



Parent and Middle School Handbook

Our Vision

Make us one in Christ

With Hope

To nurture our potential

With Faith

To serve our community

With Love

To honour all people

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WELCOME TO O'LOUGHLIN CATHOLIC COLLEGE

A MESSAGE FROM THE PRINCIPAL

O'Loughlin Catholic College aims to be a community of faith, providing sound Catholic secondary education to boys and girls in Years 7-12. As such, the College seeks to infuse the core Christian values of faith, love and hope into all areas of learning and into every aspect of the College's life.

The College, as a faith community, seeks to strengthen and express itself in worship and prayer. It aims at giving witness by its bonds of concern and by its service to those in need.

The College strives to help students grow as individuals with unique capabilities. It tries to help them achieve co-operation, tolerance and harmony, together with a sense of social responsibility.

Academically, the College strives to cultivate intellectual values in a wide range of disciplines. The College aims to maintain a contemporary approach to pedagogy and curriculum. It aims to promote in students a sense of integrity, respect for truth, openness and other scholarly virtues. In addition, giving students a mastery of a wide range of subjects and skills while guiding individuals towards their own levels of achievement. We value excellence in all our endeavours.

The important role of parents in education and desirability of a high co-relation between home and school values are also recognised. Hence co-operation and consultation in home and College relations are particularly emphasised.

COLLEGE EMBLEM

The College emblem is a circle representing our desire to practice unity. The cross represents the love of Christ for each of us.

The tongue of fire represents the Holy Spirit – the life force of our College.



OUR MISSION

At O'Loughlin Catholic College we aim to develop and nurture the Catholic tradition in our multicultural school community by:

- Celebrating our Catholic identity through sacraments and liturgy.
- Developing a welcoming College community built on respectful relationships.
- Recognising, nurturing and celebrating the uniqueness of each individual.
- Endeavouring to facilitate each's journey towards their potential through quality teaching and learning practices.
- Developing student leadership qualities by encouraging good citizenship.
- Encouraging awareness, understanding and an active engagement with issues of social justice.

PASTORAL CARE

O'Loughlin Catholic College creates an environment where students feel supported, happy and safe; encourages an increased level of accountability, responsibility and decision-making within the students; and values and honours all as unique and special, especially in this important stage of physical, emotional, academic and spiritual development.

Pastoral care is student centered, using diverse and innovative pedagogies to both challenge and inspire. Great importance is placed on building relationships - between students and their peers, and between students and adults - that foster communication, respect and social competence. Thus pastoral care at the College, as a system, aims to ensure that the needs of the whole child are met. This system plays a vital role in developing the knowledge, understanding, skills, abilities and attitudes necessary for our students.

COMMUNICATION WITH PARENTS/CAREGIVERS

Newsletter

O'Loughlin Catholic College produces a newsletter every fortnight. Newsletters are found on the College website. In addition, newsletters are emailed to all parents for their convenience.

Website

The College website is: www.oloughlin.nt.edu.au

Contacting Staff

All staff can be contacted through our email system: teacher's first name and then surname at our O'Loughlin Catholic College address *i.e.* first.surname@nt.catholic.edu.au Alternatively, staff can be contacted through the front office on 08 8945 1277.

STUDENT DIARY

General communication matters from Pastoral Care/Subject Teachers to parents are usually written in the student Diary or via electronic message through the Ediary.

Parents/guardians are an important part of O'Loughlin Catholic College's Community. You are one of the primary influences in the life of your student and we, as a College, appreciate and encourage this involvement.

COLLEGE ADVISORY BOARD

The College has a College Advisory Board (the Board) which advises the Principal. The Board and its various committees are made up of both elected and appointed parents, a parish priest and community representatives who have a particular expertise that contributes to the overall welfare of the College.

PARENTS AND FRIENDS ASSOCIATION (P&F)

Parental support and involvement in the day to day running of the College is highly valued. Parents and friends are welcome and encouraged to participate in all activities. If you would like to join the P&F please contact the front office.

Any parents willing to give up their time in supporting any of the co-curricular activities by being either a coach or transporting students to venues, please contact the front office or the staff member involved.

ENROLMENT PROCEDURE

The process of enrolment involves:

- a) the student making a serious commitment to secondary education,
- b) parents/caregivers showing a willingness to assist and support the endeavours of the school, and
- c) signing a contract to support O'Loughlin Catholic College in providing an effective Catholic educational environment.

Enrolment procedures are as follows:

1. An "Application for Enrolment" form is completed in full by parents or caregivers.
2. Upon receipt of the completed application form with all requested documents attached, including payment of the administration and assessment fee of \$160.00 (non-refundable), an interview for parents/caregivers and the student will be arranged with one of the College Executive members.
3. Once interviews have been finalised, parents/caregivers will be notified in writing with regards to the acceptance of their enrolment.

Enrolment forms are available from the College front office.

ENROLMENT AGREEMENT

The enrolment agreement is a way of helping to forge closer links between members of the College community (parents/caregivers, students and teachers), so that the aims of the College might be best fulfilled. Should any conflict occur between any members of the College community, all parties concerned should be prepared to come together to discuss the matter in hand with openness to what is best for the student's wellbeing, education and development. The normal course for cases of any repeated misbehavior should be that prompt and appropriate action be taken by the student's parents/caregivers before the College has to apply more serious sanctions.

FEES AND CHARGES

Fees

Tuition fees are set and reviewed by the Catholic Education Office of the Northern Territory (NT) on an annual basis.

Curriculum Levy (per student) covers standard subject expenses along with photocopying, IT resources, classroom consumables, student insurance, camps, and pastoral events such as retreats.

Family Levy (per family) assists with the cost of such things as electricity, air-conditioning, and maintenance of buildings and grounds.

O'Loughlin Catholic College – Fees 2016

	Year 7 – 10	Year 11 – 12
Tuition Fee (These fees cover such things as staff salaries and administrative expenses)	2,190.00	3,213.00
Curriculum Fee (These fees cover such things as camps, retreats and classroom expenses, including classroom consumables, photocopying and IT resources)	885.00	609.00
Total	\$3075.00*	\$3822.00*

*** plus Family Levy**

\$375.00

(The family levy covers various running costs of the College such as, electricity, air-conditioning and maintenance)

A 5% discount applies if fees are paid in full on or before Friday Week 6 Term 1.

*** plus Capital Family Levy**

\$200.00

(This levy has been introduced in 2016 to help pay for planned classroom extensions and renovations to the College)

ADDITIONAL FEES

Electives	Year Level	Cost
Outdoor Education (Please note: this is an extra charge for those students who elect to do <i>Outdoor Education</i> in Year 10, 11 or 12)	Year 10	\$150.00 semester 1
	Year 10	\$780.00 semester 2 (8 day Lake Argyle, WA kayaking expedition)
	Year 11	\$350.00 per semester
	Year 12	\$200.00 per semester

Optional	Year Level	Cost
Odyssey	Year 11	\$2,000.00

PAYMENTS

Accounts

Annual fees are billed in three equal instalments, payable at the start of Terms 1, 2 and 3 and are payable within 14 days. A 5% “early bird” discount will apply if all fees are paid on or before Friday Week 6, Term 1.

Discounts

Where a family has more than one student attending any of the Catholic Schools (including O’Loughlin Catholic College) in the NT, a reduction in the tuition fee is applicable.

Payment methods

- Cash or cheque
- BPAY – biller code and reference numbers are shown on your statement
- EFTPOS – savings or credit
- Direct Debit – via your payroll or nominated account
- Direct Deposit – from your bank to O’Loughlin’s
- Centrelink – direct from your Centrelink payments

For further details on the above please contact the front office.

Withdrawal of Students

A full terms notice, in writing, must be given to the College Secretary before the withdrawal of a student. Failure to give such notice will involve payment of the fee for the relative period, irrespective of the date the student may leave during the term. Exceptions may be given in cases of transfers at short notice, or on compassionate grounds.

BELL TIMES NORMAL DAY

Warning Bell	8.25	Lesson 3	11.15
Roll Call & Notices	8.30	Change Over Bell	12.15
Lesson 1	8.45	Lesson 4	12.20
Change Over Bell	9.45	Lunch	1.20 (30 mins)
Lesson 2	9.50	Warning Bell	1.50
Recess	10.50 (20 mins)	Lesson 5	1.55
Warning Bell	11.10	Homeroom	2.53 (Roll)
		End of Day	3.00

STUDENT ATTENDANCE

Late Arrivals

Students who arrive late, but before 8.40am are to go directly to their Pastoral Care Group classroom and ensure that the teacher has recorded their presence. Students who arrive later than 8.40am are to go to the front office to sign in explaining why they are late. Students who arrive late, without a good reason, will be issued a detention after the third incident.

HOUSE TEAMS

Gsell – Green

Gsell is named after Bishop Francis Xavier Gsell who was the first Bishop of Darwin.

Hunter – Yellow

Hunter is named after Ian Hunter the first Principal of O'Loughlin Catholic College.

Collins – Red

Collins is named after Bishop Ted Collins who was Bishop of Darwin when O'Loughlin Catholic College opened in 1987.

MacKillop – Blue

MacKillop is named after St Mary of the Cross, MacKillop, who is Australia's first Saint.

HOMEWORK POLICY

Homework at O'Loughlin Catholic College involves a partnership in learning with students, teachers and parents/caregivers. It allows for the practicing, extending and consolidating of work studied in class, encourages students to be self-motivated and take responsibility for their own learning, and create independent and lifelong learners. Students are encouraged to take full responsibility for their own homework. Formal homework schedules are introduced at Year 7 when students are expected to complete projects and assignments. There is a gradual increase in the volume of homework as students progress through the College.

Homework set will:

- Be appropriate for each student's age and ability
- Take into account students' other commitments, such as sport, part-time employment and home responsibilities.

Homework categories:

- Practice tasks help students to apply and practice newly acquired skills
- Introductory tasks involve students obtaining and reading background information to prepare them for future lessons on a specific topic
- Extension tasks encourage students to individually research information and collect resources.

As a general homework guide:

Middle School	Homework per week
7	2 ½ hours on average – not to exceed 3hr
8	Not to exceed 4 hours
9	Not to exceed 5 hours
Senior School	Homework per night
10	Per night: 1½ hours
11	Per night: 2 -2½ hours
12	Per night: 2½ - 4 hours

All students are required to meet deadlines. Extensions to assigned homework should not be assumed and are not approved until they are confirmed by the teacher.

REPORTING

Written Reports End of Semester Reports

At O'Loughlin Catholic College all Year 7 to 11 students will receive a written report at the end of each semester. Year 12 students will receive a mid-year report, but not an end of year report from the College. This report will provide parents/caregivers with a clear indication of their student's progress and achievement for all areas of learning taught and assessed during that semester. Written comments will highlight the student's strengths within the learning area; the skills and knowledge developed by the student, and actions that can be taken to improve their learning and requirements for the next stage of learning.

Students in Years 7 to 11 will receive an A to E grade and an A+ to E- grade in Year 12. Students with a disability who are on an Education Adjustment Plan (EAP) in Years 7 to 10 will not receive an A to E grade on their report unless requested by their parents/caregivers. Students who are achieving at their expected level will receive a "C" grading. All written reports are posted home to parents/caregivers.

Interim Reports

At the end of Term One and Term Three, students will receive a progressive report with details about students' progress, effort, submission of work and behaviour for areas of learning taught and assessed during that term.

PARENT/CAREGIVER, TEACHER, STUDENT/THREE WAY INTERVIEWS

Three way interviews with the teacher/parent/caregiver/student are an important way to communicate with the parent/caregiver in regards to the progress their student is making. O'Loughlin Catholic College hold these formal interviews at the beginning of Term Two and Four, after the Interim Reports have been posted out. Students are expected to accompany their parents/caregivers to the three way interviews.

Reporting Students Achievement against National Standards

The national testing for students in Year 7 and Year 9 will be held during Term Two. The National Assessment Program – Literacy and Numeracy (NAPLAN) tests are intended to provide information to parents/caregivers about their student's literacy and numeracy achievement, and are used by teachers to support and inform their judgement about how to assist students to improve their learning outcomes.

Parents/caregivers receive a four-page report that shows their child's results for each test (Reading, Numeracy, Writing, Spelling and Grammar and Punctuation) using a national scale of achievement. The results of the testing are provided to the College at the end of Term Three and will be posted home to parents/caregivers in a timely manner.

Northern Territory Certificate of Education and Training

The Northern Territory Certificate of Education and Training (NTCET) is a certificate of completion. The NTCET is an official document, and is recognised for future career pathways. This will be posted to successful Year 12 students at the end of the year.

EDMODO – <https://occ.edmodo.com>

Edmodo is a free and secure learning network for teachers, students and schools. It provides a safe way to connect, share content, access homework, display assessment due dates, participate in discussions and receive class information. Edmodo is accessible online, though the site is not public, only those invited may join.

Parents/Caregivers will be able to obtain a parent account. Parent accounts are a great way to keep informed of classroom activities and assessment items.

How Parents/Caregivers sign up for Parent/Caregiver Accounts

Once a student has created a student account, they will automatically have a unique parent code that their parents/caregivers can use to create parent accounts that are linked to the specific student account. Once parents/caregivers sign up for a parent account, any group that their student joins will be added to the parent account. Parents/caregivers only need one parent account, as they can add multiple students to one parent account.

Once their student has signed up, parents/caregivers can sign up for Parent Accounts by following these simple steps:

1. Obtain their unique 6-digit parent code from their student's account (this is *not* the same as a Group Code).
 - The student's Edmodo homepage: the parent code is located on the bottom of the left side panel.
 - The teacher can find it in the group's 'Members' page.

2. Go to <https://occ.edmodo.com> on a web browser (*currently, you cannot create Parent Accounts on a mobile or tablet Edmodo app*).
3. Click 'I'm a Parent,' listed next to students.
4. Fill in the necessary information, their unique parent code, and check the box to agree to the terms of service and privacy policy.
5. Click 'Sign Up'.

TEXT BOOKS AND STATIONERY

Text books and stationery can be ordered online through SBA Office National at <http://www.booklists.com.au/sbaon>. Once you have logged on the left side of the screen you then need to enter the required information. Once this information is entered you will need to select O'Loughlin Catholic College.

BUS ROUTES AND TIMETABLES

Information about NT Government school bus services can be found at <http://nt.gov.au/driving/public-transport-cycling/school-bus-darwin/oloughlin-catholic-college>

SCHOOL UNIFORMS

School uniforms can be ordered from The Cricket and Football Shop
Unit 1/422 Stuart Highway, Winnellie, NT, 0820
Ph: (08) 8947 4454, Fax: (08) 8947 3952
Email: sales@cricketfootball.com.au

Opening Hours:

Monday to Friday: 9am - 5pm
Saturday: 9am – 1pm

BACK TO SCHOOL PAYMENT SCHEME

The Back to School Payment Scheme forms are made available from the front office at the College early in January and are valid till the end of Term 1.

In the first instance, parents/caregivers need to collect a form from the front office which will then be stamped with O'Loughlin Catholic College. This voucher can then be used at the Cricket and Football Shop to receive the entitlements or used for part payment of the curriculum levy.

The Cricket and Football Shop will then complete the bottom half and also stamp it so this voucher can be used again to allow for the vouchers full value to be used. If you wish to use the full/part entitlement for other essential school items, please return the form to O'Loughlin Catholic College.

UNIFORM PRICE LIST

School Polo	\$40
Boys Grey Shorts	\$40
Girls Maroon Shorts	\$40
Unisex Shorts	\$30
Unisex Sports Shirts	\$30
College Jackets	\$35
(all other jackets/jumpers not accepted)	

College Hat \$10
All Year 7's will be provided with a hat on their first day

Student Diary \$20 (replacement hard copy)
Students will be provided with a Student Diary at the commencement of Term 1.

***These prices are subject to change.**

CANTEEN

The O'Loughlin Catholic College has the option of an online ordering system which is an easy and convenient way to order school meals.

How to Get Started

1. Visit ouronlinecanteen.com.au
2. Sign up by completing the registration form
3. Receive a confirmation email
4. Log into the website
5. Select your school and enter your student name
6. Add credit and order you meals

How to Order

1. Select your student
2. Select your date
3. Add meal items to order
4. Confirm the order.

How to Add Credit

There are three ways to add credit to your secure account:

- Paypal, Credit Card and Direct Deposit

If you experience any issues adding credit please phone 1300 116 637 from 7:30a.m., alternatively email info@ouronlinecanteen.com.au.

BYOD (BRING YOUR OWN DEVICE) AT O'LOUGHLIN CATHOLIC COLLEGE

(Revised March 2016)

O'Loughlin Catholic College is committed to providing opportunities to prepare our students to live, work and be successful in the 21st century's world of technology. To facilitate this, our teaching practices at O'Loughlin aim to be student-centred by providing students with the opportunity to become independent learners. At the same time we stress the importance of being able to work in a collaborative situation.

Technology provides students with unique and powerful ways to enhance their learning. Our College supports the use of technology and personal electronic devices for the purpose of enhancing and supporting learning and has introduced BYOD program for all students in 2016. It is not compulsory for students to have their own device but it is strongly recommended.

The BYOD program was trialed with Year 12 in Semester 1, 2015, and then expanded into Year 10 and 11 for Semester 2. It proved successful enough that it has now been opened up to all students.

Students who choose to bring their own device to school will have the advantage of being able to continue their learning in and outside the classroom anywhere, anytime via their personalised device.

BYOD Requirements

The device must meet all of the following requirements:

Antivirus software	Current Antivirus software must be installed. Reliable antivirus/security software can be downloaded free here (https://ninite.com/)
Battery Life	Advertised battery life at least six hours
Operating Systems	Microsoft Windows 7, 8, 8.1 or newer with current updates
Physical Systems	Minimum Size 9.7" screen
RAM (memory)	At least 4GB – this is required to be able to run Adobe software used by the school
Software Recommendations	Microsoft Office Suite
Wireless Compatibility	Students need to have wireless access to NTSchools internet to do their work

Please note: -

these specifications do not allow for SMARTPHONES, iPods or mp3 players.

Additional Considerations

- Accidental loss or damage Insurance
- Protective carry case or bag
- Should be permanently labelled with the student's name

Security

Students will be in charge of their own devices. The College is not responsible for lost, stolen or damaged devices. All students are given a locker and a lock. It is up to each student to keep their valuable items safe. We highly recommend students use a protective case or bag. The College is also under no obligation to provide technical support for hardware or software.

Students who choose to bring their own device must:

- comply with the College Electronics Device & ICT Acceptable Use policy which is available on the O'Loughlin Catholic College website;
- read that document and have it signed by the parent/guardian. Once signed and returned, the student will be able to participate in the BYOD program.

Students will not be able to use their own device at the College until all of the above requirements have been met.

For any further information regarding systems compatibility contact our Network Manager at secretary.oloughlin@nt.catholic.edu.au.

MOBILE PHONES

Mobile phones are an important communication medium in today's world and have replaced the wearing of a watch for many people to tell the time. Wearable and mobile technology can be a useful learning tool. However, there are restrictions on the use of mobile devices at O'Loughlin Catholic College, given classroom protocols (such as avoiding disruptions by phone calls or text messages) and the integrity of learning and assessment requirements. These devices should not interrupt proceedings in classrooms or other places of learning on the College campus. A student's phone can only be used as their BYOD device if it meets the specifications required within our BYOD policy.

Essentially, students are encouraged to leave their mobile phone at home but if it is deemed necessary that the phone be brought to school then the following rules apply:

- are not to intrude on or disrupt in any way the learning environment, especially in the classroom, and are to be used only in an emergency except in the student's own free time;
- students are only allowed to use their mobile phone in the classroom as an electronic device, such as a calculator, but only with the permission of the teacher;
- will not violate the integrity of assessments and therefore will not be allowed into tests and/or exam centres;
- students who bring mobile phones to school do so at their own risk and the College accepts no responsibility for loss, damage or theft;
- students misusing mobile phones or causing a nuisance will have the phone confiscated. The student is to turn the phone off, hand it to the teacher, who puts it into an envelope and writes the name of the student on it and the date, seals it and hands it to the office staff in Administration for safe-keeping;
- any phone found with illegal or pornographic data will be confiscated and handed to the school-based police officer who will follow due process according to the law.

The College does not accept responsibility for loss or damage of mobile phones. If there is a need for parents to contact their child, or visa-versa, during the day this must be done through the front office.

CURRICULUM OVERVIEW

O'Loughlin Catholic College offers a broad and engaging Catholic education that encourages students from Year 7 to 12 to realise their academic, spiritual, moral, emotional and physical development. Our students are challenged and supported to experience success in all areas of their learning. Students will master fundamental skills for lifelong learning in an environment of respect and encouragement.

To facilitate the development of skills for lifelong learning, teaching practices reflect an awareness of individual strengths and weaknesses. Teaching aims to be student centred providing the individual with the opportunity to become independent learners while stressing the importance of being able to work in a collaborative situation.

The curriculum at O'Loughlin Catholic College in the senior school is aligned with the requirements of external authorities, such as the South Australian Certificate of Education Board, Australian Curriculum, VET in Secondary Schools, and the Catholic Education Office. This allows for a rich and varied curriculum to be offered to all students with a high degree of relevance to student needs and chosen pathways.

Students in Year 10 will mainly study courses outlined within the Australian Curriculum – with the remainder of the subjects coming directly from the South Australian Certificate of Education Board Stage One courses. The Religious Education program in Year 10 is guided by the Darwin Catholic Education Office.

All courses offered in Year 11 and 12 follow the South Australian Certificate of Education Board subjects. VET in Secondary Schools are optional courses available to students in the senior school. O'Loughlin Catholic College provides an environment, which encourages students to become responsible individuals enabling them to make informed choices in a changing world.

AUSTRALIAN CURRICULUM

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE) BOARD

Students who complete subjects offered through the South Australian Certificate of Education Board might be eligible for the Northern Territory Certificate of Education and Training (NTCET). The NTCET is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. The NTCET is continually updated and improved to ensure it meets the needs of students, higher education providers, employers and the community. By completing the NTCET, students build essential skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce.

CURRICULUM CONTENT – YEARS 7 AND 8

The purpose of the Middle School at O'Loughlin Catholic College is to provide a caring and stable environment for students undertaking the transition from Primary School to the organisational and learning demands of high school. The core focus of this concept is to have a more integrated approach to curriculum and school organisation.

The subjects offered at the College for Years 7 and 8 are listed below:

- Religious Education
- Humanities
- Mathematics
- Science
- Health and Physical Education
- Media/Drama
- Digital Technology
- Languages
- Art
- Music
- Food Technology

All students study core subjects over three years consisting of Religious Education, Mathematics, Humanities, Science, and Physical Education. The other subjects will be studied as part of the elective program. Students in Year 7 and 8 will study all the electives. Upon entering into Year 9 students make their own selection of elective subjects studied.

YEAR 7 - RELIGIOUS EDUCATION

Course Duration: Full Year

Achievement Statements

- Demonstrate an understanding of the Catholic belief that Scripture is the inspired Word of God revealed through human authors in their historical and cultural contexts. Students investigate a range of literary forms found in the Bible. They respond to questions about the literary and historical settings of the Gospels.
- Evaluate change and continuity in the historical story and mission of the Church as it evolves in relationship with world religions, cultures and communities. Students examine the structure of the Catholic Church and the story of the Diocese of Darwin. They respond to questions about ways their school shares the mission of the Church.
- Students examine the social and moral teachings of the Church and evaluate examples of these teachings in the light of the lived experience of the faith community. Students describe some of the social and moral teachings of the Catholic Church. They respond to questions about the application of these teachings in the community.
- Students explore and analyse how historical and cultural contexts have shaped the function and components of religious rituals, symbols or sacraments. Students explore the place of ritual in the lives of people. They respond to questions about the Sacraments of the Church.
- Students critically reflect on the ways that the narrative of the birth, life, death and resurrection of Jesus is celebrated in the liturgical year and on its significance for Christian commitment. Students investigate the Liturgical Year. They respond to questions about truth as expressed in the two Infancy Narratives.
- Students participate with groups in the community to celebrate the interconnectedness of humanity, the environment and the presence of the sacred in daily life. Students explore the history, traditions, personnel and ethos of their school community. They respond to questions about the presence of God in the school and how it is expressed in prayer and ritual.

Course Description:

The Religious Education Program “Journey of Faith”, created by the Diocese of Darwin is followed at O’Loughlin Catholic College. Topics covered include Textual Interpretation, Church and Community, Religious Authority for Ethics, Sacraments and Sacramentality, Liturgical Year of the Church, Religious Traditions.

Assessment Overview

- Religious Traditions (multimodal presentation)
- Church and Community (written presentation)
- Religious Authority for Ethics (oral presentation)
- Textual Interpretation (written presentation)
- Sacraments and Sacramentality (multimodal presentation)
- Liturgical Year of the Church (artistic presentation)

YEAR 7 - MATHS

Course Duration: Full Year

Achievement Statements

Students:

- Solve problems involving the comparison, addition and subtraction of integers.
- Make the connections between whole numbers and index notation and the relationship between perfect squares and square roots.
- Solve problems involving percentages and all four operations with fractions and decimals.
- Compare the cost of items to make financial decisions.
- Represent numbers using variables.
- Connect the laws and properties for numbers to algebra.
- Interpret simple linear representations and model authentic information.
- Describe different views of three-dimensional objects.
- Represent transformations in the Cartesian plane.
- Solve simple numerical problems involving angles formed by a transversal crossing two lines.
- Identify issues involving the collection of continuous data.
- Describe the relationship between the median and mean in data displays.
- Use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another.
- Solve simple linear equations and evaluate algebraic expressions after numerical substitution.
- Assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms.
- Classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line.
- Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.
- Calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Course Description

The topics of study follow the Australian Curriculum, they include using indices with whole numbers, decimals, percentages and ratios, Cartesian plane, identifying angles, integers, representing fractions, finding measures of central tendency, shapes and volumes, identifying symmetry, calculating angles and number laws.

Assessment Overview

Calculators and electronic software programs will be an integral part of the learning process. Assessment tasks include tests, investigations, weekly homework, Mathletics and Sumdog online activities, and NAPLAN and PAT testing.

YEAR 7 - HUMANITIES

Course Duration: Full Year

Humanities integrates the English and Social Sciences learning areas and allows Middle School students to become confident communicators, imaginative thinkers and informed citizens. Through the study of Humanities, students are able to analyse, understand, communicate with and build relationships with others and with the world around them. They are able to appreciate, enjoy and use the English language in all its variations and develop a sense of its power to convey information, form ideas, entertain, persuade and argue.

Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future. They develop their understanding of societies, events, movements and developments that have shaped humanity. Through the process inquiry required in the Social Sciences, students develop transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Achievement Statements

English

Students:

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
- Listen for and explain different perspectives in texts.
- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- Create texts showing how language features and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- Demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

History

Students:

- Suggest reasons for change and continuity over time.
- Describe the effects of change on societies, individuals and groups.
- Describe events developments from the perspective of different people
- Explain the role of groups and the significance of particular individuals in society.
- Identify past events and developments that have been interpreted in different ways.
- Sequence events and developments within a chronological framework, using dating conventions to represent and measure time.
- Develop questions to frame a historical inquiry.
- identify and select a range of sources and locate, compare and use information to answer inquiry questions.

- Examine sources to explain points of view. When interpreting sources, they identify their origin and purpose.
- Develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Geography

Students:

- Describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently.
- Explain interconnections between people and places and environments and describe how these interconnections change places and environments.
- Describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
- Identify geographically significant questions to frame an inquiry.
- Evaluate a range of primary and secondary sources to locate useful information and data.
- Record and represent data and the location and distribution of geographical phenomena in a range of forms.
- Interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions.
- Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.
- Describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently.
- Explain interconnections between people and places and environments and describe how these interconnections change places and environments.
- Describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
- Identify geographically significant questions to frame an inquiry.
- Evaluate a range of primary and secondary sources to locate useful information and data.
- Record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions.
- Interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions.
- Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.

Civics and Citizenship

Students:

- Explain features of Australia's Constitution, including the process for constitutional change.
- Explain how Australia's legal system is based on the principle of justice.
- Explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society.
- Develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems.
- Consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue.
- Develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts.
- Identify ways they can be active and informed citizens.

Economics and Business

Students:

- Describe the interdependence of consumers and producers in the market.
- Explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used.
- Describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success.
- Identify the reasons individuals choose to work and describe the various sources of income that exist.
- Develop questions and gather data and information from different sources to investigate an economic or business issue.
- Interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative.
- Apply economics and business knowledge, skills and concepts to familiar problems.
- Develop and present conclusions using appropriate texts, terms and concepts.
- Identify the effects of their decisions and the possible effects of alternative actions.

Course Descriptions

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

History curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

There are two units of study in the curriculum for Geography: 'Water in the world' and 'Place and liveability'. 'Water in the world' focuses on water as an example of a renewable environmental resource. 'Place and liveability' focuses on the concept of place through an investigation of liveability.

Civics and Citizenship curriculum 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.

Economics and Business curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

Assessment Overview

Oral Presentation (Term 1)
Comparative Essay (Term 1)
Short Story (Term 2)
Reading Journal (Term 2)

Digital Poem (Term 3)
Written Assessment (Term 3)
Geography Presentation (Term 4)
Economics and Business Research Task (Term 4)

UNDER REVIEW

YEAR 7 HEALTH AND PHYSICAL EDUCATION

Course Duration: Full Year

Achievement Standards

- Evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.
- Evaluate the impact on wellbeing of relationships and valuing diversity
- Analyse factors that influence emotional responses.
- Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.
- Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes.
- Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.
- Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.
- Demonstrate control and accuracy when performing specialised movement sequences and skills.
- Apply movement concepts and refine strategies to suit different movement situations.
- Apply the elements of movement to compose and perform movement sequences.

Course Description

In the first semester students participate in a variety of sports in Physical Education which include: Fitness, Racquet Skills, Modified Ball Skills and Athletics. In Health, students study: Fitness Components, Sun Safety, Water Safety and Basic First Aid. Students utilise the theory concepts to analyse their practical work. Students demonstrate their understanding through practical testing and participation, class discussions, role plays, worksheets, bookwork and formative assessments.

In the second semester students participate in a variety of activities including: Invasion Sports (Soccer, Ultimate Frisbee), Dance, Skipping and Striking and Fielding Games. Students are given the opportunity to develop their skills through partner work, skill drills and modified games culminating in games using the full court and official rules. In Health students study Drugs, specifically tobacco and marijuana and in Sexual Health, puberty and positive relationships. Students demonstrate their understanding of topics through class discussions, role plays, assignments and tests.

Assessment Overview

Semester 1

- Fitness Testing
- Personal Fitness Profile and Evaluation
- Racquet Skills
- Water and Sun Safety Checklist
- Modified Ball Skills
- Athletics

Semester 2

- Invasion games
- Effects of Smoking
- Role Play Scenario
- Striking activities
- Individual Performance
- Completion of Workbook
- Puberty Assignment

YEAR 7 - MUSIC

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Course Description

In this course, students develop their musical theory elements, broaden their practical musicianship skills and participate in their class band/Ensemble. Students study early musical history (Semester 1 Renaissance and Baroque Periods) and Semester 2 (Classical and The Romantic Periods) and the Instruments of the Orchestra are studied in both Semester 1 and 2.

Assessment Overview

Journal Tasks:

- Early Music History and Instruments of the Orchestra
- Listening Skills Exercises
- Musical Elements Worksheets / Booklet

Performance

YEAR 7 - FOOD TECHNOLOGY

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Explain factors that influence the design of products, services and environments to meet present and future needs.
- Explain the contribution of design and technology innovations and enterprise to society.
- Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.
- Apply project management skills to document and use project plans to manage production processes.
- Independently and safely produce effective designed solutions for the intended purpose.

Course Description

In this course, students develop relevant skills and basic cooking techniques. Students practice and refine relevant design application skills with handling utensils and equipment to follow a recipe and prepare a finished product in the time allocated. The understanding and consistent application of Workplace Health and Safety Practices in the kitchen is an important aspect of the course.

Assessment Overview

Folio Tasks:

- Work Health and Safety
- Design a product
- Evaluation of Product

Practical Cooking

YEAR 7 – DRAMA/MEDIA

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- Apply this knowledge in drama they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
- Collaborate to devise, interpret and perform drama.
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

Course Description

In this course, students develop their self-expression, creativity, self-confidence, and non-verbal skills. As many of the activities are carried out in small groups, the course provides valuable experience for students to work co-operatively and purposefully with others. The course is not aimed specifically at producing skilled actors, rather, having fun, using the human body and voice as a means of expression and learning to work creatively as part of a group. Term One will focus on basic Drama skills leading to a short practical exploration on Grimm Tales. In Term Two students will study the foundations of Greek Theatre culminating in a performance of a short Greek Poem. In the second semester, students discover the diverse range of styles that are covered in Drama and gain confidence in their abilities. They obtain experience in improvisation, the rehearsal process and performance. In Term Three students study Dreamtime stories; exploring the culture surrounding this important component of Indigenous Australian history. Students will be required to understand the purpose and structure of a Dreamtime story. In Term Four students study Commedia dell'arte an Italian Theatre style which was developed during the Renaissance. Students become familiar with the 'stock characters' of Commedia and perform as their chosen character in an improvised scene.

Assessment Overview

Folio Tasks:

- Freeze Frames
- Indigenous Australian Dreamtime
- Stories Quiz
- 'Stock Characters' of Commedia
- Quiz

Rehearsals - Performance

YEAR 7 - SCIENCE

Course Duration: Full Year

Achievement Statements

Students:

- Describe techniques to separate pure substances from mixtures.
- Represent and predict the effects of unbalanced forces, including Earth's gravity, on motion.
- Explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. A
- Analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- Predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.
- Describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem.
- Explain how the solution was viewed by, and impacted on, different groups in society.
- Identify questions that can be investigated scientifically.
- Plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions.
- Summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Communicate their ideas, methods and findings using scientific language and appropriate representations.

Course Description

Students are introduced to the concept of scientific inquiry through practical activities. They use this approach to study the natural and physical world around them and contemplate their impact as a human population on the environment. They describe techniques to separate pure substances from mixtures and discuss the issues surrounding recycling water for drinking. Students examine how ecosystems are organised and how outside factors can change certain variables within an ecosystem. They also look at the classification of living and non-living things in our community.

Later in the year, students explore the relationships between the Earth, Moon and Sun and explain how these affect phenomenon on Earth such as the seasons, tides, day and night and eclipses. Students learn about different types of forces and conduct a practical investigation of the forces involved in toys. They continue to develop scientific inquiry skills through practical investigations and reflect on the ways that science helps humans to understand and influence the world around them. Students improve their scientific literacy skills, through practical report writing and the interpretation of data collected through experiments and research, building a strong foundation for further study in Science.

Assessment Overview

Laboratory Safety and Equipment Quiz
Separating Mixtures Practical Report
What's happening to NT's Food Web Assignment
Ecosystems, Habitats, Food Web and Chain Test
Sustainability Assignment
Earth, Moon and Sun Quiz
Friction Block Practical
Design a Toy Assignment

YEAR 7 - LANGUAGES

Course Duration: 2 x 1 Term

Achievement Statement:

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Course Description:

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how languages and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Assessment Overview

Portfolio Tasks

- Narrative
- Talk/Listening
- Reading

YEAR 8 - RELIGIOUS EDUCATION

Course Duration: Full Year

Achievement Statements

- Students research and reflect on how religious beliefs in general, and Catholicism in particular, inform such understandings as God, salvation, afterlife and the origin, purpose and meaning of human life. Students develop a realisation that God is revealed in various ways through religions such as Catholicism. They respond to questions about religious beliefs with a particular focus on those of the Catholic Church.
- Students appraise the Christian belief that all human persons are created in the image of God, and reflect critically on inclusive issues such as disability, gender and ethnicity.
- Students explore what it means to be created in the image of God. They respond to questions about how this belief impacts on relationships with self and others.
- Students describe how we are challenged to live authentically and promote the reign of God. Students explore how an authentic Christian life involves bringing about the reign of God. They respond to questions about the different vocational paths in the Catholic Church.
- Students demonstrate an understanding of the concepts of freedom, sin, rights and responsibilities in relation to the common good and the reign of God. Students use a simple decision making process to examine the way virtues assist moral living. They respond to questions about the concepts of sin and human freedom as related to the teachings of the Church.
- Students examine contemporary issues in the light of 2 or more religious traditions and identify common values underpinning different religious and cultural practices, such as honesty, compassion and respect. Students explore connections and common moral values contained in 2 or more religious traditions. They respond to questions about how different religious and cultural practices can work for the common good.
- Students critically reflects on how the core elements of liturgy and prayer such as gathering, listening, responding and proclaiming, express the goodness and faithfulness of God.
- Students critically reflect on the ways that the narrative of the birth, life, death and resurrection of Jesus is celebrated in the liturgical year and on its significance for Christian commitment. They respond to questions about the centrality of the Easter Triduum in the Church's liturgical year.

Course Description

The Religious Education Program "Journey of Faith", created by the Diocese of Darwin is followed at O'Loughlin Catholic College. It consists of God and Revelation, Created in the image of God, Discipleship, Moral Decision Making, Social Justice and Ethical Issues Prayer and Liturgy and Liturgical Year of the Church.

Assessment Overview

- Prayer and Liturgy (liturgical presentation)
- God and Revelation (written presentation)
- Liturgical Year of the Church (artistic presentation)
- Discipleship (multimodal presentation)
- Created in the Image of God (multimodal presentation)
- Moral Decision Making (written presentation)
- Social Justice and Ethical Issues (oral presentation)

YEAR 8 - MATHS

Course Duration: Full Year

Achievement Statements

Students:

- Solve everyday problems involving rates, ratios and percentages.
- Describe index laws and apply them to whole numbers.
- Describe rational and irrational numbers.
- Students solve problems involving profit and loss.
- Make connections between expanding and factorising algebraic expressions.
- Solve problems relating to the volume of prisms.
- Make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.
- Model authentic situations with two-way tables and Venn diagrams.
- Choose appropriate language to describe events and experiments.
- Explain issues related to the collection of data and the effect of outliers on means and medians in that data.
- Students use efficient mental and written strategies to carry out the four operations with integers.
- Simplify a variety of algebraic expressions.
- Solve linear equations and graph linear relationships on the Cartesian plane.
- Convert between units of measurement for area and volume.
- Perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles.
- Determine the probabilities of complementary events and calculate the sum of probabilities.

Course Description

The topics of study follow the Australian Curriculum, they include using algebra and arithmetic, linear relations, statistical measures, perimeter and area, simple decimals, indices and integers, factorising, ratios, profit and loss, using two-way tables, Venn diagrams, finding estimates of means and proportions of populations.

Assessment Overview

Calculators and electronic software programs will be an integral part of the learning process. Assessment tasks include tests, investigations, weekly homework, Mathletics and Sumdog online activities, and PAT testing.

YEAR 8 - HUMANITIES

Course Duration: Full Year

Humanities integrates the English and Social Sciences learning Areas and allows Middle School students to become confident communicators, imaginative thinkers and informed citizens. Through the study of Humanities, students are able to analyse, understand, communicate with and build relationships with others and with the world around them. They are able to appreciate, enjoy and use the English language in all its variations and develop a sense of its power to convey information, form ideas, entertain, persuade and argue.

Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future. They develop their understanding of societies, events, movements and developments that have shaped humanity. Through the process of inquiry required in the Social Sciences, students develop transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Achievement Statements

English

Students:

- Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Interpret texts, questioning the reliability of sources of ideas and information.
- Select evidence from the text to show how events, situations and people can be represented from different viewpoints.
- Identify different emphases in texts, using that understanding to elaborate on discussions.
- Productive modes (speaking, writing and creating).
- Understand how the selection of language features can be used for particular purposes and effects.
- Explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.
- Create texts for different purposes, selecting language to influence audience response.
- Make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences.
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

History

Students:

- Recognise and explain patterns of change and continuity over time.
- Explain the causes and effects of events and developments.
- Identify the motives and actions of people at the time.
- Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society.
- Describe different interpretations of the past.
- Sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry.
- Analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions.

- Identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.
- Develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts; evidence identified in sources, and acknowledge their sources of information.

Geography

Students:

- Explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently.
- Explain interconnections within environments and between people and places and explain how they change places and environments.
- Compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.
- Identify geographically significant questions from observations to frame an inquiry.
- Evaluate a range of primary and secondary sources to locate useful and reliable information and data.
- Select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions.
- Analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.

Civics and Citizenship

Students:

- Analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation.
- Recognise different types of law in Australia and explain how laws are made.
- Identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.
- Develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance.
- Explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue.
- Develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts.
- Identify ways they can be active and informed citizens in different contexts.

Economics and Business

Students:

- Explain how markets operate and recognise why governments may influence this operation.
- Explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making.
- Explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.
- Describe influences on the way people work and factors that may affect work in the future.
- develop questions and gather relevant data and information from different sources to investigate an economic or business issue
- Interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative.
- Apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems.

- Develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts.
- Identify the effects of an economic or business decision and the potential consequences of alternative actions.

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

History curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

There are two units of study in the Geography curriculum: '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. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries

The Civic and Citizenship curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

The Economics and Business curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

Assessment Overview

Oral Presentation (Term 1)
 Essay (Term 1)
 Short Story (Term 2)
 Source Analysis Exam (Term 2)
 Geography Field Work Report (Term 3)
 Essay (Term 3)
 Civics and Citizenship/Economic and Business
 Campaign Assignment (Term 4)

YEAR 8 HEALTH AND PHYSICAL EDUCATION

Course Duration: Full Year

Achievement Standards

- Investigate the impact of transition and change on identities
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- Evaluate health information and communicate their own and others' health concerns
- Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities
- Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities
- Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity
- Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations
- Practise, apply and transfer movement concepts and strategies with and without equipment
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences
- Participate in and investigate cultural and historical significance of a range of physical activities
- Practise and apply personal and social skills when undertaking a range of roles in physical activities
- Evaluate and justify reasons for decisions and choices of action when solving movement challenges
- Modify rules and scoring systems to allow for fair play, safety and inclusive

Course Description

In the first semester, students participate in a variety of Physical Education sports which include: Fitness Activities, Tennis, Badminton Basketball and Athletics. In Health, students study Nutrition, Healthy Eating Behaviours, Risk Management and Harm Minimisation.

In the second semester, students participate in a variety of sports including: Cricket, Touch Football, European Handball and Tennis. Students are given the opportunity to develop their skills through playing, officiating and leading small groups. In Health, students study Alcohol: Rethinking Drinking and Developing Positive Relationships. Students demonstrate their understanding of topics through class discussions, role plays, assignments and tests.

Assessment overview

- Fitness Testing
- Healthy Eating Research Assignment
- Tennis and Badminton
- Basketball
- Risky Behaviours - Response to written stimulus/scenarios
- Athletics
- Rethinking Drinking
- Invasion skills
- Striking skills
- Developing Positive Relationships [media analysis]

UNDER REVIEW

YEAR 8 - MUSIC

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Course Description

In this course, students continue to develop and expand their musical theory elements. They broaden their practical musicianship skills and participate in their class band. Students study music from the 1940'S, 1950's and 1960's and refine their listening skills.

Assessment Overview

Journal Tasks:

- History Worksheets
- History Research
- Listening Skills Exercises
- Musical Elements Worksheets / Booklet

Performance

YEAR 8 - FOOD TECHNOLOGY

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Explain factors that influence the design of products, services and environments to meet present and future needs.
- Explain the contribution of design and technology innovations and enterprise to society.
- Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.
- Apply project management skills to document and use project plans to manage production processes.
- Independently and safely produce effective designed solutions for the intended purpose.

Course Description

In this course, students explore different cooking techniques and use a range of ingredients to develop a successful product. Throughout the semester emphasis is placed on the importance of Workplace Health and Safety in the preparation of preparing raw ingredients and working in a busy kitchen. Students follow the Design and Technology design process by documenting their research, and development of their ideas from the initial starting point through to the final product.

Assessment Overview

Folio Tasks:

- Work Health and Safety
- Design a product
- Evaluation of Product

Practical Cooking

YEAR 8 – DRAMA/MEDIA

Course Duration: 2 x 1 Term

Achievement Statements

Students:

- Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- Apply this knowledge in drama they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
- Collaborate to devise, interpret and perform drama.
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

Course Description

In the first semester, students gain experience in improvisation, the rehearsal process and performance. They study two different units of work. In Term One students complete a study of script analysis in which students learn about a range of acting techniques leading to a performance of a short script; using the elements of theatre. In Term Two students explore the history and importance of Realism. This unit has two assessment options, enabling students to choose between the technical side or the acting side of theatre.

In the second semester, students continue to gain experience in improvisation, the rehearsal process and performance. They study two different units of work. In Term Three students complete a study of Film Techniques in which students learn about a range of Film Techniques and demonstrate their knowledge creating a short film. In Term Four students explore the history and importance of Performance. This unit has two assessment options, enabling students to choose between the technical side of theatre or the acting side of theatre.

Assessment Overview

Folio Tasks

- Reflection
- Film synopsis
- Final film submission
- Theatre evaluation

Performance of open script

YEAR 8 - SCIENCE

Course Duration: Full Year

Achievement Statements

Students:

- Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances.
- Identify different forms of energy and describe how energy transfers and transformations cause change in simple systems.
- Compare processes of rock formation, including the time scales involved.
- Analyse the relationship between structure and function at cell, organ and body system levels.
- Examine the different science knowledge used in occupations.
- Explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.
- Identify and construct questions and problems that they can investigate scientifically.
- Consider safety and ethics when planning investigations, including designing field or experimental methods.
- Identify variables to be changed, measured and controlled.
- Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.
- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others.
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Course Description

In the first semester, students study the basic principles in the disciplines of Chemistry and Biology. Students investigate the difference between elements, compounds and mixtures, are introduced to chemical reactions, the concept of cells, the body system of organisms and reproductive strategies. Students conclude their Biology unit with a crocodile dissection and a small unit on adaptations.

In the second semester, students learn how energy takes different forms and how those forms relate to systems and changes in systems. In Term Four students learn about rocks, minerals and the geological processes which formed the Earth in a variety of timescales. Students study energy transfer and carry out a practical involving model rockets. They apply geological theory through the conduct of several experiments involving rocks and sediments. Both terms include topic tests to cement and confirm learning and understanding. Students complete a number of in-class activities including online work and participate in several laboratory sessions both individually and in groups.

Assessment Overview

Practical report: Boiling water

Assignment: Recycling and new materials

Chemistry test

Assignment: Cell Theory

Biology test

Rockets Workbook

Energy Topic Test

Geology Portfolio

Geology Topic Test

YEAR 8 - LANGUAGES

Course Duration: 2 x 1 Term

Achievement Statement

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Course Description

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how languages and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Assessment Overview

Portfolio Tasks

- Narrative
- Talk/Listening
- Reading

Curriculum Content

Year 9

YEAR 9 - RELIGIOUS EDUCATION

Course Duration: Full Year

Achievement Statements

- Students critically reflect on faith as a personal and communal response to the human search for meaning and purpose in the context of a world that is both sinful and graced. Students develop an awareness of what constitutes faith. They respond to questions about what it means to be fully human through Jesus.
- Students examine a significant period in the life of the Church and analyse the historical context and challenges it faced, to be faithful to its mission. Students research the history of the Church at various periods in history. They respond to questions about how the Church responds to values that are different from its own.
- Students research and critically evaluate ways Christians are challenged to be a community of faith, hope and love for the world. Students explore questions on the Church's position on right relationships. They respond to questions about Jesus' life as they develop a personal perspective on discipleship.
- Students consider and analyse ethical scenarios from various perspectives and working collaboratively, design innovative solutions that take into account core Christian values. Students research the concept of ethics and how the field of ethics has evolved. They respond to questions about how Christian belief affects an ethical position.
- Students research the theology of sacrament and sacramentality in Christianity and demonstrate an understanding of Jesus as sacrament of God and the Church as sacrament of Jesus. Students investigate the similarities and differences between 's' and 'S' sacraments. They respond to questions about how being a sacramental people connects us to others.
- Students investigate the origins and developments of liturgical celebrations, assessing change and continuity. Students examine the Liturgical year. They respond to questions about how the seasons of Advent and Christmas have changed.

Course Description

The Religious Education Program "Journey of Faith", created by the Diocese of Darwin is followed at O'Loughlin Catholic College. It consists of Created in the image of God, Church and Community, Discipleship, Social Justice and Ethical Issues, Sacraments and Sacramentality and Liturgical Year of the Church.

Assessment Overview

- Church and Community (written presentation)
- Created in the Image of God (multimodal presentation)
- Discipleship (multimodal presentation)
- Social Justice and Ethical Issues (oral presentation)
- Sacraments and Sacramentality (written presentation)
- Liturgical Year of the Church (artistic presentation)

YEAR 9 - MATHS

Course Duration: Full Year

Achievement Statements

Students:

- Solve problems involving simple interest.
- Interpret ratio and scale factors in similar figures.
- Explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.
- Compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
- Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.
- Calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.
- Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.
- Construct histograms and back-to-back stem-and-leaf plots.

Course Description

The topics of study follow the Australian Curriculum, they include using graphs and equations, algebraic expressions, relative frequencies, trigonometric ratios, index laws, scientific notation, Cartesian plane, calculating areas of shapes and surface areas of prisms, surface areas and volumes of right prisms, scale factors, collecting data, mathematical arguments and statistical knowledge.

Assessment Overview

Calculators and electronic software programs will be an integral part of the learning process. Assessment tasks include tests, investigations, weekly homework, Mathsonline activities, and NAPLAN and PAT testing.

YEAR 9 - HUMANITIES

Course Duration: Full Year

Humanities integrates the English and Social Sciences learning Areas and allows Middle School students to become confident communicators, imaginative thinkers and informed citizens. Through the study of Humanities, students are able to analyse, understand, communicate with and build relationships with others and with the world around them. They are able to appreciate, enjoy and use the English language in all its variations and develop a sense of its power to convey information, form ideas, entertain, persuade and argue.

Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future. They develop their understanding of societies, events, movements and developments that have shaped humanity. Through the process of inquiry required in the Social Sciences, students develop transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

Achievement Statements

English

Students:

- Analyse the ways that text structures can be manipulated for effect.
- Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
- Evaluate and integrate ideas and information from texts to form their own interpretations.
- Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.
- Productive modes (speaking, writing and creating)
- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate how manipulating language features and images can create innovative texts.
- Respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

History

Students:

- Explain patterns of change and continuity over time.
- Analyse the causes and effects of events and developments and make judgments about their importance.
- Explain the motives and actions of people at the time.
- Explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.
- Sequence events and developments within a chronological framework, with reference to periods of time and their duration.
- Develop different kinds of questions to frame a historical inquiry.
- Interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
- Examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past.

- Develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Geography

Students:

- Explain how geographical processes change the characteristics of places.
- Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.
- Use initial research to identify geographically significant questions to frame an inquiry.
- Evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data.
- Record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions.
- Use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes.
- Synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.

Civics and Citizenship

Students:

- Evaluate features of Australia's political system, and identify and analyse the influences on people's political choices.
- Explain the key principles of Australia's system of justice and analyse the role of Australia's court system.
- Analyse a range of factors that influence identities and attitudes to diversity.
- Reflect on how groups participate and contribute to civic life.
- When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue.
- Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.

Economics and Business

Students:

- Explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy.
- Explain the importance of managing financial risks and rewards and analyse the different strategies that may be used.
- Explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used.
- Analyse the roles and responsibilities of participants in the workplace.
- When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate

alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action.

- Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems.
- Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts.
- Analyse the effects of economic and business decisions and the potential consequences of alternative actions.

Course Descriptions

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Literary texts that support and extend students as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives

History curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

There are two units of study in the Geography curriculum: '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 fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The Civics and Citizenship curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

The Economics and Business curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy.

Assessment Overview

Essay (Term 1)

Oral Presentation (Term 1)

Independent Study (Term 2)

Poetry Analysis (Term 2)

Short Story (Term 3)

Economics and Business Oral Presentation (Term 3)

Essay (Term 4)

UNDER REVIEW

YEAR 9 HEALTH AND PHYSICAL EDUCATION

Course Duration: Full Year

Achievement Standards

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others
- Examine the impact of changes and transitions on relationships
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
- Communicating and interacting for health and wellbeing sub-strand
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Critically analyse and apply health information from a range of sources to health decisions and situations
- Contributing to health and active communities sub-strand
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Transfer understanding from previous movement experiences to create solutions to movement challenges
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Course Description

In the first semester students, participate in a variety of sports which include: Fitness, Badminton, Netball, and Athletics. In Health, students study: Lifestyle Diseases, Risks in Sport, Sports Injuries and First Aid for Sport. Students use the concepts taught in Health and apply these to their practical work.

In the second semester students participate in a variety of sports including: European Handball, Touch Football and Hockey. Students are given the opportunity to develop their skills through playing, officiating and leading in small groups. In Health, students consider the role of performance enhancing drugs within sport and in Sexual Health the focus is on positive and healthy relationships as well as the signs and symptoms of sexually transmitted infections.

Assessment overview

Semester 1

- Fitness Testing
- Lifestyle Diseases Research Report
- Badminton
- Netball
- Sports Injury Essay
- Athletics

Semester 2

- Drugs in Sport [Case Study Analysis]
- Invasion skills
- Striking skills
- Sexual Health and Positive Relationships Assignment

YEAR 9 SPORTS SCIENCE

Course Duration: One semester and Full Year

Achievement Standards

- Evaluate factors that shape identities and critically analyse how individuals impact the identities of others
- Examine the impact of changes and transitions on relationships
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk
- Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
- Communicating and interacting for health and wellbeing sub-strand
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses
- Critically analyse and apply health information from a range of sources to health decisions and situations
- Contributing to health and active communities sub-strand
- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities
- Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
- Critique behaviours and contextual factors that influence health and wellbeing of diverse communities
- Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
- Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
- Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Transfer understanding from previous movement experiences to create solutions to movement challenges
- Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

Course Description

In the first semester, students are exposed physically and theoretically to both fitness and training principals. They are required to use their knowledge and understanding of fitness and training principals to write a specific training program for an amateur athlete of their choice. Students also learn about the multiple requirements and responsibilities of sports management and administration job descriptions. They apply their knowledge and understanding of sports management and administration in a real life context by planning, organising and facilitating a middle school cricket competition. Students are required to reflect upon the success of their competition and make suggestions as to how a similar competition could be improved in the future.

In the second semester, students are exposed physically and theoretically to both fitness and training principals. They are required to use their knowledge and understanding of fitness and training principals to write a specific training program for an amateur athlete of their choice. Students also learn about the multiple requirements and responsibilities of sports management and administration job descriptions. They apply their knowledge and understanding of sports management and administration in a real life context by planning, organising and facilitating a middle school sporting competition. Students are required to reflect upon the success of their competition and make suggestions as to how a similar competition could be improved in the future.

Assessment overview

Semester 1

- Training Program
- Fitness
- Sports Management Practicum
- Cricket

Semester 2

- Training Program
- Fitness
- Sports Management Practicum

YEAR 9 – DANCE

Course Duration: Semester

Course Description:

Students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students will also choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

Assessment overview

Semester 2

- On-stage or off-stage role
- Live audience performance

YEAR 9 – MEDIA ARTS (FORMALLY GRAPHICS)

Course description: One semester

This course further develops students visual literacy skills through the study of the design specialism of Visual Communication. The students worked through the established design process of: researching and analysing existing graphic solutions, brainstorming and experimenting with their own design ideas, developing a final design through a process of evaluation and modification, and finally the digital rendering of their best solution. Adobe Photoshop software is the digital platform for pixel based work and Adobe Illustrator was the platform through which students were introduced to vector based digital rendering.

Assessment Overview

- Research and analysis of graphic solutions
- Brainstorming and experimenting on their own design
- Development of a final design
- Digital rendering

YEAR 9 - MUSIC

Course Duration: Semester

Achievement Statements

- Analyse different scores and performances aurally and visually.
- Evaluate the use of elements of music and defining characteristics from different musical styles.
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles.
- Interpret and perform music with technical control, expression and stylistic understanding.
- Use to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences.
- Use knowledge of the elements of music, style and notation to compose, document and share their music.

Course Description

In this course, students learn musical theory elements, practical skills, and music history (such as the Later Musical periods). Students develop a firm grounding for further study of the specialism of Music.

Assessment Overview

Task 1 - Journal Task

Task 2 - Listening Skills

Task 3 – Performance

YEAR 9 - FOOD TECHNOLOGY

Course Duration: Semester

Achievement Statements

Students:

- Explain factors that influence the design of products, services and environments to meet present and future needs.
- Explain the contribution of design and technology innovations and enterprise to society.
- Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.
- Apply project management skills to document and use project plans to manage production processes.
- Independently and safely produce effective designed solutions for the intended purpose.

Course Description

In this course, students explore different cooking techniques and use a range of ingredients to develop a successful product. Throughout the semester emphasis is placed on the importance of Workplace Health and Safety in the preparation of preparing raw ingredients and working in a busy kitchen. Students follow the Design and Technology design process by documenting their research, and development of their ideas from the initial starting point through to the final product.

Assessment Overview

Folio Tasks:

- Work Health and Safety
- Design a product
- Evaluation of Product

Practical Cooking

YEAR 9 - DRAMA

Course Duration: Semester

Achievement Statements

Students:

- Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
- Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters for given circumstances and intentions.
- Perform devised and scripted drama in different forms, styles and performance spaces.
- Collaborate with others to plan, direct, produce, rehearse and refine performances.
- Select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences.
- Refine performance and expressive skills in voice and movement to convey dramatic action.

Course Description

In this course, students gain experience in improvisation, the rehearsal process and performance. In the first term students focus on the use of stimulus to create a devised performance. In the second term students explore the production process. They document and analyse the process of creating their performance from page to stage, covering all facets of getting a performance 'stage ready'. This is the students' first encounter with 'page to stage'. For their final assessment students choose either an on-stage or off-stage role, culminating in a final performance to a live audience.

Assessment Overview

Folio Tasks:

- Monologue
- Rehearsals
- Journal

Performance

YEAR 9 - DESIGN AND TECHNOLOGY: GRAPHICS

Course Duration: Semester

Achievement Statements

Students:

- Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.
- Identify the changes necessary to designed solutions to realise preferred futures they have described.
- Producing designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities.
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions.
- Communicate and document projects, including marketing for a range of audiences.
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- Select and use appropriate technologies skillfully and safely to produce high quality designed solutions suitable for the intended purpose.

Course Description

This course further developed student's visual literacy skills through the study of the design specialism of Visual Communication. The students worked through the established design process of: researching and analysing existing graphic solutions, brainstorming and experimenting with their own design ideas, developing a final design through a process of evaluation and modification, and finally the digital rendering of their best solution. Adobe Photoshop software was the digital platform for pixel based work and Adobe Illustrator was the platform through which students were introduced to vector based digital rendering.

Assessment Overview

Folio Task:

- Subject Matter – Principles of Design
- Artists Research – Keep Calm and Carry On
- Design Analysis
- Development Work – Mr Men
- Evaluation – Mr Men

Practical Tasks:

- Photoshop
- Adobe Illustrator

YEAR 9 - DIGITAL TECHNOLOGY: CODING

Course Duration: Semester

Achievement Statements

Students:

- Explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users.
- Explain simple data compression, and why content data are separated from presentation.
- Plan and manage digital projects using an iterative approach.
- Define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms.
- Design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities.
- Take account of privacy and security requirements when selecting and validating data.
- Test and predict results and implement digital solutions.
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
- Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

Course Description

In Year 9, learning Digital Technology involves students making computer games and learning Object Oriented Programming (OOP) using the Game Maker Language (GML) as a platform. The students will be working in groups, and with their teachers and presenting completed works to the wider community.

Assessment Overview

Folio Tasks:

- Folder structure and accessing data
- Skills tasks using D & D
- Modification to games
- Create a game testing survey
- Build group game
- Produce or modify an existing game incorporating GML Coding

YEAR 9 - DESIGN AND TECHNOLOGY: WOODWORK

Course Duration: Semester

Achievement Statements

Students:

- Explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments.
- Identify the changes necessary to designed solutions to realise preferred futures they have described.
- Producing designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.
- Create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities.
- Establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes.
- Create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences.
- Independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.
- Select and use appropriate technologies skillfully and safely to produce high quality designed solutions suitable for the intended purpose.

Course Description

Students generate original wooden designs through the synthesis of information gleaned from artist research and subject matter research. Maintaining an understanding of the design process and the importance of visual diary documentation is vital. Key learning focuses on the identification of safe work practices, skills and craftsmanship, and evidence of finish in the final product and evaluation.

Assessment Overview

Folio Tasks:

- Subject Matter
- Artists Research
- Development Work
- Evaluation
- Final Piece

YEAR 9 - SCIENCE

Course Duration: Full Year

Achievement Statements

Students:

- Explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.
- Describe models of energy transfer and apply these to explain phenomena.
- Explain global features and events in terms of geological processes and timescales.
- Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- Describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.
- Design questions that can be investigated using a range of inquiry skills.
- Design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
- Analyse trends in data, identify relationships between variables and reveal inconsistencies in results.
- Analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.
- Evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Course Description

In the first semester, students study the disciplines of Biology and Earth Science. They learn about the major body systems involved in homeostasis, the effect of abiotic factors on humans and ecosystems. Students explain global features and events in terms of geological processes and timescales. They research how scientific developments can help us to understand and prevent natural disasters such as earthquakes and tsunamis.

In the second semester, students study principles in the disciplines of Chemistry and Physics. Students investigate the composition of matter, concepts involving chemical reactions, and the ways in which energy moves through different mediums. They describe how light and sounds are propagated through waves and examine how the eye and ear use this information to give us our senses of sight and hearing.

Assessment Overview

Practical Portfolio

Quizzes

End of Term Test

Natural Disaster Journal Assignment

Semester Examination

Practical Portfolio

Radioisotope Brochure Assignment

Topic Quizzes

Chemistry Test

Wind Turbine Assignment

Examination

YEAR 9 - LANGUAGES

Course Duration: Semester

Achievement Statement

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Course Description

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how languages and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.