ADDRESS
Warren Road, Rosanna, 3084
P.O. Box 264, Rosanna, 3084

TELEPHONE
9458 2811

FAX
9459 0512

EMAIL
viewbank.co@edumail.vic.gov.au

PRINCIPAL
Mrs. Judith Craze

ASSISTANT PRINCIPALS
Mr. John Munro
Mrs. Maree Gaffney

SCHOOL HOURS
8.50am – 3.10pm
Recess: 10.42am – 11.08am
Lunch: 12.44pm – 1.34pm

OFFICE HOURS
8.30am – 4.30pm

TERM DATES 2015
29th January (Teachers) – 27th March
13th April – 26th June
13th July – 18th September
5th October – 18th December
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YEAR 7 GENERAL INFORMATION

YEAR 7 ORGANISATION AND WELLBEING
In Year 7 the focus is on the student and that the transition from primary to secondary school is successfully achieved in a happy, stress free environment. The Year 7 team of teachers work closely with the primary schools and Grade 6 teachers to ensure the transition of students into Year 7 is a smooth and positive experience. Much care and thought is put into the placement of students into classes.

Year 7 is administered by a Wellbeing Leader, an Assistant Wellbeing Leader and Homegroup Teachers. In 2015, eight Homegroups will operate with approximately 25 students. Each Homegroup has a team of 8 – 9 teachers. The Homegroup Teacher teaches the students in their group and is responsible for the well-being of the students including monitoring absences. Year 7 students have their own Year 7 school yard area, basketball court, locker rooms and home rooms.

YEAR 7 TRANSITION & WELLBEING PROGRAM
Wellbeing Days
In Term 2 and 3, Year 7 students are involved in Year 7 Wellbeing Days where they interact with guest speakers and participate in activities and sessions on a range of topics concerned with the Health & Wellbeing of young people. Topics include bullying, cyber-safety, resilience, growing up and making choices as well as fun team building activities. All students are expected to attend. There is an additional cost to assist with covering the cost of the external providers of approximately $20.

Peer Support Program
Peer Support is a program running throughout the year involving all Year 7 students and run by a group of committed and responsible Year 10 Leaders. It gives all students undertaking the program the opportunity to develop positive relationships within the group.

Peer Support Program encourages Year 7 students:
- To develop positive relationships within the Year 7 class and with the Year 10 Leaders.
- To have the opportunity to take part in discussions and activities relevant to the transition from primary school.
- To develop their personal qualities and learning styles in a supportive environment.

Year 7 Camp
Year 7 students will attend a 3 day camp in Term 1 which is a component of the transition program and helps with the socialisation of the students in the cohort. The College believes this to be a significant and rewarding experience for the students. In 2014 the cost of the camp was $220.
YEAR 7 ZOO EXCURSION
The Year 7 Zoo Excursion in semester 2 is an integral part of the Year 7 learning experience and incorporates the wellbeing of our students with the curriculum in the unit of Classification in Science and further develops the students’ understanding of Classification. Students will be involved in an interactive presentation by a member of the Zoo Educational Staff and an assignment sheet to complete from animal and enclosure observations around the zoo. All classes attend this day with their Science Teachers and Home Group Teachers. All students are expected to attend. There is an additional cost for the excursion to cover entry to the Zoo, the educational presentation and transport to the zoo (approx. $35).

YEAR 7 ACTIVITIES DAY
At the end of the year the Year 7’s are involved in an Activities Day. The Activities Day is an excursion outside of the school to celebrate the year that has past and the cost includes transport and entry/activity cost. Previous activities have included MSAC, Luna Park & Whittlesea Fun Fields.

YEAR 7 IMMUNISATION PROGRAM
Banyule City Council work with the College in providing an immunisation program for Year 7 students. Immunisations include HPV vaccination, Chicken Pox and Hepatitis B. Immunisation forms are given to all Year 7 students at the beginning of the year. Immunisations take place at the College.
YEAR 8 GENERAL INFORMATION

YEAR 8 ORGANISATION
Year 8 is administered by a Wellbeing Leader, an Assistant Wellbeing Leader and Homegroup Teachers. In 2015, 8 Homegroups will operate with approximately 25 students per form. Middle Years meetings involving all Year 8 teachers are organized throughout the year to ensure a positive transition from Year 7 to 8. Students study German or Japanese as their LOTE selection and will attend an elective information session in early term 3 in preparation for their Year 9 elective choices.

YEAR 8 STUDY SKILLS
Students participate in ‘Study Skills’, where external presenters work on the importance of positive study habits and time management techniques relevant to students at the Year 8 Level.

YEAR 8 SPEAKER IN THE SPOTLIGHT PROGRAM
Throughout the year students participate in the “Speakers in the Spotlight Program”. This involves students listening to guests share their real life stories and identifies issues relevant to adolescents. The program has presented: Sports Professionals, Cyber Safety experts, Cultural Enrichment Performances, speakers from the Laryngectomee Association and Author James Moloney.

YEAR 8 HEADS UP WEEK
During term 2, students participate in ‘Heads Up Week’ where all Domain Areas promote the importance of positive Mental Health and students being their best. The week involves many activities such as: a Healthy BBQ lunch, Reach Foundation workshops and a Dodgeball competition. During 2014, this was ran as an incursion at a cost of $15 per student.

YEAR 8 MOUNT BULLER DAYTRIP
Students have the opportunity to spend the day in an alpine environment where they will learn how to Ski or Snowboard with a qualified instructor and then practice their skills in the afternoon with the supervision of a teacher. The trip is optional, however, all students are encouraged to participate and has an approximate cost of $200, which includes, travel, lift ticket, lesson and Ski or Snowboard hire (Ski clothing can be rented at an additional cost).

YEAR 8 CAREERS DAY
Students participate in a careers workshop and Year 9 elective information session during Term 3. Throughout the day, students will learn about electives offered at Year 9 and what career pathways
these electives can lead to. Students will also research what career they would like to pursue and then listen to a range of professionals present about their career pathway and what their job entails.

YEAR 8 PEER SUPPORT
Peer Support continues into Year 8, where the Year 11 Peer Support Leaders work with the Year 8 students in developing positive relationships. This program is designed to support the transition of students into Year 8 with a session focusing on team work and personal goals. It also focuses on the key issues surrounding cyber bullying, cyber safety and the appropriate use of social media.
YEAR 7 & 8 WELLBEING LEADERS

The Wellbeing Leader's role is to assist students, in all possible ways, to ensure the school year runs smoothly. Any concerns should be addressed to the Wellbeing Leader. The Wellbeing Leader will be able to:

- Discuss any general concerns of either an academic or personal nature
- Assist in communicating the individual's needs clearly with teachers
- Discuss ways of organising and improving overall, or subject performance
- Help in planning courses and subjects to be taken, particularly at levels where electives are offered
- Assist with educational and vocational matters, and to refer students to the Transition and Pathways Coordinator
- Work with students, teachers and parents to ensure the wellbeing of students.

YEAR 7 & 8 LEVEL ASSEMBLIES & AWARDS ASSEMBLIES

Wellbeing Leaders hold regular Year Level Assemblies each term. This is an opportunity to recognize achievements and make announcements relating to the whole year level. Awards Assemblies are held at the end of each semester. Students are given awards for the following achievements: academic excellence, academic endeavor, student leadership, co-curricular achievements, sports achievements and others relevant to the year level. In 2014, our Year 9 Middle Years College Captains and House Leaders hosted the awards ceremonies across the Middle Years Levels.

STUDENT WELFARE

The College has three part time student counsellors. They are the people in the school who have the special function of helping and advising students about many situations and problems. They are prepared to listen patiently, respect privacy, offer care, support and advice and speak on a student's behalf when necessary. The College Nurse is also available in cases of injury, accident or illness.

ABSENCES

Students may not leave the school during the day without first having the absence approved in Compass by a parent or guardian which states some urgent or special reason. Dental and medical appointments should be made outside school hours whenever possible.

If a student has been absent from school, parents can approve absences on the Compass system or the student must bring a note from the parent or guardian stating the reason for the absence, and it
must be handed to the Attendance Officer on return to school. Alternatively, an email can be sent to the Attendance Officer absences@viewbank.vic.edu.au prior to the student returning to school.

**PUNCTUALITY**

Students are expected to arrive on time. If students arrive after 9am, it is the student's responsibility to use their student card at the Compass Kiosk to sign in or to report to the Attendance Officer in the Administration building before going to class. Students are expected to arrive to class punctually. If a student is late, this will be recorded. If a student is frequently late, parents or guardians will be notified. If a student has 10 lates recorded in a 6 week period, then they will be given a Mega-Detention. If another 10 lates are recorded in a 6 week cycle, there will be a parent meeting and another Mega-Detention issued. Any further lates will result in a suspension.

**STUDENT COMMITMENT WHEN ABSENT FROM SCHOOL OR PARTICIPATING IN CO-CURRICULAR ACTIVITIES WHEN REGULAR CLASSES OPERATE**

If a student is absent from school or chooses to take part in co-curricular activities which occur while regular classes are being conducted, they must make a commitment to ensure that all work missed (and set for homework on that day) will be completed according to the guidelines and time lines provided by each subject teacher.

Students participating in College co-curricular programs need to make contact with all subject teachers whose lessons will be missed at times outside scheduled lesson time and prior to the absence occurring. Students who are absent from school for medical or other reasons are to follow up with their teachers on the day they return.

**HOME STUDY**

Parents are urged to take an interest in work done, both at school, and at home, and to encourage good study habits. There will always be some work which students should be doing at home. Home study does not always consist of written work. It may be reading or revising work completed at school. It is essential that all work should be revised at home. If work is not properly understood after revision, you should not hesitate to approach the class teacher. It is expected students will undertake about 1-1½ hours per night homework or revision.

Students are advised that two homework clubs are available to them every Monday and Thursday from 3.30pm for the purpose of catching up on work, seeking help or generally having a quiet study environment in which to work before going home. The Monday homework club has a Maths/Science focus whereas the Thursday afternoon club has an English/Humanities focus.

**SCHOOL WORK SUBMISSION POLICY**

These guidelines are for all students to assist them in their organisational skills especially in terms of punctual submission of school work. School work refers to any set work where a teacher has
specified a completion and submission of work date. This includes assignments, assessment tasks, general class exercises and homework.

Student Responsibilities
All students should endeavour to meet the deadlines of work submission according to the dates outlined by their classroom teacher. All work should demonstrate an understanding of the subject matter consistent with the student’s ability and be:

- Well presented
- Thorough
- Completed
- Submitted on time

Teacher Responsibilities
Teachers are responsible for ensuring the following is communicated:

- Deadlines should be made clear, preferably in writing or students asked to record in their student planner.
- All assessment criteria should be included at the commencement of the task.
- Teachers need to check who was absent when the work was handed out and ensure students get the work returning back to school – possibly with an extended due date.

Late Submission of Work:

Student Responsibilities
If a student is aware that they will not meet the deadline then they should seek an extension of time from their teacher. Students must provide supporting documentation, for example, a medical certificate or note from their parents. If the assessment task is submitted by the negotiated date the work will still be assessed. A student may request an extension of time on the basis of one of the following:

- Illness
- Significant hardship
- Physical disability
- Personal environment
- Death of a family member
- Severe Injury

The classroom teacher may ask the relevant Level Leader for advice regarding these issues or to provide further information before a decision is made.

No reasonable explanation for late submission
If there is no reasonable explanation for the late submission of work the student will incur a penalty according to the outline listed below.

1. If a student is absent from school on the day of a deadline because of illness, the task should be submitted on the next school day. If there is no class in the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.

2. In the case of student absence from the class because of other school business (e.g. excursions, sport, production etc.) work should be submitted on the next school day. If there
is no class for the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.

3. If a student does not meet any of the criteria listed above then penalties will apply according to the scale listed below or at teacher discretion.

4. When a student hands in late work within the timeframe indicated below the student will have written on their corrected work the original grade which will be crossed out and the amended grade due to a penalty.

<table>
<thead>
<tr>
<th>TIME LATE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Day</td>
<td>5%</td>
</tr>
<tr>
<td>2 School Days</td>
<td>10%</td>
</tr>
<tr>
<td>3 School Days</td>
<td>15%</td>
</tr>
<tr>
<td>4 School Days</td>
<td>20%</td>
</tr>
<tr>
<td>5 School Days</td>
<td>25%</td>
</tr>
</tbody>
</table>

After 5 days the work will not be accepted by the teacher. The student will receive a result which equates to 0%.

Teacher Responsibilities regarding students who have not submitted school work on the due date

All teachers are required to contact the student’s parents when work has not been submitted by the due date. Teachers will send an email, via COMPASS, home to inform the parents of the late submission. Teachers will also note this on the student’s chronicle on COMPASS.

VCE Late Submission

This will be enforced according to the Viewbank College VCE Policy document in line with the VCE Administrative handbook.

S & N POLICY

Rational

The Viewbank College motto of “Caring for Excellence” underpins the culture within the College. High expectations are integral to all aspects of learning and College life. As such, the expectation is that all students follow our College Values of Responsibility, Experience, Striving, Purpose, Excellence, Care and Teamwork. Viewbank College also recognises the high aspirations of students and parents. The purpose in including an “S” or “N” on each semester report is to give a clear indication of a child’s overall attainment for each of the subjects being undertaken.

Aim

- To set clear and achievable guidelines for student achievement.
- To ensure that every effort is made to assist students to achieve to their full potential.

Procedure
To achieve an “S” for satisfactory completion, on a semester subject report, a student will need to have:

- Achieved a minimum average of D AusVELS grade or an average of 45% across the prescribed assessment tasks. Each subject will have a number of common assessment tasks per semester.
- At least 80% of class work, bookwork, homework, tests and assignments needs to be completed to a satisfactory standard
- Attendance at all classes, including General Assemblies and Year Level Assemblies, is compulsory. Regular and punctual attendance is essential. Students with significant absences need to be referred to Wellbeing Leaders. Poor attendance may be a contributing factor to a child receiving an “N”.

**Promotion**

- Students must satisfactorily complete all subjects each semester to be automatically promoted to the next year level.
- At the end of Semester 1, a student with more than one “N” will be deemed “at risk” of not satisfying the requirements of the semester. Those not satisfying the requirements will need to be reviewed by the Wellbeing Leader and Program Manager. An Individual Learning Plan will need to be developed and contact with a parent will be necessary in establishing an Individual Learning Plan to support Learning Improvement.
- Those already identified at risk in Semester 1 or students who have more than one “N” at the end of the year, will be reviewed and a discussion with the parents and the child will be necessary to determine promotion or probation to the next year level.
- Probation or non-promotion is recommended after consultation with parents.
- For students at Year 10 who have failed a subject which they wish to study in Year 11 or 12 a consultation process with the Learning Area Leader, the Wellbeing Leader, parents and the student needs to take place. This consultation will discuss whether this student should be recommended to enroll in the subject in Year 11 or 12.

**Special Circumstances**

There are some students who will be exempted from the guidelines due to special circumstances. This could include students who have a documented learning difficulty, approved and documented absences or personal issues. These students will be identified on an individual basis by the Wellbeing Leader.

**NA – Not assessed due to special circumstances.**

Students with special circumstances will be identified by Wellbeing Leaders and can be issued an NA rather than an S or N. Wellbeing Leaders will inform relevant subject teachers if a student is eligible for an NA.

**USE OF STUDENT STUDY PLANNER**

A Study Planner in the form of a bound diary or an electronic version on their device will be provided on the first day of term and remains the property of the College. Students are required to use the Study Planner as a daily record of their homework, classroom and extra-curricular commitments. Students in Year 7 and Year 10 will have an electronic version of the study planner as part of the phased in 1:1 laptop program.
Students should:

- Always bring the Study Planner to class.
- Record on the appropriate date any set homework.
- Record all important dates on the appropriate page.
- Fill in the timetable noting subject, room and teacher.
- Record the appropriate personal details on the first page.
- Not use the Study Planner for personal reasons or include non-school related items in the Study Planner.
- Use the Study Planner or have a slip when needing to temporarily leave during a class.

Parents should:

- Check student’s Study Planner every night for any homework set or messages from teachers.
- Feel free to contact the school at any time by phone or visit.

In addition, the Viewbank College Student Study Planner contains information relating to:

- The College Philosophy.
- Student Code of Conduct.
- Uniform regulations.
- Daily routines.
- Homework Guidelines.
- Mobile Phone/Computer/Internet Acceptable Use Policy.

THE COLLEGE UNIFORM

It is the policy of the Viewbank College Council that students wear the designated uniform during school hours and when travelling to and from school. The following expectations are put in place to ensure that the students represent the school with pride:

- Uniform items are to be clean, well maintained, labelled and appropriately worn
- The College blazer will be worn as the outer garment:
  - To and from school
  - At all school occasions, including:
    - Assemblies (Year Level, Sub-School and Whole School)
    - Excursions and incursions
    - Concerts, performances, award ceremonies and public speaking
    - Other events as required

(Note: On days of extreme heat during Term 1 and 4, the blazer need not be worn. The College pullover or spray jacket cannot be worn in its place.)

- The College spray jacket can only be worn during:
  - Physical Education/Sport classes
  - Sporting competitions
  - To and from school when raining
- Jewellery: All jewellery must be kept to a minimum due to safety reasons. Please note the following:
  - Religious items are not to be visible
  - Watches are acceptable
  - Piercings
    - Ears: small sleepers or studs are permitted
    - Other: all other visible piercings must be a clear plastic
- Hair: Any hair dyes need to be in natural tones and extreme hair styles are unacceptable.
**Girls Uniform**

**College Blazer**  
Black leather lace up school shoes (or T-Bars)  
Viewbank College navy cap or hat  
Navy blue head band

**Summer:**  
Viewbank College dress  
Viewbank College slacks, with logo  
White socks (*above ankle*)

**Winter:**  
Viewbank College skirt (navy)  
Viewbank College white shirt (short or long sleeved) with logo  
Viewbank College slacks  
White socks or black tights  
Navy blue plain scarf

**Sport and PE:**  
Viewbank College maroon sports shirt  
Shorts, navy, regulation, sport  
Tracksuit pants, plain, navy  
White socks (*above ankle*)  
Runners  
Viewbank College Spray Jacket (navy and maroon) (optional)

**Optional Items:**  
Viewbank College pullover  
Viewbank College tie  
Viewbank College School Bag

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**Boys Uniform**

**College Blazer**  
Black leather lace up school shoes  
Viewbank College navy cap or hat

**Summer:**  
Viewbank College navy shorts with logo  
Viewbank College white shirt (short or long sleeved) with logo  
Long College grey trousers  
White socks (*above ankle*)

**Winter:**  
Long College grey trousers  
Viewbank College navy shorts with logo  
Viewbank College white shirt (short or long sleeved) with logo

**Sport and PE:**  
Viewbank College maroon sports shirt  
Shorts, navy, regulation, sport  
Tracksuit pants, plain, navy  
White socks (*above ankle*)  
Runners  
Viewbank College spray jacket (navy and maroon) (optional)

**Optional Items:**  
Viewbank College pullover  
Viewbank College tie  
Viewbank College School Bag
Uniform Suppliers
Noone Imagewear 283 Lower Heidelberg Road East Ivanhoe 9499 1439
Stan Burley 158 Burgundy Street Heidelberg 9459 0431

Campus Uniform Shop
Stewarts of Ivanhoe have a Uniform Shop on campus for the convenience of students and their parents. It is a fully equipped store with a complete range of uniform requirements, fitting rooms and EFTPOS facilities. It is open from 8.15am-9.00am on Wednesdays in Room R13.

Second hand Uniform Shop
A second hand uniform shop opens every first Saturday of the month between 10.00am and 12.00pm in the College Gymnasium. Parents or students are invited to bring uniform items to the College General Office for sale on consignment. The garments should be freshly laundered and in good repair.

MOBILE DEVICES POLICY
Viewbank College recognises that many students feel the need to carry a mobile device and accepts that there are genuine reasons for their use (for example to contact parents after music, sports practice, and in emergencies). However they can be disruptive to the learning environment and require rules to govern their use.

Mobile devices refer to hand held electronic devices and include mobile phones, iPods, cameras and associated accessories (e.g. headphones and battery chargers).

Students using Viewbank College approved laptops need to follow the Student Computer Facilities and Internet Acceptable Use Policy.

To manage the use of mobile devices the following guidelines apply:
1. Mobile devices are not to be brought to class.
2. Mobile devices must not be taken into any examination room or test, in line with VCAA policy.
3. Mobile devices are not to be used during excursions, sporting events or overnight camps unless approved by the excursion leader.
4. Mobile devices are to be used responsibly at all times.
5. Students who become unwell during the day must not use a mobile phone to contact their parent/guardian to collect them. Students should follow the correct procedure of reporting to the General Office where necessary arrangements will be made.
6. Students must not use a mobile device to take images or record conversations of other students or staff without written consent.
7. Students must follow the Cyberbullying Policy and avoid inappropriate use of mobile devices that may include harassing others through SMS, social media, voice or picture.
8. Parents and students should ensure that these devices are properly and adequately insured as personal property.
9. The school will not accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use.
Consequences for breaches of guidelines
Breaches of the guidelines will result in the student’s mobile device being confiscated immediately by staff. (If the student refuses to hand over the mobile device, the student will be sent to the Assistant Principal’s office with their device.) The staff member will hand over the confiscated mobile device to the relevant Assistant Principal. On the first offence, the mobile device can be collected from an Assistant Principal at the end of the school day. Subsequent offences will require a parent/guardian of the student to collect the mobile device at the end of the school day. Repeated breaches of this policy will lead to detention, College warning and suspension from the College. In particular, any student engaged in the breach of the Cyberbullying Policy will receive consequences in line with the Student Code of Conduct.

Responsible behaviour and respect of others are essential at all times.

1:1 PERSONAL LEARNING DEVICE PROGRAM
The College has identified the need to implement a 1:1 Personal Learning Device Program from 2015 onwards to provide an effective means for achieving student learning goals. The Viewbank College 1:1 Personal Learning Device Program is designed to provide the necessary tools and programs to grow the skills that will allow our students to become engaged, robust, digital and global citizens. By embracing technology in the classroom, students have greater access to digital learning resources such as educational software, collaborative tools and eBooks.

The program will be first introduced to Year 7 and 10 students in 2015, with a rolling implementation across other year levels in 2016 and 2017.

INSTRUMENTAL MUSIC
Tuition is offered in all musical instrument areas:

<table>
<thead>
<tr>
<th>Brass</th>
<th>Woodwind</th>
<th>Strings</th>
<th>Singing</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trumpet</td>
<td>Oboe</td>
<td>Violin</td>
<td>Contemporary</td>
<td>Percussion</td>
</tr>
<tr>
<td>French Horn</td>
<td>Bassoon</td>
<td>Viola</td>
<td>Classical</td>
<td>Drum Kit</td>
</tr>
<tr>
<td>Trombone</td>
<td>Clarinet</td>
<td>Cello</td>
<td></td>
<td>Guitar</td>
</tr>
<tr>
<td>Tuba</td>
<td>Flute</td>
<td>Double Bass</td>
<td></td>
<td>Piano</td>
</tr>
<tr>
<td>Euphonium</td>
<td>Saxophone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The College has 18 instrumental staff teaching lessons on a weekly basis during school time. Students are given a timetable that rotates on a weekly basis. There are also a large number of ensembles including 3 jazz bands, 3 concert bands, 2 choirs, 3 string orchestras and various small ensembles. The College also offers VCE Music Performance Units 1 – 4 and VET Music Industry Certificates II & III.

Please note: Instrumental Music requires a parent payment of $550.00.

HOUSE CUP
There are 4 Houses and each student will be assigned to one of them. Stella – yellow; Ignis – red; Terra – green; and Hydra – blue. Houses competitions are run throughout the year and students are
encouraged to enter these competitions. However, Domains (Learning Areas) and the Extra Curricular Program will offer a variety of activities for students to participate in specific interest areas. Traditionally, the House Points competition has been mainly based upon sporting activities, this year it will be expanded to all areas of school life. Some examples where points can be earned are through participating in any of the following: debating, public speaking, subject competitions, volunteering, college production, orchestra, fundraising, subject awards and leadership, just to name a few.

INTERSCHOOL SPORT

Years 7 & 8 Interschool Sport is run throughout the school year. The majority of the sports offered are played on a Round Robin basis against other local schools. The round robin for district competition (first round) is all played on the one day. Winning teams/individuals then progress on to Zone and, ultimately, VSSSA (State) Finals. The actual sporting options made available to the students are:

Summer: Tennis, Softball (Girls), Baseball (Boys), Volleyball, Cricket, Golf, Badminton
Winter: Football, Squash, Soccer, Netball, Hockey, Basketball, Table Tennis

Often the sports are played on the same day. Students may try out for different sports, but may only be selected for one sport each term. Sign-ups and try outs are notified on the Compass Newsfeed which is read out during Period 1 each morning.

Major carnivals are held each year, for Swimming and Athletics. Students with the fastest times in the main program, progress on to represent Viewbank in Zone and VSSSA Finals. Importantly, diverse and fun activities are also offered at the Swimming and Athletics Carnivals. Examples of such activities are Water Polo competitions (in a Learners’ Pool), a diving competition. Students are encouraged to wear their House colours and there is a fashions on the field parade for those who have put effort into creating their outfit.

All students are encouraged to actively participate in a positive and enthusiastic manner in the school sporting program, which will help them to develop confidence, social skills and discipline in team-oriented situations. Successful students/teams may also become recipients of medals/trophies during the year for achieving excellence in their sporting area.

TRANSITIONS AND PATHWAYS

We are currently reviewing and expanding the Transitions and Pathways program across the Middle Years to assist students in making informed choices as they progress through the College. This program will include the students developing an understanding of their own personal traits and qualities, and understanding where their interests lie as they discover different challenges in the curriculum. This will lead to a more considered approach to subject selections as they embark on VCE.

LEADERSHIP OPPORTUNITIES

Our Middle Years Leadership Team consists of 2 Middle Years Leaders and 8 Middle Years House Captains. These students embark on a rigorous selection process at the end of Year 8, with written
applications and interviews, in order to be selected into this significant position in the College. These students are increasing student voice, expressing their opinions and raising issues relating to our school, with the common goal of improving Viewbank College for all students.

There are also opportunities for our Year 7 and Year 8 students to increase their leadership potential with 2 SRC captains at each year level elected at the start of Term 1. We also have 2 Middle Years Student Council Representative in each Homegroup conveying the thoughts and suggestions of their class members during group meetings.

**SCHOOL PRODUCTION**

Each year a theatrical production is staged which is open to all students in the school. All year levels are represented, both in performance and with technical assistance. Students in Years 7 and 8 are encouraged to audition for a role or assist in a technical capacity. Year Level Drama Productions in Years 9, 10, 11 and 12 are held throughout the year, and the College newsletter provides further details.

The Junior Production is open to all students in Years 7, 8 and 9, and is student run by the Viewbank College Drama Captain. The Junior Production is performed during Term 4.

**THE ENHANCED ACCELERATION PROGRAM**

Students selected for this group will undertake a compacted course of study over three years beginning in Year 7. The course will be structured so that students will be accelerated in their core subjects, but will complete Physical Education, Sport Education, LOTE, Health, the Arts and Technology with other classes at the same age level.

Student progress will be monitored year to year to ensure our student’s continued success in the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Year 7 and part Year 8 work</td>
<td>PE/Sport Ed/LOTE as Year 7</td>
</tr>
<tr>
<td>Year 2</td>
<td>Part Year 8 and Year 9 work</td>
<td>PE/Sport Ed as Year 8</td>
</tr>
<tr>
<td>Year 3</td>
<td>Year 9 and 10 work</td>
<td>Year 9 electives</td>
</tr>
<tr>
<td>Year 4</td>
<td>English Units 1&amp;2</td>
<td>Subjects selected from the Senior School Subject Handbook</td>
</tr>
<tr>
<td>Year 5</td>
<td>Units 1&amp;2 and 3&amp;4 (if offered)</td>
<td>Breadth, extension</td>
</tr>
<tr>
<td>Year 6</td>
<td>Units 3&amp;4</td>
<td>Strongest subjects</td>
</tr>
</tbody>
</table>

Students in this program will be encouraged and are expected to be involved in a range of College activities such as sport, the College production, debating and music. They are also expected to be involved in a number of competitions and programs. Students enrolled in the Enhanced Acceleration program need to be aware that this program requires a parent payment of $60.00.

**THE LIBRARY**

Hours of opening
The library is open from 9.00 am to 3.30 p.m. for curriculum-related and recreational use.

Borrowing
All students are issued with Compass cards every year to enable them to borrow books, and to print or photocopy documents. No borrowing is possible without this card. Replacement cards are available via Compass at a cost of five dollars. Students in Years 7 - 10 have a loan limit of five items and borrowing rights are withdrawn when items are overdue. Lost items must be paid for, and for this reason, students are strongly advised not to borrow on behalf of other students.

Resources
The library has an extensive collection of books, both fiction and non-fiction, available to students for borrowing. The library staff are always available to assist students in their search for resource material or reading matter. Twenty-six computers provide access to the Internet, word processing and a range of other programs and library staff are available to assist with this. However students are expected to know and abide by the school rules in their use of the computers. During recess and lunchtime chess and draught sets as well as recreational magazines may be borrowed for use in the library.

Library Classes
As part of the Year 7 English course, all students have one period each week in the library. The teacher-librarian and the English teacher work together to encourage students to develop an independent, wide-reading program and to help them make strategic, interesting and challenging reading choices. The aim of the program is to encourage an appreciation of reading, in the hope of developing life-long readers. Alongside this, students will also learn how to utilise the library effectively and be encouraged to develop independent research skills.

CURRICULUM: The Australian Curriculum in Victoria (AusVELS)
Domain Areas for foundations to Year 10 are required to deliver the Australian Curriculum and report according to AusVELS levels in Victorian Schools.

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which Schools use to plan and assess learning and report student learning to parents. AusVELS incorporates the Australian Curriculum (F-10) within the Victorian Essential Learning Standards (VELS), thereby retaining Victorian priorities and approaches to teaching and learning.

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 sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

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
group 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.

**SUMMARY OF THE 2015 CURRICULUM**

### YEAR 7 CORE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>^Japanese</td>
<td>Health and Physical Education</td>
<td>^Art</td>
</tr>
<tr>
<td>^Drama</td>
<td>Mathematics</td>
<td>^Food for Health</td>
<td>^History</td>
</tr>
<tr>
<td>^Geography</td>
<td>^Music</td>
<td>^Information &amp; Communications</td>
<td>^Textiles</td>
</tr>
<tr>
<td>^German</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(^ one semester subjects)

### YEAR 8 CORE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>^History</td>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>^Ceramics</td>
<td>Mathematics</td>
<td>^Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
<td>^Art</td>
</tr>
<tr>
<td>^Drama</td>
<td>^Music</td>
<td>^Visual Communication &amp; Design</td>
<td>German OR Japanese</td>
</tr>
<tr>
<td>^Geography</td>
<td>Science</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(^ one semester subjects)

### YEAR 9

**CORE**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>German OR Japanese</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Health Education</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>^Geography</td>
<td>^History</td>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>

(^ one semester subjects)

Choose four (4) electives from the following:

**ELECTIVES**

<table>
<thead>
<tr>
<th>Elective Category</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts:</td>
<td>Ceramics</td>
</tr>
<tr>
<td></td>
<td>Digital Media</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Mask &amp; Make-up</td>
</tr>
<tr>
<td></td>
<td>Music (Performance)</td>
</tr>
<tr>
<td></td>
<td>Print Making</td>
</tr>
<tr>
<td></td>
<td>Urban Art</td>
</tr>
<tr>
<td></td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Design, Creativity and Technology:</td>
<td>Design and Food Technology</td>
</tr>
<tr>
<td></td>
<td>Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
</tr>
<tr>
<td></td>
<td>Food for Special Occasions</td>
</tr>
<tr>
<td></td>
<td>Information and Communications Technology</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
</tbody>
</table>
| English | English Literature  
|         | Foundation English  
|         | Philosophy  
|         |  
| **ELECTIVES: CONTINUED** |  
| Health & Physical Education: | Duke of Edinburgh Award - Bronze  
| | Sport Education: Court Sports (Boys)  
| | Sport Education: Court Sports (Girls)  
| | Sport Education: Field Sports (Boys)  
| | Sport Education: Field Sports (Girls)  
| Humanities | Dollars & Sense (Consumer Education)  
| Mathematics | Mathematics Strategies  
| Science | Forensic Science  
|         | Astronomy  
| YEAR 10 |  
| **CORE** |  
| **English** | All students: English Units 1 & 2  
| | EA Program students: English  
| **Mathematics** | Mathematics – Further  
| | Mathematics – Methods  
| | VCE Foundation Mathematics Units 1 & 2  
| | VCE General Mathematics (Advanced) Units 1 & 2  
| **Science** | Choose at least 1 of: Atomic Chemistry/Physics  
| | Biology/Chemistry of Life  
| **Humanities** | Choose at least 2 from Humanities Elective selection below.  
| (\(^*\)year-long) | (\(^*\)semester-based)  
| **ELECTIVES** |  
| The Arts | Art  
| | Ceramics  
| | Digital Media  
| | Drama Improvisation  
| | Drama Production  
| | Music Performance  
| | Phoenix Yearbook Magazine & Desktop Publishing  
| | Printmaking  
| | Visual Communication & Design  
| Design, Creativity & Technology | Design & Food Technology  
| | Fashion Illustration & Pattern Making  
| | Fashion & Textiles  
| | Food & Technology (International Food)  

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YEAR 7 & 8 HANDBOOK 2015
<table>
<thead>
<tr>
<th>Elective Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty of Food &amp; Technology</strong></td>
<td>Food &amp; Technology (Patisserie)</td>
</tr>
<tr>
<td></td>
<td>Information &amp; Communications Technology (ICT)</td>
</tr>
<tr>
<td></td>
<td>Product Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
</tr>
<tr>
<td><strong>ELECTIVES: CONTINUED</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Literature</td>
</tr>
<tr>
<td></td>
<td>Writers’ Workshop</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>First Aid and Coaching</td>
</tr>
<tr>
<td></td>
<td>Recreational Leadership</td>
</tr>
<tr>
<td></td>
<td>Sport and Fitness</td>
</tr>
<tr>
<td></td>
<td>Sports Science</td>
</tr>
<tr>
<td>Humanities</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Global Issues</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>History: American Studies</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Languages Other Than English</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths Methods Elective</td>
</tr>
<tr>
<td>Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>VET</td>
<td>Certificate III in Interactive Digital Media</td>
</tr>
<tr>
<td></td>
<td>Certificates III and IV in Creative Industries</td>
</tr>
</tbody>
</table>

Students in Year 10 can also study a certain VCE Unit 1 & 2 subject upon application and recommendation by classroom teachers.
<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting #</td>
</tr>
<tr>
<td>Art</td>
<td>Art #</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry *</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama #</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>English</td>
<td>English/EAL</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>Food &amp; Technology</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>Global Politics</td>
<td>Global Politics</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>History: Twentieth Century</td>
<td>History: Revolutions</td>
</tr>
<tr>
<td>IT Applications</td>
<td>IT Applications</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>LOTE: German</td>
<td>LOTE: German *</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese *</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>Further Mathematics *</td>
</tr>
<tr>
<td>General Mathematics (Further)</td>
<td>Mathematical Methods (CAS) *</td>
</tr>
<tr>
<td>General Mathematics (Specialist)</td>
<td>Specialist Mathematics *</td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Music Performance</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education #</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics *</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>Product Design and Technology</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology #</td>
</tr>
<tr>
<td>Studio Arts (Ceramics)</td>
<td>Studio Arts (Fashion &amp; Textiles)</td>
</tr>
<tr>
<td>Studio Arts (Fashion &amp; Textiles)</td>
<td>Studio Arts (Printmaking)</td>
</tr>
<tr>
<td>Studio Arts (Printmaking)</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Visual Communication &amp; Design</td>
<td>VCE/VET: Certificate III in Interactive Digital Media</td>
</tr>
</tbody>
</table>

* indicates Units 3 & 4 subjects that require knowledge at Units 1 & 2 level.

# students attempting Units 3 & 4 would be advantaged by successful completion of Year 10 or Year 11 in this subject.
YEAR 7 THE ARTS
Art – Core

Semester Overview
As students work towards the achievement of Level 7 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. Students explore different contemporary and traditional arts forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and, with guidance, an understanding of style when experimenting with, selecting and using a range of
contemporary and traditional media, materials, equipment and technologies to explore and expand their understanding and use of a range of skills, techniques and processes in the arts disciplines of Art. Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences. Students explore and respond to arts works from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other artists’ intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of arts works. They develop skills in analysing, interpreting and evaluating specific expressive, technical and aesthetic qualities of their own and others’ works.

Elaborations
Exploring and Responding
Students will learn:
• To research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others’ use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
• To compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.
• To describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

Creating and Making
Students will be able to:
• Independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose.
• Experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.
• Generate and develop ideas that explore particular concepts, techniques and issues when making arts works.
• Combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

AusVELS Assessment Areas
Exploring and Responding
Creating and Making

YEAR 7 THE ARTS
Drama – Core

Semester Overview
The Year 7 Drama course enables students to build on their experiences by shaping their own messages, stories and meanings in dramatic action. They explore situations, feelings and attitudes and find inventive solutions to drama and problem solving tasks. They develop drama ideas individually as well as contributing to groups. Through rehearsing, performing, roleplaying and participating in drama games students will develop effective communication skills.

AusVELS Assessment Areas
Investigating and designing
Producing
Analysing and evaluating

YEAR 7 THE ARTS
Music - Core

Semester Overview
The Year 7 music course aims to give students a general overview and introduction to music through various practical, theoretical, and listening activities. Students will develop skills in playing the keyboard and also in performing in a group situation. They will also listen to a variety of musical styles, gaining an understanding of music from other cultures whilst still studying traditional western music. Students will compose music using software on the school computers.

Elaborations
- Introduction to traditional music theory.
- Introduction to western instruments used in a traditional orchestral setting.
- Listening activities to develop an appreciation of a variety of music styles from other cultures.
- Practical activities on the keyboard.
- Compositions on computers using music software.
- Class performances in groups using the practical skills developed in class.

AusVELS Assessment Area
Creating and Making

YEAR 7 DESIGN, CREATIVITY AND TECHNOLOGY
Food For Health - Core

Subject Overview
The Year 7 course aims to introduce students to the concept of Health Knowledge and promotion. Students investigate reasons for food choices and analyse their own dietary intake in relation to The Australian Guide to Healthy Eating. They produce a variety of nutritious foods using a range of equipment and safe food processes which aims to encourage healthy and sustainable food choices.

AusVELS Assessment Areas
Health knowledge and promotion
Design and Technologies processes and production skills

YEAR 7 DESIGN, CREATIVITY AND TECHNOLOGY
Information and Communications Technology - Core

Semester Overview
The Year 7 Information Technology course provides students with ICT tools and techniques to visually represent and organize their ideas to help structure thinking and make informed decisions. Students explore various IT Applications to visually convey information and adopt conventions and good practices in managing and organizing files and filenames. Students will apply basic design principles when creating quality information products using both desktop and web-based software applications. They will be introduced to the fundamentals of programming using web page development. Students will be taught the importance of using ICT responsibly, and how to avoid and deal with Internet security threats, cyber-bullying and privacy.

Elaborations
Knowledge and understanding
Students gain an appreciation of how information and communications technology may be used to solve-problems, create solutions such as multimedia presentations and web-pages through manipulation of images, text, data and software. Students will understand the importance of using computer resources ethically and responsibly, and are provided with strategies to be cyber-safe.

Key Skills
Students will be able to:
- Use either desktop or cloud-based “real-time” collaboration software applications to support high quality presentations
- Develop skills in logical and analytical reasoning to model computer code (programming)
- Identify essential computer hardware and describe its function and purpose
- Use a subset of conventional web-page coding tags to write basic web-pages
- Use “cloud” or application software to create mind-maps that support concept mapping
- Organise files and folders in a computer network and ensure physical security of their data by incorporating regular backup onto USB
- Access and use VBC network services such as email, Moodle and Compass
- Identify risks associated with online services such as social media, and minimize those risks through locating and setting appropriate privacy levels
Minimise chances of harm to themselves and others by actively adopting principles of cyber-safety and responsible digital citizenship

Demonstrate progression in “touch-typing” by undertaking regular practice drills and exercises

AusVELS Assessment Areas

- ICT for Visualising Thinking
- ICT for Creating
- ICT for Communicating

YEAR 7 DESIGN, CREATIVITY AND TECHNOLOGY

Textiles - Core

Semester Overview

This course aims to provide students with an opportunity to explore textile processes as well as properties and characteristics of fibres, yarns and fabrics. Students are introduced to the safe use of sewing machines as well as textile decorative techniques such as hand-stitching, appliqué or fabric painting. Individual expression of ideas and creative use of materials is encouraged. Students design, produce and then evaluate their own products with reference to design brief specifications and work independently as well as cooperatively.

Elaborations

Students will be required to;

- Understand the requirements of a design brief.
- Design and draw a range of beanies, pencil cases or other projects.
- Produce machine-sewn and/or hand-sewn projects which are individually decorated.
- Evaluate their finished designs.
- Gain an understanding of textile fibres, fabrics and fastenings.

AusVELS Assessment Areas

Design, Creativity and Technology:

- Investigating and designing
- Producing
- Analysing and evaluating

YEAR 7 ENGLISH

English - Core

Semester 1 & 2 Overview
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Elaborations

Language
Students will learn:
- To understand how language changes to reflect a changing world
- To understand the use of punctuation to support meaning
- To understand how to use spelling rules and word origins
- To understand how to structure a text

Literature
Students will learn:
- To identify and explore ideas and viewpoints
- To reflect on ideas and opinions about characters, setting and events in literary texts
- To understand and interpret how language is used to create meaning
- To experiment with text structures and language features
- To discuss texts

Literacy
Students will learn:
- To plan, rehearse and deliver presentations
- To identify and discuss main ideas, concepts and points of view in spoken texts
- To analyse and explain the ways that text structures shape meaning and vary according to purpose and audience
- To use comprehension strategies to interpret, analyse and synthesise ideas and information
- To edit for meaning
- To use a range of software to produce texts
- To consolidate a personal handwriting style

AusVELS Assessment Areas

Reading and Viewing
Writing
Speaking and Listening

YEAR 7 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education - Core

Semester 1 & 2 Overview
Students will develop Fundamental Motor Skills to a higher level by accessing a range of sports. These sports may include, but are not limited to, Athletics, Soccer, Cricket, Netball and Gymnastics. In addition to this, students will undertake a theory-based Health component, which will average to 1 period per week over the course of the year. This course focuses on Identity, Puberty, Reproduction and Drugs.

Elaborations
Students will learn to
- Investigate the impact of transition and change on identities
- 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
- Examine 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
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance
- Practise and apply personal and social skills when undertaking a range of roles in physical activities
- Modify rules and scoring systems to allow for fair play, safety and inclusive participation

AusVELS Assessment Areas
Movement and Physical Activity
Personal, Social and Community Health

YEAR 7 HUMANITIES
Geography - Core

Semester Overview
Students will undertake two units of study in Year 7 Geography: Water in the world and Place and liveability. The content is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Elaborations
Geographical Knowledge and Understanding
Area 1: Water in the World: Students will learn about:
- The classification of environmental resources and the forms that water takes as a resource.
- The ways that flows of water connect places as it moves through the environment and the way this affects places.
- The quantity and variability of Australia’s water resources compared with those in other continents.
Area 2: Place and liveability: Students will learn about:
• The factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
• The influence of environmental quality on the liveability of places.
• The influence of social connectedness and community identity on the liveability of places.

Geographical Inquiry and Skills
Students will be able to:
• Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts.
• Evaluate sources for their reliability and usefulness and collect, relevant geographical data and information.
• Analyse geographical maps and data.
• Apply geographical concepts.

AusVELS Assessment Areas
Geographical knowledge and Understanding
Geographical Inquiry and Skills

YEAR 7 HUMANITIES

History - Core

Semester Overview
The Ancient World
Students will undertake 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). There are two strands: Historical Knowledge and Understanding and Historical Skills. Students will develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Elaborations
Historical Knowledge and Understanding
Includes an Overview and three Depth Studies
• Investigating the Ancient Past
• The Mediterranean World
• The Asian World
Students will learn about:
• The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.
• Key features of ancient societies (farming, trade, social classes, religion, rule of law).
• How historians and archaeologists investigate history, including excavation and archival research.
• The range of sources that can be used in an historical investigation, including archaeological and written sources.
• The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there.
• The significant beliefs, values and practices of the ancient Egyptians.
• Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.
• The role of a significant individual in ancient Chinese history.

Historical Skills
Students will be able to:
• Sequence historical events, developments and periods.
• Use historical terms and concepts.
• Identify a range of questions about the past to inform an historical inquiry.
• Draw conclusions about the usefulness of sources.
• Identify and describe points of view, attitudes and values in primary and secondary sources.

AusVELS Assessment Areas
Historical knowledge and understanding
Historical skills

YEAR 7 LANGUAGES
German - Core

Semester Overview
The Year 7 course aims to develop students’ knowledge and appreciation of the German language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the German-speaking countries. The year 7 students will study one semester of German, one semester of Japanese and at the end of the year will chose to continue with either German or Japanese at Year 8 and 9 levels.

Elaborations
Communication in a language other than English
Students will:
• Learn comprehension of limited personal and factual information on familiar topics, and discrimination between some sounds and tones when listening
• Learn provision of simple information on defined topics, using correct pronunciation and tone
• Understand of the gist of short, familiar, modified texts with the aid of Pinyin (Chinese), use appropriate pronunciation, tone and phrasing when reading aloud
- Have awareness of the importance of writing characters in the prescribed stroke order
- Have awareness of culturally appropriate gestures and body language in oral communication
- Use familiar structures to convey information, often by manipulation or substitution of text, in simple sentences in print and electronic form

**Intercultural Knowledge and Language Awareness**

Students will be able to:
- Have an awareness of some aspects of the culture of speakers of the target language
- Have knowledge of the target language, its speakers and where the language is spoken
- Compare words and concepts in English and in the target language; for example, gender, word order

**AusVELS Assessment Areas**

Communicating in a language other than English
Intercultural knowledge
Language awareness

**YEAR 7 LANGUAGES**

**Japanese - Core**

**Semester Overview**

The Year 7 course aims to develop students' knowledge and appreciation of the Japanese language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the Japanese-speaking countries. The year 7 students will study one semester of German, one semester of Japanese and at the end of the year will chose to continue with either German or Japanese at Year 8 and 9 levels.

**Elaborations**

Communicating in a language other than English

Students will:
- Learn comprehension of limited personal and factual information on familiar topics, and discrimination between some sounds and tones when listening
- Learn provision of simple information on defined topics, using correct pronunciation and tone
- Understand of the gist of short, familiar, modified texts with the aid of Pinyin (Chinese), use appropriate pronunciation, tone and phrasing when reading aloud
- Have awareness of the importance of writing characters in the prescribed stroke order
- Have awareness of culturally appropriate gestures and body language in oral communication
• Use familiar structures to convey information, often by manipulation or substitution of text, in simple sentences in print and electronic form

Intercultural Knowledge and Language Awareness

Students will be able to:
• Have an awareness of some aspects of the culture of speakers of the target language
• Have knowledge of the target language, its speakers and where the language is spoken
• Compare words and concepts in English and in the target language; for example, gender, word order

AusVELS Assessment Areas

Communicating in a language other than English
Intercultural knowledge
Language awareness

YEAR 7 MATHEMATICS

Mathematics - Core

Semester 1 Overview

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
• Number and Algebra - Whole Numbers: Addition, Subtraction, Multiplication, Division, Estimation and Order of Operations; Number Properties and Patterns: Factors, Multiples, Divisibility, Patterns, The number Plane; Fractions; Percentages and Algebra: Simplifying, Multiplying, Dividing and Expanding Expressions
• Measurement and Geometry - Geometric Constructions and Reasoning, Parallel Lines and Angles

Semester 2 Overview

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
• Number and Algebra - Decimals: Rounding, Adding, Subtracting, Multiplying and Dividing; Negative Integers; Equations, Solving Single Step Equations
• Measurement and Geometry – Polygons, Symmetry, Drawing Solids; Nets and Platonic Solids; Conversions, Perimeter and Area of Rectangles, Triangles and Composite Shapes, Volume, Capacity, Mass and Temperature
• Statistics and Probability - Dot Plots, Column Graphs, Line Graphs, Stem-and-Leaf Plots, Pie Graphs, Bar Graphs, Theoretical and Experimental Probability

AusVELS Assessment Areas

Number and Algebra
Geometry and Measurement
Statistics and Probability.
YEAR 7 MATHEMATICS
Year 7 Enhanced/Accelerated Mathematics

Semester 1 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
- Number and Algebra - Integers, Positive and Negative Numbers, Fractions, Decimals, Percentages, Index Laws, the language of algebra, Algebraic Fractions, Expanding and Factorising expressions;
- Measurement and Geometry - Parallel Lines and Angles, Classifying Polygons, Euler’s Rule, Length, Perimeter and Circumference, Area of Quadrilaterals, Circles, Sectors and Composite Shapes, Surface Area, Volume, and Time

Semester 2 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
- Number and Algebra - Ratios and Rates, Scale drawings, Equations and Inequalities, Linear Relations and Graphs, Non-Linear Graphs
- Measurement and Geometry - Symmetry, Congruence and Similarity

AusVELS Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability.

YEAR 7 SCIENCE
Science – Core

Semester 1 Overview
The three AusVELS Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are taught in an integrated way.
In semester 1, the Science Understanding strand includes recognising that substances can exist as a pure substance or as mixture of different substances. These mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques. It also includes recognising that changes to an object’s motion are caused by unbalanced forces acting on the object. Students will also be able to identify that energy can appear in a range of different forms, including kinetic and potential energy. The Science Inquiry Skills strand includes being able to work safely with appropriate equipment in the classroom and identify equipment that will allow data to be collected with accuracy appropriate to the task. The Science as a Human Endeavour strand includes being aware that science and technology contribute to finding solutions to a range of contemporary issues.

Semester 2 Overview
In semester 2, the Science Understanding strand includes recognising that forces that cause an objects motion to change is predictable. This predictability can be used to explain that phenomena such as seasons, eclipses and tides can be explained by the relative positions of the sun, moon and earth. It also includes recognising that organisms can be classified, based on the similarities and differences between groups of organisms. These similarities and differences between organisms is connected to the environments where the organisms live. The Science Inquiry Skills strand includes students creating hypothesis that are testable and collecting and analyzing data to draw valid conclusions. The Science as a Human Endeavour strand includes recognizing that scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people’s understanding of the world.

AusVELS Assessment Areas
Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills
YEAR 8 THE ARTS

Art – Core

Semester 1 Overview
As students work towards the achievement of Level 8 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. Students explore different contemporary and traditional arts forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and, with guidance, an understanding of style when experimenting with, selecting and using a range of contemporary and traditional media, materials, equipment and technologies to explore and expand their understanding and use of a range of skills, techniques and processes in the arts disciplines of Art. Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences. Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They maintain a record of their exploration and development of ideas and problem solving processes; for example, in a visual diary, on video or in an electronic journal.

Students explore and respond to arts works from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other artists’ intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of arts works. They develop skills in analysing, interpreting and evaluating specific expressive, technical and aesthetic qualities of their own and others’ works.

Elaborations:
Exploring and Responding

Students will learn:

- At Level 8, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others’ use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.
- They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language.
- They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

Creating and Making

Students will be able to:
- At Level 8, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose.
- They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles.
- They generate and develop ideas that explore particular concepts, techniques and issues when making arts works.
- They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

AusVELS Assessment Areas

Exploring and Responding
Creating and Making

YEAR 8 THE ARTS

Ceramics - Core

Semester Overview

The Year 8 Ceramics course allows students to use a range of starting points including observation, experience and research to generate and develop real, imaginary and abstract ideas. Students will explore a wide range of ceramic techniques to express their individual concepts. Students will explore different contemporary and traditional arts to develop the concept of style. Students will apply their arts knowledge and their understanding of style when developing three-dimensional work. Students will use reflection and evaluation to develop skills in refining and shaping their works and maintain a record of this process. Students research a range of artworks to inform their concept of style and apply their observation skills when describing, comparing and analysing art works.

Elaborations

Creating and Making
- Students will apply their arts knowledge and their understanding of style when developing three-dimensional work.
- Students will use reflection and evaluation to develop skills in refining and shaping their works and maintain a record of this process.

Exploring and Responding
- Students will explore different contemporary and traditional arts to develop the concept of style.
Students research a range of artworks to inform their concept of style and apply their observation skills when describing, comparing and analysing art works.

AusVELS Assessment Areas
Creating and making
Students will be expected to submit a practical folio of ceramic pieces and a visual diary containing a record of technical information, experimentation and exploration, research, reflection and evaluation.
Exploring and responding
Students will present reflections and evaluations and submit a written assignment.

YEAR 8 THE ARTS
Drama - Core

Semester Overview
The Year 8 Drama course aims to develop student competence in drama through improvisation, movement and language in a wide range of situations. It aims to enable students to feel confident about showing work to an outside audience, encouraging commitment and excellence. Students will identify and use dramatic elements with the construction of scripts, improvisations and role-plays. Through individual and collaborative work, students will develop their communication and negotiation as well as improving their analytical skills by keeping a journal of written reflections in class.

AusVELS Assessment Areas:
- Creating and making
- Exploring and responding

YEAR 8 THE ARTS
Music - Core

Semester Overview
The Year 8 music course aims to build on students’ knowledge of music through various practical, theoretical, and listening activities. Students will develop skills in playing the guitar and drum kit and also in performing in a group situation. They will also listen to a variety of musical styles, gaining an understanding of its development through history.

Elaborations
- Development of notation skills through theory and practical classes.
- An assignment and listening activities to develop an appreciation of a variety of music styles from the 50’s to the present day.
- Practical activities on the guitar.
- Practical activities on the drum kit.
• Class performances in groups using the practical skills developed in class.

AusVELS Assessment Area
Creating and Making

YEAR 8 THE ARTS
Visual Communication and Design - Core

Semester Overview
All Year 8 students are introduced to develop their skills, understanding and creativity in: drawing and design. In effect students will be learning a new language, that of visual literacy, that is: What is visual literacy? How is visual literacy used to effectively communicate to people? How does visual literacy influence myself and my world? Visual Communications Design is a subject that continues all the way through to Year 12 and into tertiary studies. Some careers include: Architecture, Industrial designer, Illustrator, Publishing and many more!

Elaborations
Students will learn about:
• Examining in detail the different areas, processes and techniques that are used in Visual Communications
• Studying professional examples of Communication, Environmental and Industrial Design from Australian and International designers, past and present cultures
• Representing typography creatively in differing final presentations.
• Design elements and principles.
• Photoshop, In Design and Sketch Up to produce exciting designs.
• Rendering, drawing in the methods of perspective, isometric and orthographic drawings.
• Creatively writing and responding to a design brief
• Creating a 2 minute pitch to the class about a chosen area of design

AusVELS Assessment Areas
Creating and Making
Exploring and responding

YEAR 8 DESIGN, CREATIVITY AND TECHNOLOGY
Design, Materials and Technology (Wood, Metal, Plastic)

Semester Overview
The Year 8 course aims to introduce students to the product design process where they learn about the techniques, materials and disciplines of designing and making in wood, metal and plastic. It aims to develop in students an understanding of the properties and characteristics of various materials. Students will develop a proficiency in the use of hand tools, complex equipment and techniques, and
an understanding of design through active involvement in the design process. Students are encouraged to develop safe work practices.

Elaborations
Investigating and designing: Students use various strategies and sources of information to investigate and research a range of factors relevant to more sophisticated design briefs to which they have contributed.

Producing: Students work safely with a range of tools and equipment, including some which are complex, and manage materials, components and processes to produce products, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of design briefs.

Analysing and evaluating: Students select appropriate equipment and techniques to safely test and evaluate the performance of their products.

AusVELS Assessment areas
Investigating and designing
Producing
Analysing and Evaluating

YEAR 8 ENGLISH
English - Core

Semester 1 and 2 Overview
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Elaborations
Language
Students will learn:
- To understand how rhetorical devices are used to persuade
- To understand how coherence is created in complex texts
- To understand the use of punctuation
- To understand how to apply learned knowledge consistently in order to spell accurately
- To recognise that vocabulary choices contribute to the specificity of texts

Literature
Students will learn:
- To explore the interconnectedness of Country and Place, People, Identity and Culture in texts
- To interpret and analyse language choices
- To identify and evaluate devices that create tone in texts
- To experiment with language features
- To recognise and explain different viewpoints represented in texts

Literacy
Students will learn:

- To plan, rehearse and deliver presentations selecting and sequencing appropriate content
- To use a range of software to publish texts
- To analyse and evaluate the ways that text structures and language features vary according to the purpose of the text
- To apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts
- To create imaginative, informative and persuasive texts

AusVELS Assessment Areas

Reading and Viewing
Writing
Speaking and Listening

YEAR 8 HEALTH AND PHYSICAL EDUCATION

Health and Physical Education - Core

Semester 1 & 2 Overview

Students will refine Fundamental Motor Skills by accessing a range of sports which demonstrate a deeper understanding. These sports may include, but are not limited to, Gymnastics (equipment), Basketball, AFL, Hockey and Self Defence. In addition to this, students will undertake a theory-based Health component, which will average to 1 period per week over the course of the year. This course focuses on Mental Health, Lifestyle Choices and Safe Socialising.

Elaborations

Students will learn to:

- Evaluate strategies to manage personal, physical and social changes that occur as they grow
- Practise and apply strategies to seek help for themselves or others
- Investigate and select strategies to promote health, safety and wellbeing
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity
- Develop skills to evaluate health information and express health concerns
- Plan and use health practices, behaviours and resources to enhance the 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
- Use feedback to improve body control and coordination when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Practise, apply and transfer movement concepts and strategies
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans
- Investigate the cultural and historical significance of a range of 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 participation

 AusVELS Assessment Areas
 Movement and Physical Activity
 Personal, Social and Community Health

 YEAR 8 HUMANITIES
 Geography – Core

 Semester Overview
 Students will undertake two units of study in Year 8 Geography: Landforms and landscapes and Changing nations. The content is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

 Elaborations
 Geographical Knowledge and Understanding
 Area 1: Landforms and landscapes: Students will learn about:
 • The different types of landscapes and their distinctive landform features.
 • The geomorphic processes that produce landforms, including a case study of at least one landform.
 • The human causes and effects of landscape degradation.
 • The ways of protecting significant landscapes.
 Area 2: Changing nations: Students will learn about:
 • The causes and consequences of urbanization.
 • The similarities and differences in urban concentration and urban settlement patterns between Australia and other countries, and their causes and consequences.
 • The reasons for and effects of internal migration in Australia.
 • The management and planning of Australia’s urban future.

 Geographical Inquiry and Skills
 Students will be able to:
 • Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts.
 • Evaluate sources for their reliability and usefulness and collect, relevant geographical data and information.
 • Analyse geographical maps and data.
 • Apply geographical concepts.

 AusVELS Assessment Areas
YEAR 8 HUMANITIES

History – Core

Semester Overview
The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) - 1750. There are two strands: Historical Knowledge and Understanding and Historical Skills. Students will develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Elaborations
Historical Knowledge and Understanding
Includes an Overview and three Depth Studies
- The Western and Islamic World
- The Asia-Pacific World
- Expanding Contacts

Students will learn about:
- The emergence of ideas about the world and the place of people in it by the end of the period.
- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society.
- Significant developments and/or cultural achievements.
- The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king).
- The reasons for Angkor’s rise to prominence, including wealth from trade and agriculture.
- Pre-Columbian life in the Americas, including social organisation, city life and beliefs.
- The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas.

Historical Skills
Students will be able to:
- Sequence historical events, developments and periods.
- Use historical terms and concepts.
- Identify a range of questions about the past to inform an historical inquiry.
- Draw conclusions about the usefulness of Sources.
- Identify and describe points of view, attitudes and values in primary and secondary sources.
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged.

AusVELS Assessment Areas
Historical Knowledge and Understanding
YEAR 8 LANGUAGES
German – Language Choice

Semester Overview
The Year 8 course aims to develop students’ knowledge and appreciation of the German language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the German-speaking countries. German is a Core subject in Years 8 and 9. At the end of Year 7 students are offered a choice of studying either German or Japanese and will continue with the language into Year 9. In Year 10, Languages become an elective study.

Elaborations
Communication in a language other than English
Students will:
- Learn comprehension of personal and factual information on familiar topics when listening, and effective sound discrimination
- Interactions on simple topics about daily routines, and reorganisation of language to express personal meaning, using culturally appropriate gestures and body language such as bowing
- Learn to read and understand key points in short, modified texts, applying knowledge of familiar characters and punctuation, and using appropriate pronunciation, tone and phrasing when reading aloud
- Make simple linking of sentences to form paragraphs by following written models
- Make simple manipulations of modelled language, recycling previously learnt language and using appropriate pronunciation, intonation and phrasing
- Use key grammar to convey accurate personal and factual information on given topics in paragraphs based on models

Intercultural Knowledge and Language Awareness
Students will be able to:
- Interact with speakers of the target language to gain an understanding of diverse views and beliefs
- Have awareness of linguistic features that serve specific purposes; for example, words with a common stem, word order

AusVELS Assessment Areas
Communicating in a language other than English
Intercultural knowledge and language awareness
YEAR 8 LANGUAGES
Japanese – Language Choice

Semester Overview
The Year 8 course aims to develop students' knowledge and appreciation of the Japanese language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the Japanese-speaking countries. Japanese is a Core subject in Years 8 and 9. At the end of Year 7 students are offered a choice of studying either German or Japanese and will continue with the language into Year 9. In Year 10, Languages become an elective study.

Elaborations
Communication in a language other than English
Students will:
- Learn comprehension of personal and factual information on familiar topics when listening, and effective sound discrimination
- Interactions on simple topics about daily routines, and reorganisation of language to express personal meaning, using culturally appropriate gestures and body language such as bowing
- Learn to read and understand key points in short, modified texts, applying knowledge of familiar characters and punctuation, and using appropriate pronunciation, tone and phrasing when reading aloud
- Make simple linking of sentences to form paragraphs by following written models
- Make simple manipulations of modelled language, recycling previously learnt language and using appropriate pronunciation, intonation and phrasing
- Use key grammar to convey accurate personal and factual information on given topics in paragraphs based on models

Intercultural Knowledge and Language Awareness
Students will be able to:
- Interact with speakers of the target language to gain an understanding of diverse views and beliefs
- Have awareness of linguistic features that serve specific purposes; for example, words with a common stem and word order

AusVELS Assessment Areas
Communicating in a language other than English
Intercultural knowledge and language awareness
YEAR 8 MATHEMATICS
Mathematics - Core

Semester 1 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:

- Number and Algebra - Integers, Positive and Negative Numbers, Fractions, Decimals, Percentages, Index Laws, the language of algebra, Algebraic Fractions, Expanding and Factorising expressions;
- Measurement and Geometry - Parallel Lines and Angles, Classifying Polygons, Euler’s Rule, Length, Perimeter and Circumference, Area of Quadrilaterals, Circles, Sectors and Composite Shapes, Surface Area, Volume, and Time

Semester 2 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:

- Number and Algebra - Ratios and Rates, Scale drawings, Equations and Inequalities, Linear Relations and Graphs, Non-Linear Graphs
- Measurement and Geometry - Symmetry, Congruence and Similarity

AusVELS Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability.

YEAR 8 MATHEMATICS
Year 8 Enhanced/Accelerated Mathematics

Semester 1 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:

- Number and Algebra - Solving Linear Equations and Simultaneous Equations, Percentages, Financial Mathematics, Expansion and Factorisation;
- Measurement and Geometry - Pythagoras’ Theorem and Trigonometric Ratios, Applying Trigonometry to Solve Right-Angled Triangle Problems and Bearings problems.
Semester 2 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:

- Number and Algebra - Index Laws, Scientific Notation, Surds, Expanding and Factorizing Quadratic Expressions, Algebraic Fractions, Quadratic Graphs and Solving Quadratic Equations
- Measurement and Geometry – Length, Perimeter and Circumference, Area and Composite Shapes, Surface Area of Prisms and Pyramids, Volume of Prisms and Pyramids, Parallel lines, Congruence and Similarity
- Statistics and Probability - Venn Diagrams and Two-Way Tables, Tree Diagrams and Experimental Probability, Stem and Leaf Plots, Box Plots Measures of Centre and Spread.

AusVELS Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability.

YEAR 8 SCIENCE
Science - Core

Semester 1 Overview
The three AusVELS Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are taught in an integrated way.

In semester 1, the Science Understanding strand includes recognising that all substances are composed of atoms, which themselves are made of protons, neutrons and electrons. Students will learn the differences between elements and compounds and recognise that the Periodic table can be used to organise elements, based on atomic structure and chemical properties. The strand also includes students recognizing that during chemical reactions, atoms are rearranged, but the number and types of atoms is unchanged. The Science Inquiry Skills strand includes students identifying variables to be changed, measured and controlled. Students will also construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. The Science as a Human Endeavour strand includes students recognizing that evidence has led to an improved understanding of a scientific ideas and being able to describe situations in which scientists collaborated to generate solutions to contemporary problems. Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.

Semester 2 Overview
In semester 2, the Science Understanding strand includes students recognising that cells are the basic units of living things and different cells have specialized structures and functions. Multicellular organisms contain systems of organs that carry out specialized functions that enable them to survive and reproduce. It also includes identifying that interactions between organisms can be described.
using food chains and food webs. Complex ecosystems consist of communities of interdependent organisms and abiotic (non-living) components of the environment. Students also learn that matter and energy flow through these systems. These interconnections between organisms in an ecosystem mean that human interactions on one part of an ecosystem can have effects throughout the system. The Science Inquiry Skills strand includes students explaining how modifications to methods could improve the quality of their data and allowing students to apply their own scientific knowledge and investigation findings to evaluate claims made by others. The Science as a Human Endeavour strand includes students recognizing that scientific understandings influence the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.

AusVELS Assessment Areas
Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills