the world around you. Explore, create, and transform the digital landscape as you unleash your potential and embrace the opportunities our digital world has to offer.

Assessment

- Design Folio
- Digital Solutions (Practical)

Year 9 Digital Technologies

Duration

One semester



Subject Summary

Welcome to Year 9 Digital Technologies – where creativity meets code! This subject empowers you to explore and apply advanced digital skills through hands-on, real-world projects.

Aligned with the Year 9 Australian Curriculum, you'll develop your problem-solving and computational thinking through Python programming, one of the most widely used programming languages today. You'll also be introduced to machine learning, discovering how data and algorithms can be used to make predictions and support decision-making.

You'll create digital solutions that solve real-world problems, applying design thinking to develop a Prototype and Pitch. In this challenge, you'll work through the stages of planning, building, testing, and presenting your own tech-based product or idea, just like a digital entrepreneur.

Digital publishing and multimedia content creation will also be explored, building your skills in communication, design, and interactive media.

Year 9 Digital Technologies builds essential digital literacy and innovation skills. You'll think critically, work collaboratively, and gain confidence navigating an increasingly digital world.

Join us and build your future in tech – one project, one program, one idea at a time.

Assessment

- Journal
- Digital Solutions (Practical)

Year 7 Design & Technologies (Metalwork / Woodwork)

Duration

One term



Subject Summary

Welcome to the captivating world of Design and Technology! In this subject, students will have the opportunity to unleash their creativity and develop essential skills in woodwork and metalwork.

Throughout the course, students will immerse themselves in the fascinating realms of woodworking and metalworking, exploring the intricacies of these crafts. They will learn to be innovative problem solvers, devising creative solutions within the context of crafting and engineering.

The focus of this subject lies in the mastery of woodwork and metalwork skills. Students will learn the art of working with wood and metal, discovering techniques to shape, carve, join, and refine these materials. They will explore how these materials behave and how they can be manipulated to create structures, objects, and systems.

From designing and planning to the execution and finishing touches, students will experience the complete process of bringing their ideas to life. They will follow the principles of the design cycle, engaging in research, ideation, prototyping, and evaluation. Through this iterative process, they will develop their problem-solving abilities and learn to respond to design needs effectively.

Safety and precision will be paramount throughout the subject. Students will learn to access, manage, and safely utilise a range of tools, equipment, and machinery specific to woodwork and metalwork. They will develop a deep understanding of the importance of following proper safety protocols and adhering to best practices.

Moreover, students will foster critical thinking skills as they evaluate their own work and the work of others. They will learn to reflect upon and refine their creations, recognizing opportunities for improvement and growth.

Join us on this transformative journey into the realm of Design and Technology, with a strong emphasis on woodwork and metalwork. Discover the joy of bringing your imagination to life through hands-on creations, guided by the principles of the design cycle.

Assessment

- Skill and Applications Tasks
- Practical Projects
- Design Folio (Evidence of Learning)

Year 8 Design & Technologies (Metalwork / Woodwork)

Duration

One term



Subject Summary

Welcome to the exciting world of Design and Technology in Year 8! In this subject, students will unleash their creativity and foster innovative thinking as they develop and communicate solutions to problems within the Material Technologies context.

Focused on woodwork and metalwork, the Material Technologies context allows students to apply specialist skills and techniques to a wide range of traditional, contemporary, and advancing materials. Through research, experimentation, and practical investigation, students will gain knowledge and understanding of the characteristics and properties of different materials.

Students will develop the ability to identify, analyse, and respond to needs through research and experimentation, ultimately leading to the creation of high-quality design projects. They will learn to access, manage, and safely utilise various materials, tools, and techniques to bring their design ideas to life. Along the way, they will critically evaluate their own work and the work of others, fostering a discerning eye for quality and craftsmanship.

Moreover, students will develop project management skills through individual design projects, honing their ability to plan, organise, and execute their ideas effectively. They will engage in hands-on experiences that promote problem-solving, collaboration, and independent thinking.

Join us on this captivating journey into the realm of Design and Technology, with a strong focus on woodwork and metalwork. Unleash your creativity, master technical skills, and discover the joy of transforming materials into functional and aesthetically pleasing designs. Get ready to embark on exciting design projects, explore the possibilities of different materials, and develop essential project management skills along the way.

Assessment

- Skill and Applications Tasks
- Practical Projects
- Design Folio (Evidence of Learning)

Year 9 Design & Technologies (Metalwork)

Duration

One semester



Subject Summary

Welcome to Year 9 Metalwork, where creativity and innovation merge with the art of design! In this subject, students will unleash their potential as they tackle real-world challenges and develop solutions through research, experimentation, and hands-on metalwork techniques.

Aligned with the Year 9 curriculum, students will learn to identify, analyse, and respond to design needs, honing their problem-solving and critical thinking skills. Through practical experiences, they'll gain proficiency in working with a variety of materials, tools, and metal manipulation techniques, all while prioritising safety and best practices.

A key focus this year will be the introduction of MIG welding, where students will begin building foundational skills in metal inert gas welding. This process will not only broaden their technical capabilities but also lay essential groundwork for more advanced metalworking and fabrication projects in senior years. Students will learn the theory, safety procedures, and hands-on applications of MIG welding, giving them a valuable head start in their progression through the Design and Technology pathway.

Engage in the development of high-quality design projects, where you'll have the opportunity to express your creativity and explore the possibilities of metalwork. Learn project management skills as you independently embark on individual design projects, evaluating your own work and critically assessing the creations of others.

Join us in Year 9 Metalwork, where you'll embrace the power of design and develop your craftsmanship. Gain confidence in your ability to create, manipulate, and transform metal into functional and aesthetically pleasing works. Immerse yourself in a dynamic learning environment that fosters creativity, problem-solving, and critical evaluation.

Assessment

- Skill and Applications Tasks
- Practical Projects
- Design Folio (Evidence of Learning)

Year 9 Design & Technologies (Woodwork)

Duration

One semester



Subject Summary

Welcome to Year 9 Woodwork, where creativity and craftsmanship converge! In this subject, students will unleash their creativity and innovative thinking as they explore the world of design and construction using timber.

Aligned with the Year 9 curriculum, students will embark on a journey of identifying, analysing, and responding to design needs. Through research and experimentation, they'll develop high-quality design projects that showcase their problem-solving skills and attention to detail.

Gain proficiency in working with timber as you learn to access, manage, and safely utilise a range of materials, tools, and techniques. From measuring and cutting to shaping and joining, you'll develop the skills necessary to bring your design ideas to life. Throughout the process, you'll critically evaluate your own work and the work of others, honing your ability to recognize areas for improvement.

Immerse yourself in individual design projects that not only nurture your creative abilities but also foster project management skills. As you take ownership of your projects, you'll develop planning and organisation skills, ensuring the successful execution of your designs.

Join us in Year 9 Woodwork, where you'll explore the art of timber craftsmanship and create stunning pieces that showcase your creativity and technical skills. Discover the joy of working with wood, refining your designs, and leaving your mark on the world through the beauty and functionality of your creations.

Assessment

- Skill and Applications Tasks
- Design and manufacture a Practical Project
- Design Folio (Evidence of Learning)

Year 9 Design & Technologies (3D Design & Manufacturing)

Duration

One semester

Subject Summary

Welcome to Design and Manufacturing, where creativity, innovation, and engineering prowess merge in the exciting world of Formula One! In this subject, students will embark on a thrilling journey, mimicking the roles and responsibilities of a Formula One team, and delve into the captivating disciplines of design, analysis, testing, manufacturing, and racing.

Aligned with the F1 Cars for Schools REA Regulations, students will have the opportunity to unleash their 3D design and manufacturing skills using cutting-edge technology. Through platforms like OnShape, they'll explore the realm of 3D CAD drawing, while also gaining practical experience in operating CNC Milling machines.

This program extends beyond technical skills, fostering the development of essential competencies. Students will sharpen their problem-solving abilities, project management acumen, communication and presentation skills, teamwork dynamics, innovation mindset, self-promotion strategies, collaborative spirit, marketing prowess, and entrepreneurial mindset.

Throughout the semester, students will engage in a simplified project, focusing on an internal class competition at the Cadet level. This exciting endeavour will serve as a stepping stone, nurturing their skills and paving the way for their progression to the professional class at Marcellin Campus.

Join us in 3D Design and Manufacturing, where you'll dive into the dynamic world of Formula One. Experience the thrill of competition, teamwork, and the pursuit of excellence as you embark on a path to unleash your engineering potential and make your mark in the world of F1 racing.

Assessment

- Skill development tasks
- Design/ Research tasks
- Individual and collaborative practical projects using the design process
- Portfolio
- Digital Solutions (Practical)

Year 7 Design & Technologies (Food & Hospitality)

Duration

One term



Subject Summary

Welcome to the enticing world of Food and Hospitality! In this subject, students will actively engage in learning about food in various settings, exploring the relationships between food, technology, nutrition, and quality of life.

Throughout the course, students will develop confidence and proficiency in their practical interactions with food, making informed decisions and gaining valuable skills for life. They will demonstrate skills in planning, designing, and managing a variety of food preparation tasks, while increasing their knowledge of food hygiene, safety, and the provision of quality food using appropriate techniques.

Students will also develop their ability to follow methods, sequential steps, and processes to create high-quality products within specified time frames. Through individual and collaborative work, they will showcase their initiative and critical thinking skills, making informed decisions along the way.

Join us on this flavorful journey into the realm of Food and Hospitality. Gain hands-on experience, expand your culinary knowledge, and discover the art of creating delicious and nourishing meals. From exploring food technology to developing practical skills, this subject will empower you to confidently navigate the world of food and make informed choices that enhance your quality of life.

Assessment

- Skills in food preparation and presentation
- Design / Research Task
- Evaluations

Year 8 Design & Technologies (Food & Hospitality)

Duration

One term



Subject Summary

Welcome to the captivating world of Food and Hospitality in Year 8! This subject offers students a comprehensive study of food properties, processing, preparation, nutritional considerations, and consumption patterns. It equips them with essential knowledge and skills while emphasising the importance of hygiene and safe practices in food production.

Aligned with the Australian curriculum outcomes for Year 8, students will develop practical skills in preparing and presenting food, enabling them to confidently select appropriate ingredients, methods, and equipment. Through the application of design thinking and technologies, they will showcase their abilities in planning and managing practical tasks, fostering both independent and collaborative work, and gaining increasing confidence and autonomy.

Food Technology encourages students to demonstrate initiative, apply critical thinking, and make shared decisions, deepening their understanding of the significant role of food in society. They will explore the cultural, social, and environmental impacts of food choices, developing an appreciation for the interconnectedness between food, health, sustainability, and community.

Join us on this enriching journey into the realm of Food and Hospitality, where you'll gain practical skills, expand culinary knowledge, and explore the broader implications of food. Discover the power of food to nourish, connect, and make informed decisions.

Assessment

- Skills in food preparation and presentation
- Design / Research Task
- Evaluations

Year 9 Design & Technologies (Food & Hospitality)

Duration

One semester



Subject Summary

Welcome to Year 9 Food and Hospitality, where your culinary exploration continues with a special focus on the design cycle and the creation of new dishes. Get ready to unleash your creativity and expand your skills in the world of food innovation.

In this subject, you'll delve into the fascinating realm of culinary design, where you'll learn to apply the design cycle to develop and refine your own unique dishes. From brainstorming and ideation to prototyping and testing, you'll experience the complete process of bringing your culinary creations to life.

Through hands-on activities and practical projects, you'll develop a deep understanding of flavour profiles, ingredient combinations, and cooking techniques. You'll have the opportunity to experiment with different ingredients and explore innovative approaches to dish creation.

Critical thinking and problem-solving skills will be essential as you analyse and evaluate the success of your dishes, making adjustments and improvements along the way. Collaboration and teamwork will also play a vital role as you engage in group projects, sharing ideas and expertise to collectively create culinary masterpieces.

Year 9 Food and Hospitality will empower you to think outside the box, pushing the boundaries of traditional cooking and venturing into the realm of culinary innovation. Get ready to embark on a flavorful journey where you'll develop your design thinking skills, refine your culinary techniques, and unleash your creativity to create extraordinary dishes that tantalise the taste buds.

Assessment

- Skills in food preparation and presentation
- Research Tasks
- Evaluations



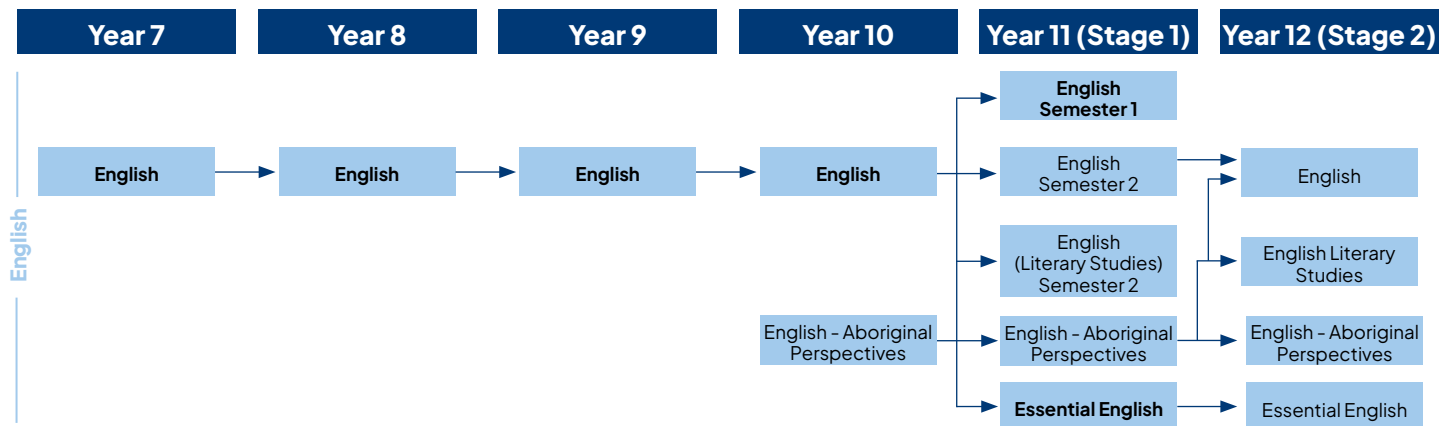
English

The English and Literacy Learning Area focuses on the development of highly effective literacy skills in order to develop language proficiency and encourage creative, divergent, imaginative and critical thinking.

We create units of work and texts that reflect historical, contemporary and global issues; by using a range of pedagogical strategies that personalise learning we enable our students to understand their place in a complex, rapidly changing world where identity and culture are paramount.

Within this faculty area, learning is enhanced through the use of multimodal resources, digital environments and technologies in the target language.

English subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in BOLD are compulsory.

Year 7 English

Duration

Full year

Subject Summary

As part of the Australian Curriculum, students engage with a variety of text types. They read, view and comprehend a range of printed and multimodal texts to develop an understanding of how texts are influenced by context, purpose and audience.

By the end of Year 7 students learn to adopt text structures to organise, develop and link ideas and demonstrate this understanding by creating a range of informative, persuasive and imaginative texts; for example short stories, business pitches and poetry anthologies.

Additionally, students will listen to, read and view a range of spoken, written and multimodal texts to examine the ways in which authors use text structures, language features and vocabulary choices to shape meaning and position audiences to respond. Students demonstrate this understanding by writing reviews and essays and learn to use evidence to express and expand their ideas.

Students prepare for the year 7 Naplan tests through the explicit teaching of reading comprehension, grammar, and punctuation skills.

Assessment

Students will be assessed formatively and summatively on the production of and response to various written, multimodal and oral texts.

Year 8 English

Duration

Full year

Subject Summary

As part of the Australian Curriculum, students engage with a variety of text types. They read, view and comprehend a range of printed and multimodal texts to develop an understanding of how texts are influenced by context, purpose and audience.

By the end of Year 8 students learn to select and vary text structures to organise, develop and link ideas and demonstrate this understanding by creating a range of coherent and sustained informative, persuasive and imaginative texts; for example news articles, memoirs, poetry anthologies and persuasive speeches. In doing so, they select and vary their use of language features to engage audiences.

Students read, view and comprehend a range of texts created to inform, influence/and or engage audiences. Through this, they examine the ways that authors use text structures, language features and vocabulary choices to explain how ideas are represented and how texts reflect or challenge contexts. Students demonstrate this understanding by writing essays and creating multimodal presentations; as such they learn to express and advance their ideas using supporting evidence.

Additionally, students develop and extend their ability to communicate in written and verbal form through the explicit teaching of reading comprehension, grammar, and punctuation skills.

Assessment

Students will be assessed formatively and summatively on the production of and response to various written, multimodal and oral texts.

Year 9 English

Duration

Full year

Subject Summary

As part of the Australian Curriculum, students engage with a variety of text types. They read, view and comprehend a range of printed and multimodal texts to develop an understanding of how texts are influenced by context, purpose and audience.

By the end of Year 9 students learn to select and experiment with text structures to organise, develop and link ideas and demonstrate this understanding by creating a range of sustained and increasingly complex informative, persuasive and imaginative texts; for example short stories, monologues, debates and transformative media texts. In doing so, they select and experiment with language features to engage audiences.

Students read, view and comprehend a range of texts created to inform, influence/and or engage audiences. Through this, they analyse the ways that authors use text structures, language features and vocabulary choices to represent people, places, events and concepts and show how texts reflect contexts. In doing so, they draw conclusions about characters, events and key ideas, justifying and substantiating their interpretation with the selective use of textual evidence. Students demonstrate this understanding by writing essays, comparative responses and creating multimodal presentations.

Additionally, students are prepared for the Year 9 NAPLAN tests through the explicit teaching of reading comprehension, grammar, and punctuation skills.

Assessment

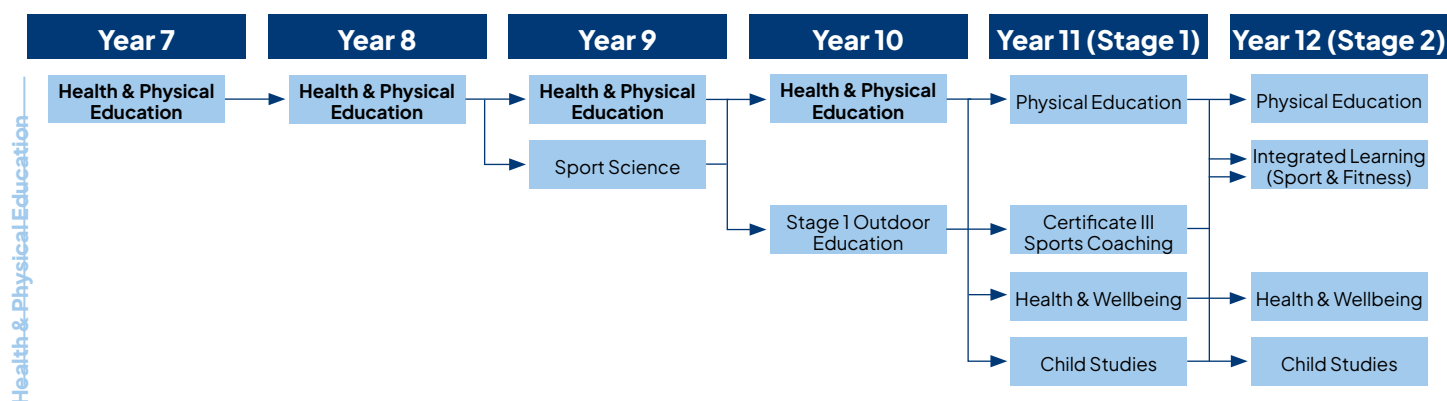
Students will be assessed formatively and summatively on the production of and response to various written, multimodal and oral texts.



Health & Physical Education

Subjects in the Health & Physical Education learning area include Health & Physical Education, Child Studies, Integrated Learning (Sport and Fitness), Outdoor Education and Certificate III in Sports Coaching. In this learning area, students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to physical performance, healthy living, and caring for themselves, others and the environment. They consider how social structures, community values, environmental issues, and new technologies affect the health, and well-being of individuals and communities. Students will develop skills in communication, collaboration, investigation, and the ability to apply knowledge to practical situations.

Health & Physical Education subject pathway



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.*

Year 7 Health & Physical Education

Duration

Full year

Subject Summary

The Year 7 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 Year 7 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.

The following focus areas will be addressed in Year 7:

- Relationships & online safety
- Food and nutrition
- Fitness components & training programs
- Cultural understanding & diversity
- Health benefits of physical activity
- Games and sports (including SEPEP model)
- Lifelong physical activities
- Challenge and adventure activities.

Assessment

Practical Assessment

- Application of practical skills, tactics and game play
- Initiative and collaboration in individual and team environments.

Theory

- Understanding of focus areas through assessment tasks.

Year 8 Health & Physical Education

Duration

Full year

Subject Summary

The Year 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 Year 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.

The following focus areas will be addressed in Year 8:

- Mental health and wellbeing
- Chronic illness research & prevention
- Technology addiction
- Games and sports (including SEPEP model)
- Alcohol and other drugs
- Lifelong physical activities
- Challenge and adventure activities.

Assessment

Practical Assessment

- Application of practical skills, tactics and game play
- Initiative and collaboration in individual and team environments.

Theory

- Understanding of focus areas through assessment tasks.

Year 9 Health & Physical Education

Duration

Full year

Subject Summary

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus areas to be addressed in Year 9 include:

- Games and sport (including SEPEP model)
- Lifelong physical activities.
- Safe partying, the risks of vaping & smoking
- Community health
- Health benefits of physical activity
- Equality in sport
- Relationships & online safety
- Challenge and adventure activities.

Assessment

Practical Assessment

- Application of practical skills, tactics and game play
- Initiative and collaboration in individual and team environments

Theory

- Understanding of focus areas through assessment tasks.

Year 9 Sport Science

Duration

Semester (elective)

Subject Summary

Sport Science is the understanding and enhancement of human performance.

The students will explore systems in the human body as well as how they interact with each other and in the world of professional sport.

They will investigate components of fitness and training principles and understand how we can use this knowledge to improve fitness and physical activity levels in their communities.

They will gather and analyse data to make informed decisions and refine their own and others' specialised movement skills and movement performances.

Focus areas include:

- Exercise physiology
- Biomechanics
- Nutrition for performance
- Sports injuries
- Motor control and development
- Exercise and sport psychology.

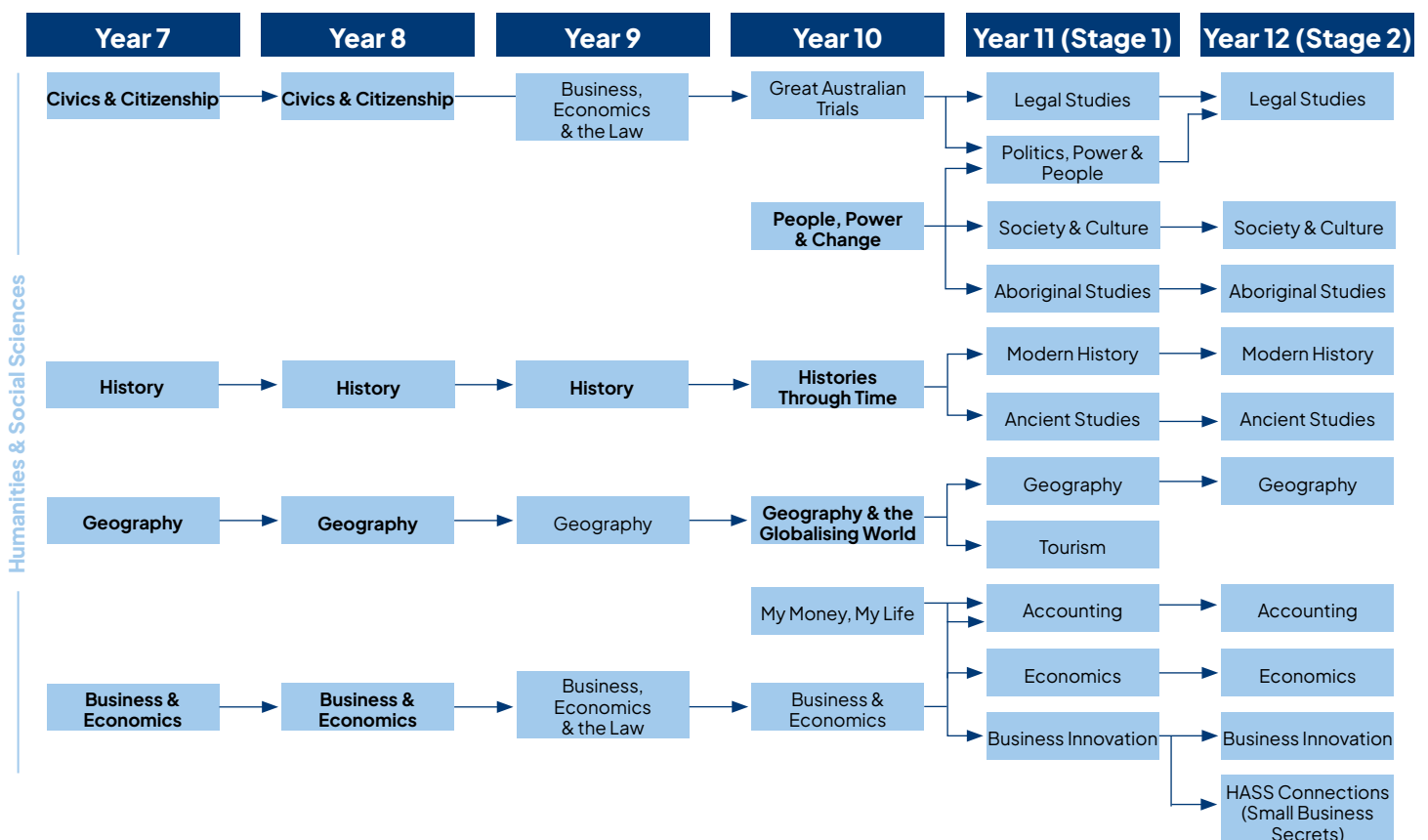
Assessment

- Practical investigations
- Research and analysis

Humanities & Social Sciences

Humanities and Social Sciences offers a wide range of language rich subject choices. Each subject develops 21st Century skills, including problem solving, critical thinking, communication and collaboration skills, as well as the ability to research, inquire, interpret and analyse.

Humanities & Social Sciences subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.

Year 7 Business & Economics

Duration

One term

Subject Summary

Year 7 Business and Economics gives students the opportunity to explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.

The key inquiry questions for Year 7 are:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Assessment

- Small Business Task

Year 8 Business & Economics

Duration

One term

Subject Summary

Year 8 Business and Economics explores the ways job markets work within Australia. The emphasis is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues. Students begin to research and consider future career paths.

The key inquiry questions for Year 8 are:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- What careers may be viable options for my future?

Assessment

- Consumer complaint letter

Year 9 Business, Economics & the Law

Duration

One semester

Subject Summary

The Year 9 curriculum builds students' understanding of economics and business concepts by exploring interactions within the global economy. Students will be introduced to the concept of an 'economy' and explore what it means for Australia to be part of the global economy.

Further to this, students will develop an understanding of Australia's political system and how it enables change. Students will investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

The key inquiry questions for Year 9 are:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?

Assessment

- Share Market Journal
- Business Plan
- Research Investigation

Year 7 Civics & Citizenship

Duration

One term

Subject Summary

Year 7 Civics and Citizenship provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians.

Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system.

The key inquiry questions for Year 7 are:

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Assessment

- Government and Democracy Test

Year 8 Civics & Citizenship

Duration

One term

Subject Summary

Year 8 Civics and Citizenship provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and examine what it means to be Australian.

The key inquiry questions for Year 8 are:

- What are the freedoms and responsibilities of citizens in Australia's democracy?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Assessment

- Democratic Action Campaign

Year 7 Geography

Duration

One term

Subject Summary

Year 7 Geography provides a study of two units: Place and Liveability and Water in the World.

Place and Liveability focuses on the concept of place and examines factors that influence liveability and how it is perceived, including the idea that places provide us with the services and facilities needed to support and enhance our lives.

Water in the World focuses on water as an example of a renewable environmental resource and develops students' understanding of the concept of environment. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

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?

Assessment

- Dream Location Research Planner and Postcard
- Case Study Test - Water in the Horn of Africa

Year 8 Geography

Duration

One term

Subject Summary

Year 8 Geography provides a study of two units: Landforms and Landscapes and Changing Nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms.

Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography.

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

- Coastal Landscapes Task
- Urban Futures Inquiry

Year 9 Geography

Duration

One semester

Subject Summary

Year 9 Geography provides a study of two units: Biomes and Food Security and Geographies of Interconnections.

Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fiber production, using studies drawn from Australia and across the world.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Assessment

- Biomes Essay
- Food Security Inquiry
- Globalisation Assessment

Year 7 History

Duration

One term

Subject Summary

Year 7 History provides a study from the ancient past and the histories of early First Nations Peoples of Australia.

Students will identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. They will explain the importance of heritage sites connected to Australia and other societies from the ancient past.

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?

Assessment

- Historical Inquiry Report - Ancient Greece
- Historical Source Analysis

Year 8 History

Duration

One term

Subject Summary

Year 8 History 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. It was the period when the modern world began to take shape.

Students investigate the following depth studies: Medieval Europe and Shogun Japan.

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 and within societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Assessment

- Medieval History Museum Exhibit
- Comparative Study

Year 9 History

Duration

One semester

Subject Summary

Year 9 History provides a study of the history of the making of the modern world from 1750 to 1918. The period culminated in World War I 1914–1918.

Students investigate major developments that occurred during the Industrial Revolution.

Students investigate the history of Australia in the period 1750 – 1918 in depth as well as key aspects of World War I and the Australian experience of the war.

The key inquiry questions for Year 9 are:

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

Assessment

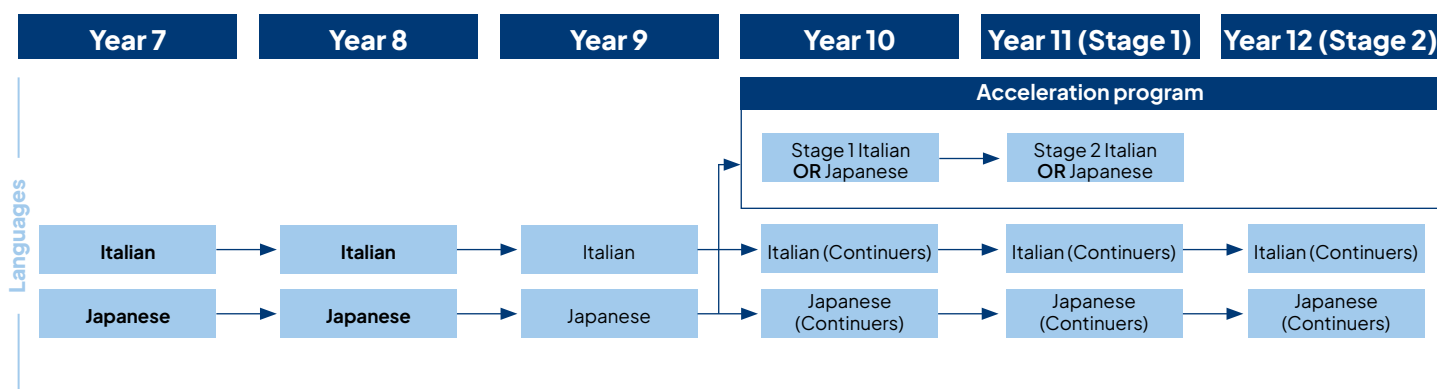
- Industrial Revolution Timeline Assessment
- Federation Source Analysis
- M.A.I.N.S Causes World War I Essay



Languages

In Languages, students learn to communicate effectively in Italian or Japanese while developing a deeper appreciation for the cultures and communities where these languages are spoken. Students build skills in listening, speaking, reading, and writing in the target language, and explore how language and culture are closely connected. Through engaging and meaningful learning experiences, students are encouraged to think critically, work collaboratively, and reflect on their own identity and place in the world. The program supports the development of important life skills such as problem-solving, cultural awareness, and adaptability. Learning is brought to life through the use of digital tools, real-world materials, and interactive activities that support students at all stages of their language-learning journey.

Languages subject pathway



This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in BOLD are compulsory.

Year 7 Italian

Duration

Full year

Subject Summary

Topics covered in Year 7 Italian may include:

- Self introduction
- Numbers, colours, months, days of the week
- School subjects, items, timetables
- Family, adjectives, ages, names
- Farm and zoo animals.

Assessment

- Interaction - Oral tasks such as presentations, conversations and role plays.
- Text Production - Written tasks from a variety of genres.
- Text Analysis - Listening and responding, reading and responding.
- Investigations - Tasks based on the culture of the target language.
- Tests - Vocabulary, grammar and listening tests.

Year 8 Italian

Duration

Full year

Prerequisites

Completion of Year 7 (unless student is new to Sacred Heart in Year 8)

Subject Summary

Topics covered in Year 8 Italian may include:

- Musical instruments
- Formation of Regular and Irregular Present Tense Verbs
- Hobbies (sport, music, dance)
- Talking about the weather
- Food and Recipes
- Migration
- Nationalities, languages spoken, countries
- Forms of transport.

Assessment

- Interaction - Oral tasks such as presentations, conversations and role plays.
- Text Production - Written tasks from a variety of genres.
- Text Analysis - Listening and responding, reading and responding.
- Investigations - Tasks based on the culture of the target language.
- Tests - Vocabulary, grammar and listening tests.

Year 9 Italian

PLEASE NOTE: Students intending to select Stage 1 Italian in Year 10 must study Italian for a full year in Year 9. Students who select one semester of Italian will only be eligible to continue to Year 10 Italian.

Duration

One semester or full year

Prerequisites

Completion of Year 8 (unless student is new to Sacred Heart in Year 9)

Subject Summary

Topics covered in Year 9 Italian may include:

- Festivals in Italy
- Parts of the body, talking about health and illness, injuries
- Conjugation of Reflexive Verbs in the Present Tense
- Italian and Australian real estate
- Rooms of the house
- Cardinal & Ordinal Numbers
- Asking for and giving directions
- Conjugation of Modal Verbs
- Articulated prepositions
- Fashion, Cars, Sport in Italy
- Irregular verbs: Bere, Uscire, Venire
- Possessive Adjectives
- Formation of the Past tense
- Formation of the Imperfect Tense.

Assessment

- Interaction – Oral tasks such as presentations, conversations and role plays.
- Text Production – Written tasks from a variety of genres.
- Text Analysis – Listening and responding, reading and responding.
- Investigations – Tasks based on the culture of the target language.
- Tests – Vocabulary, grammar and listening tests.

Year 7 Japanese

Duration

Full year

Subject Summary

Topics covered in Year 7 Japanese may include:

- General introduction to Japanese
- Greetings and introductions
- Japanese food culture
- Numbers, dates, days of the week
- Travelling to Japan
- Family and pets
- Descriptions.

Assessment

- Interaction – Oral tasks such as presentations, conversations and role plays.
- Text Production – Written tasks from a variety of genres.
- Text Analysis – Listening and responding, reading and responding.
- Investigations – Tasks based on the culture of the target language.
- Tests – Vocabulary, grammar and listening tests.

Year 8 Japanese

Duration

Full year

Prerequisites

Completion of Year 7 (unless student is new to Sacred Heart in Year 8)

Subject Summary

Topics covered in Year 8 Japanese may include:

- Further development of the 3 scripts; Hiragana, Katakana and Kanji
- Telling the time
- Daily Routine
- School life
- Australia/Japan school system comparison
- Japanese cultural inquiry research
- Hobbies/Interests.

Assessment

- Interaction - Oral tasks such as presentations, conversations and role plays.
- Text Production - Written tasks from a variety of genres.
- Text Analysis - Listening and responding, reading and responding.
- Investigations - Tasks based on the culture of the target language.
- Tests - Vocabulary, grammar and listening tests.

Year 9 Japanese

PLEASE NOTE: Students intending to select Stage 1 Japanese in Year 10 must study Japanese for a full year in Year 9. Students who select one semester of Japanese will only be eligible to continue to Year 10 Japanese.

Duration

One semester or full year

Prerequisites

Completion of Year 8 (unless student is new to Sacred Heart in Year 9)

Subject Summary

Topics covered in Year 9 Japanese may include:

- Katakana and Kanji script development
- Descriptions
- Seasons & weather
- Giving/receiving directions - around town
- Shopping.

Assessment

- Interaction - Oral tasks such as presentations, conversations and role plays.
- Text Production - Written tasks from a variety of genres.
- Text Analysis - Listening and responding, reading and responding.
- Investigations - Tasks based on the culture of the target language.
- Tests - Vocabulary, grammar and listening tests.

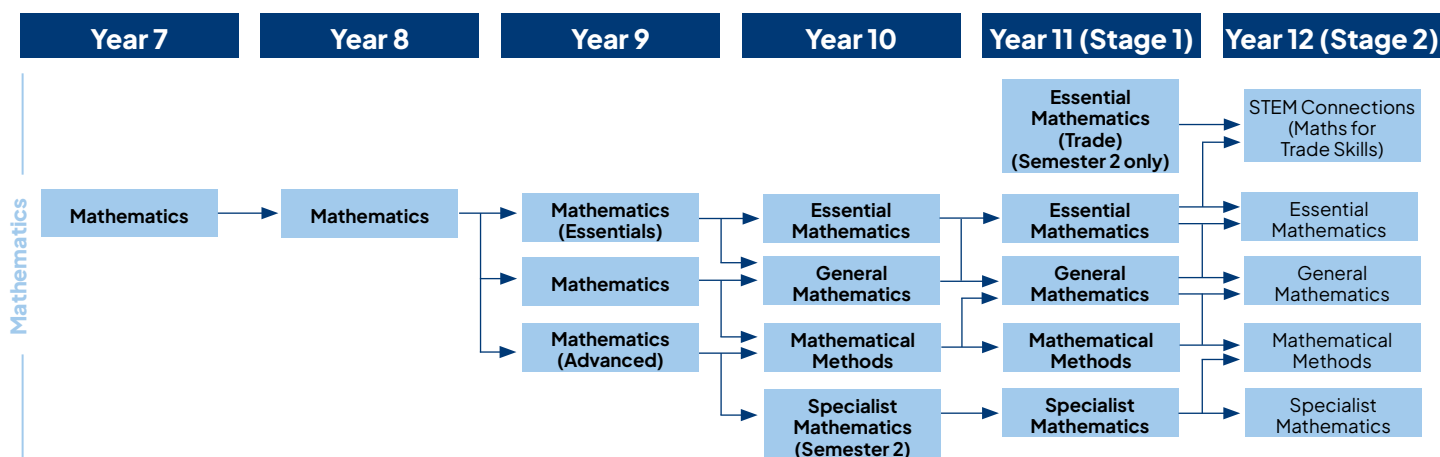
Mathematics

In the study of Mathematics students participate in a wide variety of problem solving activities.

The subject gives students the abilities and skills required in the workplace and in everyday life.

They learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved.

Mathematics subject pathway



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.*

Year 7 Mathematics

Duration

Full year

Subject Summary

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- Extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools; and routinely consider the reasonableness of results in context
- Use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers, and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools
- Recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given, and solve simple equations using a variety of methods
- Use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context
- Use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs
- Extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems
- Create and use algorithms to classify shapes in the plane and use tools to construct shapes, including two dimensional representations of prisms and other objects
- Use coordinates in the Cartesian plane to describe transformations
- Apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context
- Conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.

Assessment

- Skills and Applications Tasks (including real world problem solving tasks)
- Mathematical Investigations

Year 8 Mathematics

Duration

Full year

Subject Summary

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- Extend computation with combinations of the 4 operations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinite recurring decimal expansions; they convert between fraction and decimal forms of rational numbers and locate them on the real number line
- Extend the exponent laws to numerical calculations involving positive and zero exponents, and solve a broad range of practical problems, using mental methods, written algorithms and digital tools
- Use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning
- Manipulate linear and other algebraic expressions, recognise and model situations using linear relations and solve related equations using tables, graphs and algebra
- Interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers, their infinite non-recurring decimal expansion and their approximate location on the real number line
- Select metric measurement units fit for purpose, convert between units, recognising the effects of different levels of measurement accuracy on the results of computations, and relate these to interval estimates for measurements in various contexts
- Apply knowledge of the relationships between π and the features of circles to solve problems involving circumference and area and establish sets of congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions, discuss examples and counterexamples
- Construct and locate objects with reference to three dimensional coordinates using digital tools
- Consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events; represent these using tables and diagrams, conducting simulations and calculating corresponding probabilities
- Examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.

Assessment

- Skills and Applications Tasks (including real world problem solving tasks)
- Mathematical Investigations

Year 9 Mathematics

Duration

Full year

Subject Summary

In Year 9 students will be offered a tailored approach to learning in Mathematics to build on each student's prior learning and experiences. This will be implemented in communication with families. Students will engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- Apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts
- Work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots of natural numbers using Pythagoras' theorem
- Use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools
- Manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools
- Formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches
- Solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required
- Use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information
- Investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning
- Compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.

Assessment

- Skills and Applications Tasks (including real world problem solving tasks)
- Mathematical Investigations

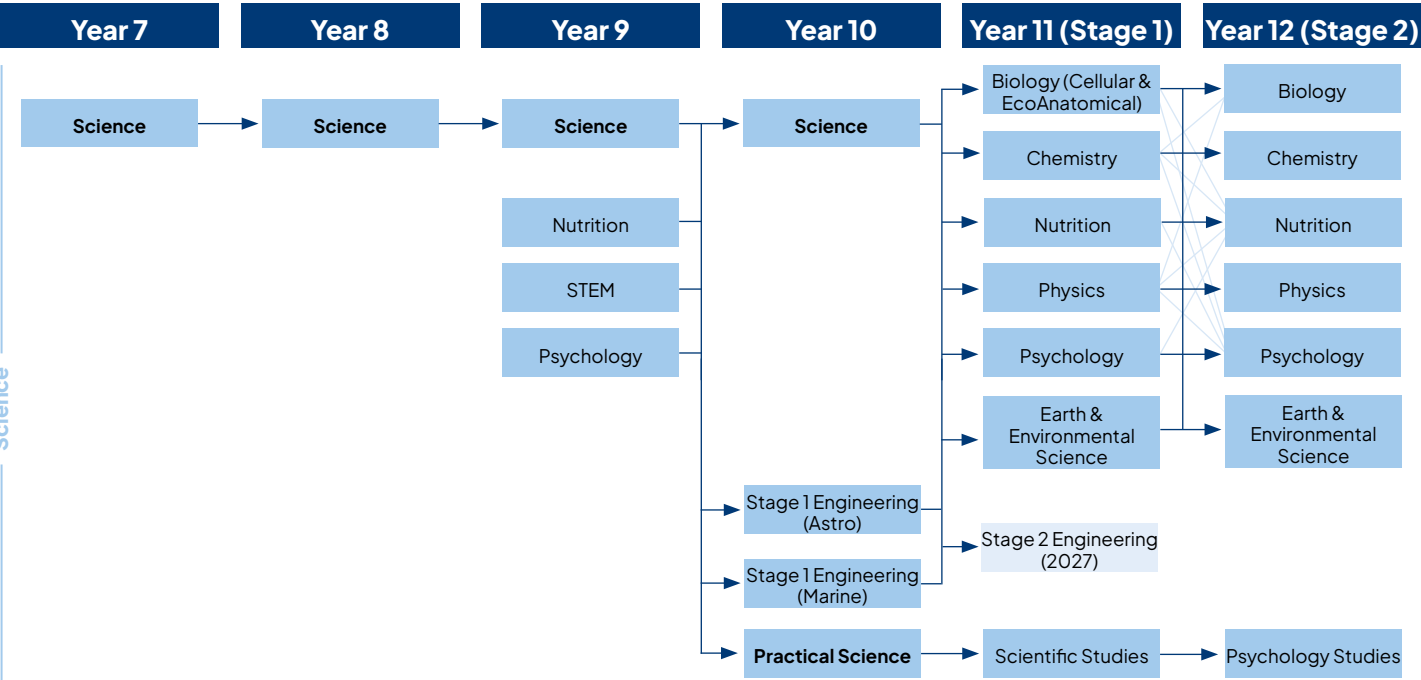


Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science subject pathway (Years 7–12)



*This diagram shows pathways for subjects in this Learning Area. It is not indicative of prerequisite requirements. Subjects listed in **BOLD** are compulsory.

Year 7 Science

Duration

Full year

Subject Summary

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.

Through their exploration of ecosystems, students will use and develop models such as food chains, food webs to represent and analyse the flow of energy and matter. Additionally, they will explore the impact of changing components within these systems.

Students will investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Similarly, they will consider the effects of multiple forces when explaining changes in an object's motion.

Students will apply the particle theory to explain the properties of matter and through practical investigations justify how different mixtures can be separated .

Year 7 Science allows students to create and develop processes to test their hypotheses. They conduct experiments to identify relationships and explain these relationships through a variety of representations. They collect and analyse data and other evidence to draw informed conclusions. Through these investigations students begin to understand the relationship between science and society and appreciate the need for ethical and cultural considerations when acquiring data.

Assessment

- Practical Investigations
- Science as Human Endeavour Tasks
- Skills & Application Tasks

Year 8 Science

Duration

Full year

Subject Summary

In Year 8, students are introduced to cells as microscopic structures that explain the properties that are visible to the naked eye of living systems.

Students will form connections between structure and function at a cellular level and explore the organisation of body systems in terms of flows of matter between organs that work together to achieve a specific function or goal.

Students learn to classify matter at the atomic level and distinguish between chemical and physical changes. They understand that chemical reactions also involve energy. Additionally, they begin to classify different forms of energy, and describe the role of energy in causing change in systems.

Students continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They compare the process of rock formations and investigate how these conditions impact their characteristics and their uses.

Students conduct experiments to identify relationships and explain these relationships through a variety of representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Assessment

- Practical Investigations
- Science as Human Endeavour Tasks
- Skills & Application Tasks

Year 9 Science

Duration

Full year

Subject Summary

In Year 9, students consider the operation of systems at a range of scales.

They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical changes and are introduced to the concept that through these reactions mass is neither created or destroyed.

Students investigate how interactions within and between Earth's spheres affect the carbon cycle and analyse the different ways in which science and society are interconnected.

Students are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer.

Students deconstruct inquiry questions, design and conduct experiments to identify relationships and explain these relationships through a variety of representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Assessment

- Practical Investigations
- Science as Human Endeavour Tasks
- Skills & Application Tasks

Year 9 Nutrition

Duration

One semester

Subject Summary

This subject involves the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values

Students of nutrition integrate scientific information about the role of nutrients and how it applies and impacts their lives. Key topics will include links between food and health, macronutrients and micronutrients, diet related disorders and sensory characteristics of food. Students will modify and taste test a recipe to challenge taste versus nutritional content.

It will challenge students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Assessment

- Practical Investigation
- Skills and Application Tasks
- Issues Investigation

Year 9 Psychology

Duration

One semester

Subject Summary

This subject introduces the study of psychology and enables students to understand their own behaviours and the behaviours of others and has direct relevance to their personal lives. Students will be exploring a range of topics which will help them understand that psychology is more than just the study of abnormal behaviour.

Key topics include:

- Areas of psychology and career paths
- Common psychological disorders and unpacking the stigma often associated with these
- Positive psychology and neuroscience.

Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, relationships, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of data and evidence-based procedures, i.e. research, observation, experimentation and experience.

Assessment

- Skills and Applications Tasks

Year 9 STEM

Duration

One semester

Subject Summary

STEM (Science, Technology, Engineering and Mathematics) is a project based subject that will explore and identify real-world problems and design solutions using an inquiry based approach.

Learners will build on their knowledge and skills including interpersonal skills, critical and creative thinking, problem solving and collaboration. They will engage in practical activities and construct evidence based arguments.

The course explores the following:

- Forensic Sciences
- Sustainable Futures
- The engineering and design process - various topics.

Throughout the semester, students will have the opportunity to connect to outside agencies for STEM experiences and excursions.

Assessment

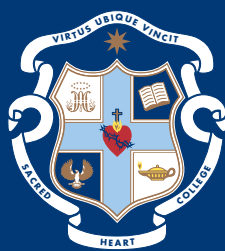
- Skills and Application Tasks
- Practical Projects
- Presentations

Glossary

ACARA	Australian Curriculum, Assessment and Reporting Authority
Australian Curriculum	The Australian Curriculum is being developed progressively by the Australian Curriculum, Assessment and Reporting Authority
Prerequisite	A formal requirement that is needed before proceeding to further study
Exploring Identities & Futures (EIF)	Studied at Year 9 and 10
SACE	The South Australian Certificate of Education
SACE BOARD	South Australian Certificate of Education Board
Semester	50 to 60 hours of programmed lesson time – subjects of one unit are a semester in length
Stage 1	The first of two levels of the SACE – this will usually be a student's 11th year (Year 11) of schooling
Stage 2	The second of two levels of the SACE – this will usually be a student's 12th year (Year 12) of schooling

Helpful links

ACARA (Australian Curriculum, Assessment and Reporting Authority)	acara.edu.au
Flinders University	flinders.edu.au
Adelaide University	adelaideuni.edu.au
Tafe SA	tafesa.edu.au
SACE Board	sace.sa.edu.au
SATAC Guide	satac.edu.au
myfuture	myfuture.edu.au



SACRED HEART COLLEGE

Champagnat Campus (Years 7 – 9)

28 Percy Avenue, Mitchell Park SA 5043

Marcellin Campus (Years 10 – 12)

195 Brighton Road, Somerton Park SA 5044

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