Introduction
Mission Statement

Aims

“Middle School aims to create a supportive environment that promotes a sense of belonging and connectedness by engaging students in stimulating, challenging learning experiences that develop skills and understandings, enabling them to contribute in significant ways to an increasingly interdependent world.”

The Middle Years

In the middle years students begin to think more about the larger world beyond home and school. They begin to think abstractly about important ideas and start to investigate the world around them. At this stage there is a shift in their intellectual abilities, as they move from the concrete mode of thought to a more abstract level of thinking. The Middle School seeks to respond to students’ needs to grow and change, to become independent and develop into active and reflective participants in society.

The Middle School curriculum aims to engage students in learning that is rigorous, active, social, flexible and meaningful. Research shows that girls’ learning is enhanced through activities that encourage co-operative learning through the discussion of problems and by working together to find a solution. The Middle School curriculum supports creativity by means of hands-on learning experiences that engage students actively and thoughtfully in the learning process.

The supportive environment of the Middle School promotes involvement, empowerment, discovery and independence. Girls are encouraged to become independent thinkers, taking responsibility for their actions and for their learning.
The Middle School curriculum is student-centered and designed so that students are guided in making connections and seeing the relationships between subject areas, and applying this knowledge beyond the classroom. Independence and responsibility are emphasized as students learn to use a wide variety of technologies to enhance the acquisition, analysis, communication and presentation of information. This approach allows students to develop and reinforce learning skills in decision-making, critical thinking, problem-solving and information processing across all learning areas. Teachers emphasize active learning, using a student-centered approach and a variety of assessment techniques.

The curriculum is taught by subject specialists who provide students with expertise in each subject area. Through studying a broad range of subjects in the middle years, students establish a strong base from which to make choices for areas to pursue in more depth in the future. The Heads of Faculty work in conjunction with the Head of Curriculum to develop and refine the curriculum regularly to ensure that programs are contemporary and supported by research on girls’ learning.
Teaching in the Middle School

The curriculum is taught by subject specialists who provide students with expertise in each subject area. Through studying a broad range of subjects in the middle years, students establish a strong base from which to make choices for areas to pursue in more depth in the future. The Heads of Faculty work in conjunction with the Head of Curriculum to develop and refine the curriculum regularly to ensure that programs are contemporary and supported by research on girls’ learning.

Curriculum Structure

Years 7 and 8

• strong foundation in literacy and numeracy
• opportunity for EXPOSURE to other subjects

Years 9 and 10

• consolidation of literacy and numeracy
• opportunity to EXPLORE subjects of interest

Years 11 and 12

• continuation of literacy and numeracy
• opportunity to SPECIALISE in subjects of choice
Australian Curriculum Learning Areas
These include: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Languages, Health and Physical Education and Technology. The Middle School curriculum provides opportunities for students to learn in each of eight learning areas.

Years 7 to 8
The academic program for Years 7 and 8 encourages students to explore learning and try new things. A broad range of subjects is offered, which allows the girls to experience a variety of challenges and disciplines. All students study the same core subjects (except Languages) with their home class:

- English
- Mathematics
- Science
- Humanities
- Health & Physical Education
- Religious Education
- Languages
- Technology (Design & Technology, Financial Futures, Hospitality, Information & Communication Technology)
- The Arts (Drama, Music, Visual & Media Arts)

Year 9
In Year 9, the curriculum offers a broad range of subjects designed not only to meet the diverse needs of students, but also to provide a range of meaningful learning experiences that will challenge the way they think. Students are required to study a core curriculum, as well as three elective subjects. The elective subjects provide students with opportunities to explore their interests and abilities and may indeed help determine future pathways. In order to build deep understanding and allow for the development of skills, subjects will be studied over a two-year period. During these two years, the courses offered build on the essential skills developed in Year 7 and 8 to ensure the girls are challenged and well prepared for the complex demands of Senior School.

Core subjects:
- English
- Mathematics
- Advanced Mathematics
- Science
- History
- Health and Physical Education
- Religious Education
Students choose three electives from:

- English Literature
- Geography
- French
- Japanese
- Business, Finance and Management
- Design & Technology
- Hospitality
- Drama
- Music
- Visual Art
- Media Arts
- Sport Science
What is LEAP?

In order to ensure that the students with proven academic achievement are challenged and enthused in extending their learning and achievement to a higher level, St Hilda’s School has established the LEAP (Learning Enrichment for Academic Progress) program.

LEAP caters to the needs of girls who love cognitive challenges. The program provides them with the opportunities to learn beyond the core curriculum requirements; to stimulate inquisitive minds and to extend their learning capabilities.

In the Middle School the LEAP program is offered to students in Years 8 and 9 for a period of one year.

LEAP Selection

Girls who are academically talented, creative and have proven academic records may be selected for all or some of the following courses.

- LEAP English
- LEAP Mathematics
- LEAP Science

**LEAP aims to foster academic excellence and desire for learning.**

The objectives of the LEAP program include:

- Provide educational opportunities and experiences which are particularly suited to a certain learner’s strengths
- Provide an environment which values and enhances problem solving, critical and creative thinking, is tolerant of ambiguity and comfortable with dilemmas
- Provide the opportunity for self-managing students to interact with other like-minded girls
- Challenge high achieving students to understand and respect others for their uniqueness and to see ways in which they can contribute to each other’s learning.
Program
LEAP classes provide compacted curriculum, focusing on higher order thinking in a challenging and exciting learning environment.

Features Of LEAP
• LEAP is for girls who love to learn, want to learn for the sake of learning, are eager to achieve at higher levels and are not afraid of hard work and challenges.
• LEAP is for girls who will cover the core curriculum at an accelerated pace as the girls are more homogenously motivated and academically ready to learn.
• LEAP is for girls who will engage in additional learning and projects seeking to extend their learning.
• Offer to participate in the program is initially for one year and is reviewed annually.
• Exit or entry to the program may be negotiated after one year at the School’s discretion.
• The selection panel for the LEAP program comprises Head of Curriculum, Head of Middle School and Head of Senior School in consultation with relevant staff of the School.
• The School reserves the right to withdraw the LEAP program subject to review.
Pastoral Care

Why Pastoral Care?

The belief that underpins pastoral care in the Middle School is the recognition that opportunities for growth and development can only occur in a supportive environment. The personal development of each student, as an individual and as a member of our community, is of paramount importance. The Middle School seeks to respond to students’ needs to grow and change, to become independent and to develop into active and reflective participants in society.

Pastoral Care

Social and academic learning are inextricably connected, and each is equally important. The balanced integration of the two is essential to a student’s growth. The structure of our Middle School supports this belief. Pastoral care is a vital component of student experience, shaping student attitudes, willingness and ability to learn. It encompasses all aspects of school life through a combination of structured activities and personal relationships.

In the Middle School the Heads of Year, supported by Pastoral Care (PC) teachers, play a pivotal role in providing pastoral care. PC time allows for individual and small group relationships to develop between staff and students.

Character and Leadership Development Program

Today’s young people are living in an exciting time, with an increasingly diverse society, new technologies, and expanding opportunities. Early adolescents face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement. The CLD program aims to enhance the learning process and promote academic achievement. For students to become capable, they must be ready and motivated to learn, and able to integrate new information into their lives. For students to connect, they must be able to understand risks and opportunities, and be motivated
to choose actions and behaviours that serve not only their own interests but those of others. For students to contribute, they must be able to see beyond themselves and appreciate the concerns of others and their community.

In the Middle School, the CLD program begins with the individual and moves to the community. In Year 7, the focus is on responsibility and independence; in Year 8, on self-awareness and; in Year 9, on developing resilience and a sense of community. Values, ethics and personal development are embedded in the Character and Leadership Development program. Lessons conducted by the CLD Teacher help to address the changing needs of students by discussing relevant issues and promoting the acquisition of skills and values that help the girls to develop and deepen their understanding of these concepts, and of themselves and others.

Learning Skills
Students in Years 7 to 9 participate in learning skills as part of the CLD program. The purpose of this program is to assist students’ understanding of how they learn, what type of learners they are and develop strategies for learning that are most effective for them.

The program encourages students to become reflective learners by understanding and using the language of learning.

Once students move from Junior School to Middle School, they will generally find that they have a greater number of subjects and hence teachers and this can be more demanding; the work has increased in difficulty; and students are expected to be responsible for their learning and be more independent.

Success in Middle School requires high motivation and effort, strong study skills, effective time management, and good test-taking strategies.
The objectives of the learning skills program are to:

• Equip students with the skills, knowledge and attitudes required for academic success

• Provide students with the opportunity to experience and develop a range of different learning strategies

• Enable students to be more responsible for their own learning

• Contribute to students’ academic success and lifelong learning goals

• Facilitate the development of confidence in students' ability to succeed

• Enable students to make connections across curriculum areas
What is Homework?

Homework is an integral component of the Middle School curriculum. It is seen as an important aid to the learning process as it reinforces and extends the learning experience for the student.

The conscientious completion of homework can have a positive impact on a student's success in Middle School.

Homework helps students by:

- Complementing and reinforcing classroom learning
- Enabling them to revise and consolidate work covered in class
- Developing concentration and study skills
- Assisting them to learn more effectively and independently
- Developing organisational and time management skills
- Helping them take responsibility for their learning both at school and at home
- Developing a range of skills in identifying and using information sources
- Fostering good habits of lifelong learning and self-discipline
Homework is assigned on a regular basis in the Middle School. The following times are a guide for each year level, with consideration given to the time students spend on other activities.

**Year 7: 50 - 60 minutes per night**

**Year 8: 60 - 90 minutes per night**

**Year 9: 60 - 90 minutes per night**

Students always have homework to complete, even if specific homework has not been set by a teacher. They are expected to allocate a minimum of 15 minutes each night to reading.

The following lists some ways that students can use homework time to become independent, self-directed learners.

- Reading
- Revising
- Reflecting
- Research
- Practising skills
- Completing assignment tasks and projects

The Middle School strives to help students to become independent and responsible learners. We provide a number of learning opportunities and resources that the girls can access to enhance their confidence and assist with their academic progress.

**Tutorials**

For students who would like additional assistance, a number of after school tutorial sessions are on offer. These include: Mathematics, English, Science, languages and the HELP (Homework Enhancement Learning Program) group.

**Learning Enhancement**

The St Hilda’s Learning Enhancement department aims to provide students with the opportunity to develop the necessary academic skills needed to ensure a positive school experience. Learning Enhancement staff is responsible for arranging testing of new students and the development of appropriate programs for students with learning difficulties, including individual education programs for students eligible for special funding.

They establish a good rapport with students and work closely with the classroom teacher to support learning, enabling the student to achieve success while discovering strategies and structures that accommodate their learning needs.
In the Middle School there are a number of avenues available to students who need additional support. These include:

- Homework Help Club
- After school tutorials - for English, Mathematics and Science
- In-class support
- Learning Enhancement class instead of Languages.

The Learning Enhancement department also takes responsibility for providing English as a Second Language (ESL) support. The ESL program aims to develop ESL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate and engage with the mainstream curriculum. ESL teaching focuses on students learning English in the context of the curriculum they are studying so that they acquire the English language skills relevant to the subject area. ESL support is available in the forms of withdrawal (for new arrivals), support in class, or monitoring, according to each individual student's needs.
Outdoor Education

What is Outdoor Education?

Outdoor Education adds an important dimension to students' learning and personal development and is an integral part of the Middle School experience.

Participation in this program has the ability to broaden a student's perspective, transform attitudes and behaviours, and provide relevance to their relationships with others and their understanding of the natural world. Outdoor Education also provides the girls with opportunities to work collaboratively with their peers as well as developing their own independence. In an environment of encouragement and positive recognition these experiences facilitate personal growth.

Students learn to take responsibility for themselves, experiencing real challenges under, at times, quite demanding environmental conditions, and quickly become more aware of their personal strengths, learning the value of co-operative endeavour. Through challenge, both at a personal and team level, the girls experience enhanced self-esteem and confidence, improved communication skills and a greater sense of community with both their peers and teachers. Outdoor Education enhances the girls' perception of what they are capable of, whilst developing their understanding of how their actions affect themselves, others and the environment.

In the Middle School, students from Years 7 to 9 take part in an outdoor education experience each year, where they are introduced to a carefully structured and sequenced combination of activities.

Year 7 – The Mebbin Challenge

Year 8 – The Moogerah Challenge

Year 9 – The Cooloola Challenge
Canberra

The Canberra trip is a rich learning experience for the girls in Year 7 and is part of the curriculum. It offers a unique opportunity for our students to be exposed to learning environments that cover, not only a number of the Learning Areas, but also explore Australia’s democracy, values, unity and achievements as a people.

Visits to Parliament House, the War Memorial, the Museum and the Electoral Education Centre enable the girls to develop a deeper understanding of our nation in terms of significant events, its people, values and beliefs.
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English

Understanding the power of language – freeing the imagination, giving voice to our thoughts

Why Study English

English has literacy practices that need to be systematically developed through the study of literature and reflection on language. The study of English helps students appreciate the social, imaginative and aesthetic uses of language. It also helps students enjoy language and empowers them as purposeful, critical and creative language users. As multi-literate citizens, students need to be able to interpret and construct a broad range of texts. English provides students with the opportunities to develop the requisite literacy practices, language skills and knowledge of literature.

Year 7

Understanding

- Novel study – Ties that Bind, Ties that Break
- Poetry – introduction to techniques
- Fantasy study – a comparison of novel and film treatment
- Visual literacy – My Place
- Theme study - entertainment

Skills

- Comprehension, interpretation, analysis and evaluation of literary and non-literary texts
- Persuasive writing
- Introduction to Essay Writing
- Expository paragraphs
- Oral presentation
- Grammar, spelling, punctuation and vocabulary
- Critical thinking
**Year 8**

**Understanding**
- Film study – *Rabbit Proof Fence*
- Novel study – *The Outsiders*
- Characterisation in narrative
- Poetry – finding the meaning
- The female hero in literature – *The Declaration*

**Skills**
- Comprehension, interpretation, analysis and evaluation of literary and non-literary texts
- Introduction to expository and analytical essays
- Writing a narrative intervention
- Oral presentation skills
- Grammar, spelling and vocabulary
- Critical thinking

**Year 9**

**Understanding**
- Film study – *The Power of One*
- Novel study – *The Running Man*
- Protest Poetry – analysing the text
- Representations of women in Shakespeare – *Much Ado About Nothing*
- Changing the medium changes the message

**Skills**
- Comprehension, interpretation, analysis and evaluation of literary and non-literary texts
- Persuasive, transactional and expository writing
- Oral presentation
- Grammar, spelling, punctuation and vocabulary
- Critical thinking
How do students study?

- Engaging with literary and non-literary texts
- Engaging in individual and group work
- Using technologies for research and text production
- Making relevant links to other subject areas
- Viewing/listening to speakers and performers

How are students assessed?

- Written – tests and assignments
- Spoken – oral presentations
Why Study LEAP English

The Years 8 and 9 LEAP English programs provide the opportunity for students to engage with language at a deeper level by studying more conceptually challenging texts. This allows students to extend their exploration of the key concepts in English.

The LEAP program offers those students who wish to extend their appreciation and knowledge of English, a flexible and challenging framework in which to develop their individual talents.

Year 8

Understanding
• Film study – SHREK
• Novel study – Rags to Riches - Chinese Cinderella
• Poetry – a study of female poets and their works
• A walk through fantasy – the fantasy short story
• Shakespeare for the 21st century - the Taming of the Shrew

Skills
• Comprehension, interpretation, analysis and evaluation of literary and non-literary texts
• Introduction to expository and analytical essays
• Writing a short story
• Oral presentation skills
• Grammar, spelling and vocabulary
• Critical thinking
Year 9

Understanding
• Reading practices in written and visual texts, comparing novel and film – The Book Thief
• Appreciating texts that endure and their cultural significance – Myths and Legends
• Understanding the power of selected modern poetry in shaping opinions
• Engaging with drama that challenges beliefs and assumptions – The Merchant of Venice
• The power of persuasion – appreciating spoken/visual language techniques
• Writing and shaping – developing an informed opinion, constructing feature articles, preparing speeches

Skills
• Comprehension, interpretation, analysis and evaluation of literary and non-literary texts
• Narrative and expository writing – manipulating the genre
• Oral presentation
• Grammar, spelling, punctuation and vocabulary

• Critical thinking
• Writing a feature article
• Critical thinking

How do students study?
• Engaging with literary and non-literary texts
• Engaging in individual and group work
• Using technologies for research and text production
• Making relevant links to other subject areas
• Viewing/listening to speakers and performers

How are students assessed?
• Written – tests and assignments
• Spoken – personal oral presentations and the production of film text
Why Study Mathematics?

Learning mathematics creates opportunities for and enriches the lives of all St Hilda’s students. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Mathematics program will enable students to become numerate individuals who are confident, independent, critical thinkers with a true understanding and appreciation of the value of Mathematics.

Year 7

Understanding

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Skills

Students use fractions, decimals and percentages and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They 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. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

**Year 8**

**Understanding**

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

**Skills**

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

**Year 9**

**Understanding**

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in 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.
Skills
Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They 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. Students 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. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

How do students study?
The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

How are students assessed?
- Written tests
- Assignments
- Investigations involving some group work

NOTE: There will be no LEAP Mathematics in Year 10 in 2014. Students will be given the opportunity, after consultation and advice, to study either Year 10 or Year 10 Advanced Mathematics in line with the Australian Curriculum.
Why Study LEAP Mathematics?

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. LEAP Mathematics explores the philosophical study of the concepts and methods of mathematics. It is concerned with the nature of numbers, geometric objects, and other mathematical concepts; it is concerned with their cognitive origins and with their application to reality. It addresses the validation of methods of mathematical inference. In particular, it deals with the logical problems associated with mathematical infinitude. It explores all aspects of mathematical thinking. Learning mathematics creates opportunities for and enriches the lives of all St Hilda’s students. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on
Year 9

Understanding
Number and Algebra
- Real numbers
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships

Measurement and Geometry
- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability
- Chance
- Data representation and interpretation

Skills
- Pose questions and formulate propositions
- Represent and interpret concepts and relationships
- Analyse situations, describe the mathematical concepts, and use efficient procedures to solve problems
- Make deductions, generalise and verify solutions
- Make logical use of mathematical language
- Make predictions, solve problems and reflect on solutions

Students determine complementary events and calculate the sum of probabilities.

How do students study?
- Traditional methods of exposition, reinforcement, discussion
- Investigations in a less structured format
- Individual and group work requiring research, problem solving and modelling
- Computer software and calculators are integrated into the course where appropriate

How are students assessed?
- Written tests
- Assignments
- Investigations involving some group work
Why Study Science?

Science is presented to students as a ‘way of knowing’ and a ‘way of doing’, that is, science (the scientific process) is just another way of constructing new knowledge to gain a better and more in depth understanding of the natural world.

With the implementation of the Australian Curriculum next year, students will also explore one or more topics from an indigenous perspective and one or more sustainability issues.

Students are provided with opportunities to make sense of, and communicate, the phenomena they experience when they carry out investigations in the classroom. Students are expected, as much as possible, to learn the knowledge and concepts of science through engaging in a very diverse range of learning activities ranging from group experimentation and field studies to independent research. Students and teachers are encouraged to work together to construct new understandings of the world around them and compare these to those of the scientific community.

At St Hilda’s, the learning activities in the Science program are designed to develop students who are complex thinkers, knowledgeable, creative, active investigators, effective communicators, active participants in an interdependent world and reflective and self-directed learners.
Year 7

Understanding

Biological sciences
- There are differences within and between groups of organisms; classification helps organise this diversity
- Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions

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

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

Physical sciences
- Change to an object’s motion is caused by unbalanced forces acting on the object
- Earth’s gravity pulls objects towards the centre of the Earth

Skills

Students will be able to:
- Pose scientific questions and make predictions based on scientific knowledge
- Plan and conduct a range of investigation types, both individually and collaboratively
- Process and analyse data and information using graphs, keys and models, using digital technologies when appropriate, to identify patterns/relationships and draw conclusions
- Evaluate the quality of data collected by reflecting on the method used to collect the data and previous findings
- Communicate ideas/findings using scientific language and representations, using digital technologies when appropriate
Year 8

Understanding

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

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

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

Physical sciences
- Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems

Year 8

Skills

Students will be able to:
- Pose scientific questions and make predictions based on scientific knowledge
- Plan and conduct a range of investigation types, both individually and collaboratively
- Process and analyse data and information using graphs, keys and models, using digital technologies when appropriate, to identify patterns/relationships and draw conclusions
- Evaluate the quality of data collected by reflecting on the method used to collect the data and previous findings
- Communicate ideas/findings using scientific language and representations, using digital technologies when appropriate
Year 9

Understanding

Biological sciences
• Multi-cellular organisms rely on coordinated and interdependent internal systems
• Ecosystems consist of communities of interdependent organisms and abiotic components of the environment

Chemical sciences
• All matter is made of atoms; natural radioactivity arises from the decay of nuclei in atoms
• Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
• Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Earth and space sciences
• The theory of plate tectonics explains global patterns of geological activity and continental movement

Physical sciences
• Forms of energy can be transferred in a variety of ways through different mediums

Year 9

Skills
Students will be able to:
• Propose hypotheses and design group experiments to confirm them
• Conduct individual non-experimental research and present findings effectively
• Analyse primary and secondary experimental data and draw logical conclusions
• Make deductions, form generalizations and propose creative solutions given scientific problems
• Translate information from one form to another
• Recall core facts, laws and theories.
How do students study?

- Traditional methods of exposition, reinforcement, discussion
- Short and more extended experimental investigations (group work)
- Individual extended research (essay/report/presentation)
- Computer software and electronic data collection equipment are used when appropriate

How are students assessed?

- Written tests
- Experimental investigations and reports (group investigation/individual report)
- Individual research tasks
LEAP Science

Inspiring imagination – understanding realities

Why Study LEAP Science?

At St Hilda’s, the learning activities in LEAP Science are designed to develop students who are complex thinkers, knowledgeable, creative, active investigators, effective communicators, active participants in an interdependent world and reflective and self-directed learners. An emphasis will be placed on complex thinkers, active investigators, effective communicators and reflective and self-directed learners.

Year 8

Understanding

Biological sciences

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

Chemical sciences

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

Earth and space sciences

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

Physical sciences

- Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems
Year 8

Skills

Students will be able to:

- Pose scientific questions and make predictions based on scientific knowledge
- Plan and conduct a range of investigation types, both individually and collaboratively
- Process and analyse data and information using graphs, keys and models, using digital technologies when appropriate, to identify patterns/relationships and draw conclusions
- Evaluate the quality of data collected by reflecting on the method used to collect the data and previous findings
- Communicate ideas/findings using scientific language and representations, using digital technologies when appropriate

Note: within each content area, topics of interest and/or making current news, are explored in greater depth; this is student driven and will vary from year to year

Year 9

Understanding

Biological sciences

- Multi-cellular organisms rely on coordinated and interdependent internal systems
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment

Chemical sciences

- All matter is made of atoms; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Earth and space sciences

- The theory of plate tectonics explains global patterns of geological activity and continental movement

Physical sciences

- Forms of energy can be transferred in a variety of ways through different mediums
**Year 9**

**Skills**

Students will be able to:

- Propose hypotheses and design group experiments to confirm them
- Conduct individual non-experimental research and present findings effectively
- Analyse primary and secondary experimental data and draw logical conclusions
- Make deductions, form generalizations and propose creative solutions given scientific problems
- Translate information from one form to another
- Recall core facts, laws and theories.

**How do students study?**

- Traditional methods of exposition, reinforcement, discussion
- Short and more extended experimental investigations (group work)
- Individual extended research (essay/report/presentation)
- Computer software and electronic data collection equipment are used when appropriate

**How are students assessed?**

- Written tests
- Experimental investigations and reports (group investigation/individual report)
- Independent research tasks – student choice
- Extended experimental investigations
**Why Study Humanities?**

Humanities offers students the opportunity to increase their understanding of the world by placing into perspective its historical origins and its geography. Humanities includes units of study in History and Geography. History is a study of change and of continuity in human affairs and a good History student enjoys investigating the interpretations of the causes and results of significant events, and of the motives of significant people. Studies in Geography are relevant to the welfare of all students and the good of the local and global community. The study of this subject promotes research, critical inquiry, reflection and decision making, so students develop essential life-skills.

### Year 7

**Understanding**

- Investigating the Past
- Ancient Egypt
- Ancient China
- Water in the World
- Place and Liveability

### Year 8

**Understanding**

- Landforms and Landscapes
- Changing Nations
- Medieval World
- Medieval Japan
- Black Death
Year 7 & 8

Skills

• Source analysis, interpretation and evaluation
• Research methodology
• Essay writing
• Oral presentation
• Critical questioning techniques

How do students study?
Through the inquiry process students are encouraged to form and investigate their own hypothesis and to present their findings in a variety of formats. To achieve this, students will be involved in a variety of learning and teaching experiences, such as:

• Using a variety of research techniques
• Identifying and using sources, including primary and secondary evidence
• The critical evaluation of evidence
• Sharing in class and small group discussions
• Using technology as a tool for collaboration and research.

How are students assessed?
Students are assessed in a variety of ways including:

• Source tests
• Paragraph tests
• Extended written response to historical evidence
• Written research tasks
• Multi-modal presentations
Why Study History?

History offers students the opportunity to increase their understanding of the world by placing into perspective its historical origins. History is a study of change and of continuity in human affairs and a good History student enjoys investigating interpretations of the causes and results of significant events, and of the motives of significant people. The study of this subject promotes research, critical inquiry, reflection and decision making, so students develop essential life-skills.

Year 9

Understanding

- Progressive Ideas and Movements
- Australia and Asia – Japan and Modernisation
- World War One
- Leadership in the Ancient World

Year 9

Understanding

- Source analysis, interpretation and evaluation
- Research methodology
- Essay writing
- Oral presentation
- Critical questioning techniques
How do students study?
Through the inquiry process students are encouraged to form and investigate their own hypothesis and to present their findings in a variety of formats. To achieve this, students will be involved a variety of learning and teaching experiences, such as:

- Using a variety of research techniques
- Identifying and using sources, including primary and secondary evidence
- The critical evaluation of evidence
- Sharing in class and small group discussions
- Using technology as a tool for collaboration and research
- Independent study

How are students assessed?
Students are assessed in a variety of ways including:

- Source tests
- Extended written response to historical evidence
- Written research tasks
- Multi-modal presentations
Health and Physical Education

Why Health and Physical Education?

Health and Physical Education (HPE) provides students with opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Personal, social and community health
- Movement and physical activity

Active engagement in physical activity is a major emphasis in Health & Physical Education. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.

Year 7

Understanding
- Health and Socialisation
- Preventing and Treating Sport Injuries

Skills
Physical activities may include:
- Soccer, athletics, rhythmic gymnastics and cricket
- Recall, analysis, synthesis and evaluation
- Justification

Year 8

Understanding
- Smoking and Alcohol
- Potentially Unhealthy Fads

Skills
Physical activities may include:
- Volleyball, athletics, softball and aerobics
- Recall, analysis, synthesis and evaluation
- Justification and referencing
Year 9

Understanding
• Making Healthy Food Choices
• Mental Health

Skills
Physical activities may include:
• Tennis, self defence and netball
• Recall, analysis, synthesis and evaluation
• Justification and referencing

How do students study?
• Teacher presentation
• Independent research and revision
• Individual and group brainstorming
• Participation in physical activity
• Application of theoretical concepts to physical performance
• Reflection regarding practical experiences

How are students assessed?
• Written tests, assignments and research reports
• Oral presentations
• Physical performance tasks
Religious Education

“For God so loved the world that he gave his one and only son …” (John 3:16)

Why Study Religious Education?

Jesus’ statement that, “I have come that they might have life and have it to the full” (John 10:10) forms the basis for the St Hilda’s School Religious Education Program.

Religious Education should enable girls to consider and respond to important issues related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious Education can provide opportunities to develop concepts and skills that will help girls to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of other faith communities.

Year 7

Understanding

- Who am I? A Christian Perspective
- Who are we, what do we do about it and how do we bring that to God?
- The Parables
- The Christian Message through Music and Art

Skills

- Critical thinking
- Analysing stimulus material
- Research skills
- Written and oral communication skills
- Applying scriptural knowledge to issues and ideas
- Justifying point of views
- Recognising diverse points of view

Year 8

Understanding

- Journey through the Bible
- Aspects of the Human Condition
Year 8

Skills
• Critical thinking
• Analysing stimulus material
• Research skills
• Written and oral communication skills
• Using scripture, tradition and reason to make decisions
• Justifying point of views
• Recognising diverse points of view

Year 9

Skills
• Critical thinking
• Analysing stimulus material
• Research skills
• Written and oral communication skills
• Applying scriptural knowledge to issues and ideas
• Justifying point of views
• Recognising diverse points of view

Understanding
• The Easter Story
• Heroes and Role Models – Women of Faith, Courage and Strength
• World Religions at a Glance
• Moses – A Journey through Exodus

How do students study?
• Students use a range of inquiry processes including whole class discussion, group work, research, response to stimulus, web searches, viewing and creating audio-visual and creative presentations

How are students assessed?
• Portfolio of the student’s work
Why Study French?

Jesus’ statement that, “I have come that they might have life and have it to the full” (John 10:10) forms the basis for the St Hilda’s School Religious Education Program.

Religious Education should enable girls to consider and respond to important issues related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

Religious Education can provide opportunities to develop concepts and skills that will help girls to make sense of their own experiences and beliefs, and to understand the beliefs and practices of members of other faith communities.

Year 7

Understanding

- School life
- My school day
- Helping at home
- It’s the weekend

Skills

- Understanding simple oral communications
- Expressing simple ideas on familiar topics
- Understanding both known and new written material
- Writing simple communications such as postcards, letters and diary entries
- Appreciating the cultural differences between France (and other French speaking nations) and Australia
Year 8

Understanding

• Clothing
• My home
• Eating out
• Girls and sport

Skills

• Understanding oral communications.
• Expressing ideas on familiar topics.
• Understanding both known and new written material.
• Being able to write more complex communications such as letters, formal and informal magazine articles.
• Appreciating the cultural differences between France (and other French speaking nations) and Australia

How are students assessed?

• Students will be assessed on the four macro-skills of Speaking, Reading, Writing and Listening.

How do students study?

Through student centred learning, students are encouraged to develop their communicative skills and cultural understandings through:

• The use of a variety of written texts
• Individual and group activities
• Exposure to film and song
• Participation in a number of competitions
• The use of technology
Why Study Japanese?

The study of Japanese is concerned primarily with the development of communicative proficiency. At the same time, as the language is greatly influenced by the dynamics of the country, students are taught about the sociocultural environment of Japan as they progress through the topics and new language patterns.

Studying Japanese benefits students in a number of ways. The importance of cross cultural links between Japan and Queensland ensures that there will be increasing contact with Japanese business people and tourists. Ability to communicate in the Japanese language may become an empowering professional adjunct for the student's future as well as a useful asset for travel and recreation.
Year 8

Understanding

- Revision of introductions and daily routines
- Going to school (time words and forms of transport)
- School (timetable, favourites, adjectives)
- School excursions
- Free time activities
- Ongoing script consolidation
- Cultural Presentation

Skills

- Oral skills are further developed so that interactions become a little more natural and confident.
- A larger variety of vocabulary and structures are introduced so that writing becomes more detailed and expressive.
- In the receptive skills of listening and reading, students are exposed to more variety and many in-class directions are given in the target language.

How do students study?

- It is expected that students enter Year 7 Japanese with a positive attitude towards learning to read and write the Hiragana "alphabet" confidently. Approximately 35 Kanji characters are introduced over the two year course. A significant amount of time is spent consolidating the use of the Japanese script.

How are students assessed?

- Assessment is divided equally among the four macro-skills of Listening, Speaking, Reading and Writing. Students should be able to communicate on a simple level on the topics studied.
Why Study Design & Technology?

The Design and Technology (D&T) program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. The rate of technological change in the last twenty-five years has been greater than any other comparable period in human history. This change has had important social, cultural and environmental implications.

Students need to be prepared for life in the 21st century. They will need to have the capacity to assess and deal with rapid technological change, the ability to form considered opinions about and be critical users of technology, the confidence and knowledge to help determine the future and not simply to adapt to a future determined by others and the capacity to contribute in areas of engineering, science and technology.

Year 7

Understanding

Students learn about:

- OnGuard
- General workshop safety
- Sander
- Scroll saw
- Introduction to polymers and fabrication techniques
- Digital information storage (iPad facilitated blog)
- The design process

Skills

- Investigate a specific problem utilising resources such as internet, library, community and business links
- Generate ideas based on good research and testing in order to propose an optimum solution
- Produce an artefact, system or presentation that satisfies the original brief utilising both traditional workshop facilities and automated computerised milling
- Evaluate the final solution in order to build and improve upon learned design skill.
Year 8

Understanding

Students learn about:

- Control systems
- Resistant materials
- Simple circuits
- The design process
- Soldering
- Digital information storage (iPad facilitated blog)

Skills

- Investigate a specific problem utilising resources such as internet, library, community and business links
- Generate ideas based on good research and testing in order to propose an optimum solution
- Produce an artefact, system or presentation that satisfies the original brief utilising both traditional workshop facilities and automated computerised milling
- Evaluate the final solution in order to build and improve upon learned design skill.

How do students study?

- The subject is project-based where students are required to complete a brief consisting of a practical component and comprehensive journal documentation. In order to resolve practical problems presented to them, students need to draw upon knowledge gained from their studies in other subjects such as Mathematics, Arts and Science.

How are students assessed?

- The product
- Electronic Journal submission including investigations, ideation, evaluation and self reflections
- Personal engagement within the learning environment

NB: This is a one term subject.
Financial Futures

Why Study Financial Futures?

This subject equips students with a basic understanding of consumer education, budgeting and sound financial management practices. Students are passive consumers as they have mobile phones and bank accounts but lack an understanding of being a smart consumer. Financial Futures aims to engage students in a financial literacy unit that is meaningful and enjoyable.

Year 7

Understanding
Students learn about:
• Being a Smart Consumer
• Refunds and Exchanges
• Scams

Skills
• Team Skills
• Research Skills

Year 8

Understanding
Students learn about:
• Setting personal financial goals
• Developing simple budgets and financial records
• Investment Options

Skills
• Budgeting
• Simple financial record keeping
How do students study?

- Individual and group work
- Practical applications (Year 8)

How are students assessed?

- Written test (Year 8)
- Group Presentation

NB: This is a one term subject.
Why Hospitality?

The Hospitality program has been developed to help students gain knowledge and build thinking and process skills that will enable them to participate effectively in a world of change. In today’s society, hospitality is rarely a matter of protection and survival and involves showing respect for one's guests, providing for their needs, and treating them as equals. Hospitality encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, relationships and living environments. It is an interdisciplinary study drawing on the fields of nutrition and dietetics, human development and...
Year 8

Understanding
• Using extended food preparation techniques and contemporary equipment
• Understanding the function of packaging and catering for a specific function
• Analysing and making suitable choices based on skill level and functionality

Skills
Students will be able to:
• Investigate a specific hospitality problem utilising resources such as internet, library, community and business links
• Generate ideas based on good research and testing in order to propose an optimum solution
• Produce a solution or presentation that satisfies the original brief utilising both traditional kitchen facilities
• Evaluate the final solution in order to build and improve upon learned hospitality and design skills
How do students study?

• The subject is project-based where students are required to complete a brief consisting of a practical component and comprehensive electronic journal documentation. In order to resolve practical problems presented to the, students need to draw upon knowledge gained from their studies in other subjects such as Mathematics, Science and English.

How are students assessed?

• Solution to the problem, production of a hospitality solution
• Electronic journal submission including investigations, ideation, evaluation and self-reflections
• Personal engagement within the learning environment

NB: This is a one term subject.
Why Information & Communication Technologies?

As new and interesting software and technologies are released, this course implements different elements of ICT to help students learn to express their thoughts and ideas.

Students learn to use technology as part of their communication in new and different ways by utilising various forms of media to get their message across the audience.

Activities for this subject are drawn from the combination of latest iPad App and MacBook technologies and the desire to be creative. As a result, things might vary during the course of the year as new opportunities arise.

Year 7

Understanding

• Create an iBook on a topic of choice using Creative Book Builder for iPad
• Create animations with the PhotoSpeak App
• Understand how to program the iPad to perform tasks such as animated drawings and games using Hopscotch for iPad
• Create soundtracks using GarageBand App for iPad

Skills

Students will be able to:
• Investigate and research their iBook topic
• Gather and create relevant text based, graphic and animated materials for the iBook
• Use iCloud and DropBox Apps to share materials
• Create small quizzes in iBooks to test reader understanding
• Evaluate the effectiveness of various layouts and formats
Year 8

Understanding

• Create a short animation that explains something
  For example, how to solve a maths problem, how the solar system works, how to make cupcakes, why it rains etc.

• Create a soundtrack for this animation using GarageBand

Skills

Students will be able to:

• Investigate and research their animation
• Effectively use the Animationish program
• Evaluate the effectiveness of their animation via peer appraisal
• Combine animation and sound tracks and save files in the correct formats

How do students study?

• Individual and group work
• Practical applications

How are students assessed?

• Completion of set projects

NB: This is a one term subject.
Why Study Drama?

Drama is one of the oldest art forms known. Drama provides a medium for exploration, social criticism, celebration and entertainment. It enables students to define and shape their own identity within social and cultural contexts. Students involved in drama activities are participating in aesthetic learning in which the senses and emotions are engaged cognitively and effectively. This is an experimental mode of learning that demands active participation. Drama offers a unique means of inquiry that contributes to knowing and understanding the world.

A study in Drama provides an opportunity for and assistance in developing:

- Aesthetic learning through engaging, creating and responding to the art form
- Communication and presentation skills
- Skills in creative, critical and lateral thinking as well as problem solving
- Co-operative and collaborative group skills including working as a team
- Cultural awareness
- Consciousness of values and value commitments

Year 7

Understanding

- Scripted Drama – a study into acting approach, stagecraft and parody
- Improvisation and Play Building – a study into improvisation as a creation tool for performance

Skills

- Presenting: Acting – role, voice, movement, stage craft, line memorisation
- Forming: Improvisation, devising original scenes, play building, creating and subverting narrative structure, rehearsal process
- Responding: Critiquing Performance, written and oral analysis and evaluation of dramatic action
Year 8

Understanding
• From the Page to the Stage – a study into scripted text and performance
• Storytelling – a study into Asian theatre style Shadow Puppetry

Skills
• Presenting: Acting – characterisation, voice, movement, stagecraft, manipulation of apparatus
• Forming: Rehearsal process, devising, designing, scriptwriting, character profiling, improvisation
• Responding: Critiquing Performance, written and oral analysis and evaluation of dramatic action

How do students study?
Drama is primarily a practical subject, engaging students in experiential and aesthetic learning experiences. However, Drama is an academic subject with a fundamental theoretical component. Students engage in the creative process through:
• Working collaboratively as well as individually to create, shape, present and critique drama.
• Manipulating a variety of technology, including the use of multi-media, lighting and sound.
• Developing creative and critical thinking skills.
• Developing skills in communication and presentation, nurturing self confidence and self expression.
• Participating actively in workshops, excursions and incursions to view live theatre, discussions, reflection as well as opportunities to perform for an audience.

How are students assessed?
The student’s development in the three dimensions of Drama (forming, presenting, and responding) is assessed in a variety of ways such as:
• Performances
• Journal work
• Written and practical assignments

NB: This is a one term subject.
Why Study Music?

Studying music fosters students’ expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. Students become problem-solvers and develop their ability to deconstruct, analyse and critically evaluate. The discipline and commitment of music-making builds students’ self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

The study of Music is not restricted to those who intend on pursuing Music professionally. There are many other fields where music can enhance career prospects. Music contributes to educating students for life – music can be listened to, appreciated and participated in by people of all ages and nationalities as it is an international language and integrated into all aspects of society.

What do students study?

In the music curriculum, students will be encouraged to develop their musicianship using the composing and performing of music and its associated symbol system as the basis of study. Throughout the course, students learn about the development and changes in music across history.

Year 7

Understanding

- Piano keyboard orientation
- Basic ICT and music technology
- The stave, basic treble and bass notes, ledger lines
- The Classics and Instruments of The Orchestra
- Jazz/Big Band and Rock Music
- Notes and rest duration, time signatures
- Major scales

Skills

- Playing keyboard
- Recording keyboard playing on iPads
- Recognising musical styles
- Reading music
Year 8

Understanding
• Analysing a Pop/Rock Song
• Composing with Garageband
• Singing with Singstar
• Playing Guitar

Skills
• Creating your own pop/rock work using GarageBand
• Playing melodies and chords on guitar
• Singing in Pop/Rock styles using Singstar
• Discovering the form of and instruments used in your favourite Pop/Rock Song

How do students study music?
The course of study is divided into three general objectives: Analysing Repertoire, Composing and Performing studied through:
• Individual and group work to create music by composing and performing
• Classroom activities in the analysis of the use of the musical elements (melody, rhythm, harmony, timbre, texture, dynamics and form) in music of different styles.
• Using computer software such as Garageband for composing
• Taking the opportunity to join a School Music Ensemble as part of improving teamwork and ensemble skills for the performing component of the course.

How are students assessed?
A variety of assessment techniques are used and are selected from:
• Solo and group performances (instrumental and vocal)
• Composing tasks (submitted as notated and sound scores)
• Written tests involving reflection on work completed, recalling terminology, recognising patterns and compositional devices and comparing and contrasting musical styles

NB: This is a one term subject.
Visual Art

Our visual world … alive with creativity and imagination

Why study Visual and Media Arts?

Study in the Visual and Media Arts is based on the development of visual literacy. Students work on practical projects, supported by the study of relevant artist practices and on art historical and theoretical knowledge and understanding. They develop creative thinking skills, the ability to critically analyse images and to solve visual problems. Students learn to ‘read’ images in both the art world and the media and make and display their own work.

The inquiry-learning model – researching, developing, reflecting and resolving – is central to the work program. Using this model, students make and interpret works that explore personal, social and cultural issues and express concepts, experiences, feelings, ideas and observations relevant to their world. This subject also encourages creative, philosophical, intuitive and imaginative abilities that

“Now, more than ever before, it is critical to act to assure that no Australian child is left without a sound and secure visual education… there is fertile ground for the development of a twenty-first century visual education curriculum – and that Australia is poised to offer the world a new way of thinking and acting in this regard.”


What do students study in Visual Art?

Year 7

Understanding

• Seeing is 80% of your sensory input – how to use this sense more confidently
• Doing – translating and sharing what you see using two and three dimensional art media
• Using the tools of the media to construct messages
• Wearable Art from the things we discard
• Collaborative and community artworks
Year 7

**Skills**
- Observational Drawing and Painting
- Designing and print making – making multiples
- Designing and sculpting
- Visual literacy – describing and interpreting images and artworks using art specific vocabulary and art terms
- Media literacy and critical thinking

Year 8

**Understanding**
- Seeing People, Seeing Yourself: enhancing your dominant sense
- Visual Language and Body Language
- Fact, Fiction and Illusion in the Media
- Making time-based artworks – animation

**Skills**
- Direct drawing and painting using a range of techniques
- Visual Literacy – Analysing and interpreting using art specific vocabulary and art terms
- Media literacy and critical thinking
- Communicating meaning