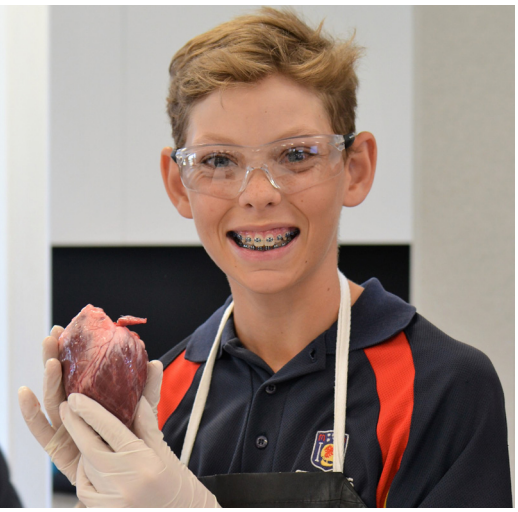
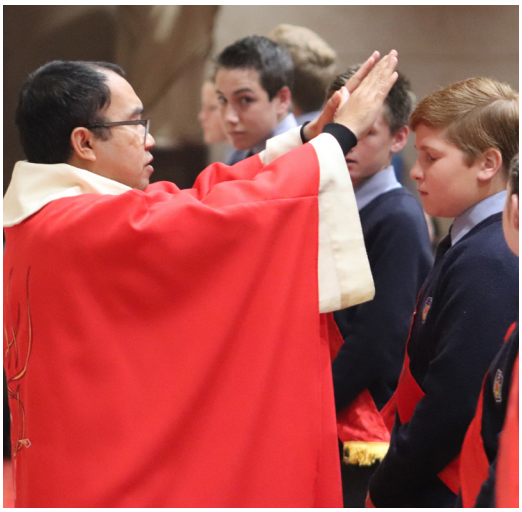
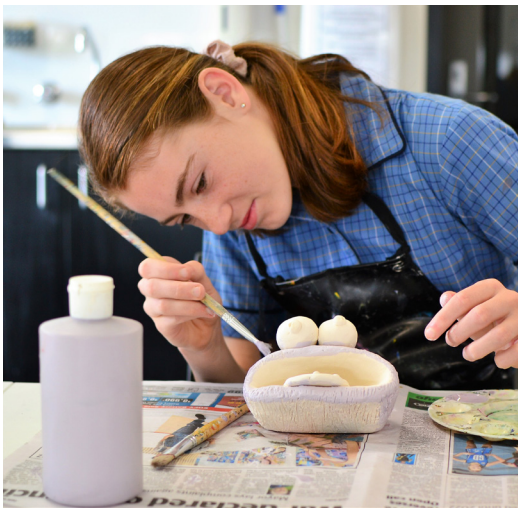
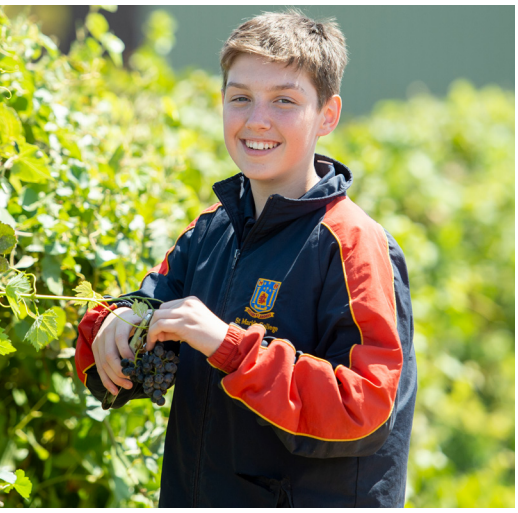
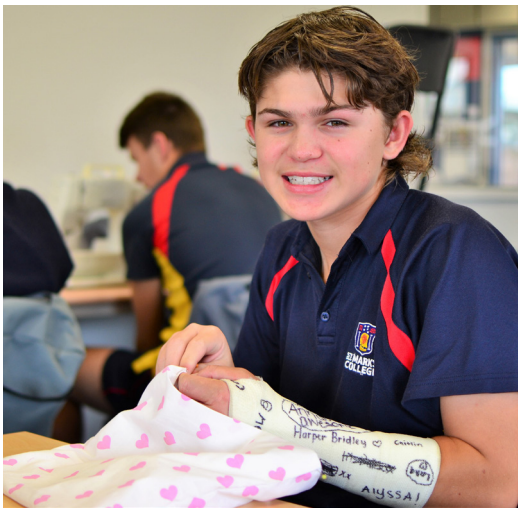
ST MARK'S COLLEGE





JUNIOR SECONDARY

2022 Curriculum Handbook for Year 7, Year 8 and Year 9

smc.catholic.edu.au

Curriculum Overview

Click on the subjects in the table below to find out more about student learning at this year level.

Compulsory Subjects Elective Subjects

Subject selections:

- Year 7 students try all elective subjects
- Year 8 students choose 2 elective subjects per semester
- Year 9 students choose 2 elective subjects per semester

Learning Area	Year 7	Year 8	Year 9
Religious Education	Religion	Religion	Religion
			Rite Journey
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
		Agriculture	Agriculture
		STEM Environmental Sciences	STEM Digital Technologies
Humanities and Social Science (HASS)	History	History	History
	Geography	Geography	Geography
Health and Physical Education (HPE)	Health and Physical Education	Health and Physical Education	Health and Physical Education
Language	Chinese	Chinese	
Technologies (Design and Technology)	Food and Textiles Technology	Food and Textiles Technology	Food Technology
			Textiles Technology
	Wood and Metal Technology	Wood and Metal Technology	Wood Technology
			Metal Technology
The Arts	Music	Music	Music
	Drama	Drama	Drama
	Visual Arts	Visual Arts	Visual Arts

Please remember that due to student demand, staffing requirements and timetable development it may happen that some electives may not run.
Students must be aware that the reserve subjects chosen may be included in their 2022 timetable.

Our subjects create a pathway to study, work and life after school.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion*	Religion*	Religion - The Rite Journey*	Religion*	Spirituality, Religion and Meaning*	• Spirituality, Religion and Meaning*
English*	English*	English*	English*	English:* • English • Essential English*	• English • English Literary Studies • Essential English
Mathematics*	Mathematics*	Mathematics*	Mathematics*	Mathematics:* • Pre-Specialist • Pre-Mathematical Methods • General • Essential	• General Mathematics • Mathematical Methods • Specialist Mathematics
• History* • Geography*	• History* • Geography*	• History* • Geography*	• History* • Economics and Business	• Business Innovation • Modern History • Legal Studies	• Business Innovation • Modern History
• Science*	• Science* • Agriculture • STEM Environmental Sciences	• Science* • Agriculture • STEM Digital Technologies	• Science* • Agriculture • Scientific Studies • Psychology • STEM Biotechnology	• Agriculture • Biology • Chemistry • Nutrition • Psychology • Physics	• Agriculture Production • Biology • Chemistry • Nutrition • Psychology • Physics
Languages: Chinese*	Languages: Chinese*				
Health and PE	Health and PE*	Health and PE*	Health and PE	• Child Studies • Intergrated Learning - Sport Studies • Outdoor Ed • Physical Education	• Child Studies • Physical Education
• Food and Textiles Technology • Wood and Metal Technology	• Food and Textiles Technology • Wood and Metal Technology	• Food Technology • Metal Technology • Textiles Technology • Wood Technology	• Food Technology • Metal Technology • Textiles Technology • Wood Technology	• Food and Hospitality • DTE- MS Textiles • DTE- ES Metal • DTE- MS Timber	• Food and Hospitality • DTE - General Engineering • DTE- MS Furniture Construction
• Drama • Music • Visual Arts	• Drama • Music • Visual Arts	• Drama • Music • Visual Arts	• Drama • Music • Media Arts • Visual Arts	• Drama • Music Performance • Visual Arts - Art • Visual Arts - Design	• Drama • Creative Arts - Music • Music Performance- Ensemble • Music Performance- Solo • Visual Arts - Art • Visual Arts - Design
			• Personal Learning Plan (PLP)	• Research Project	• Research Project*

* Subjects that are compulsory
Note: Subjects options may change and are dependant on student numbers

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Religious Education

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions and their influence on individuals, communities, societies and cultures. All students are expected to fully participate in the Religious Education Program. Students new to Catholic Schooling are supported in their learning and understanding of the Church and the rituals and events of the College. The study of Religion incorporates an awareness of Social Justice Issues, and opportunities for students to play an active, participatory role in attempting to re-dress injustices.

Religious Education at St Mark's College uses the Crossways Curriculum. This is a comprehensive program, designed to provide students from both Catholic and non-Catholic backgrounds a deeper understanding of the Church and its sacraments, scripture, world religions, social justice and morality.

Learning is assessed through a range of task types, including written and oral reflections, role plays, critical reflections, and creative responses, among others at teacher discretion. A grade of A - E is assigned against the Crossways Achievement Standards.

Year 7 Religion
Duration: Full Year

Topics include:

- Sacred Texts
- God, Faith and Us
- Moral Life
- Sacraments and Sacramentality
- One World, Many Faiths

Year 8 Religion
Duration: Full Year

Topics include:

- Sacred Texts
- God, Faith and Us
- Moral Life
- Sacraments and Sacramentality
- One World, Many Faiths

Year 9 Religion and Rite Journey
Duration: Full Year

Year 9 Religious Education incorporates the Crossways Curriculum and The Rite Journey Personal Development Program. Rite Journey/Religion in Year 9 are delivered in same gender classrooms. Year 9 is taught in a Catholic context and integrates spirituality and Catholic social teaching. The course encourages students to connect with themselves and others while constantly challenging themselves. The content encourages ongoing development and self-awareness, and builds strong, honest, and respectful relationships with peers, parents and teachers.

The Rite Journey program is designed to:

- Acknowledge and celebrate the transition into adulthood
- Provide gender-specific learning and guidance
- Provide positive role models
- Transform school culture by developing and expecting respect, responsibility and resilience
- Challenge our students

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Religious Education

The four key Rite Journey themes that students focus on throughout the year include:

Who am I really?
This theme helps students understand themselves by exploring their childhood and expectations places on them by our society.

How do I get along with others?
These theme assists students in exploring their role in relationships including active listening, anger management and friendships.

Is there something more?
Throughout this unit, students reflect on some of the deeper aspects of life including stillness, mindfulness, values, sadness, happiness and wisdom.

What do I have to give?
The final theme encourages students to consider their future and the gifts they have to offer the world. Topics include Leadership, Responsibility, Kindness and Gratitude. It is an expectation at St Mark's that all students participate fully in the Rite Journey.

Topics include:

- Sexuality – Relationships and Personal Identity
- Personal Reflection and Prayer
- The Most Respected Teacher – Jesus
- Attitude and Action
- Decision Making, Communication and Relationships

Additional content covered in Year 9 Religion comes from the Crossways Curriculum:

- Sacred Texts
- God, Faith and Us
- Moral Life
- Sacraments and Sacramentality
- One World, Many Faiths

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English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Year 7 English

Duration: Full Year

In Year 7, students read a range of literature, both for personal enjoyment and to develop analytical skills. Students create written, visual and oral texts for a rand of purposes and audiences.

Topics may include:

- Creative writing
- Persuasive writing
- Recount writing
- Novel study
- Film Text study
- Poetry study
- Independent Novel Study
- Book review
- Report writing
- Language skills

Year 8 English

Duration: Full Year

In Year 8, students read a range of literature, both for personal enjoyment and to develop analytical skills. Students create written, visual and oral texts for a range of purposes and audiences.

Topics may include:

- Autobiographical writing
- Biographical writing
- Film Study
- Fractured Fairy Tales
- Shared Novel Study
- Film Study
- Persuasive writing- current events
- Literacy skills (including but not limited to study of idioms, figurative language, paragraph structure)
- Oral Presentation
- Poetry

Year 9 English

Duration: Full Year

In Year 9, students develop and explain their own interpretations of texts, such as poetry, visual texts and novels. They will read a range of literature, both for personal enjoyment and to develop analytical skills.

Students create a wide range of texts to communicate increasingly complex ideas by experimenting with language, text structure and images.

Topics may include:

- Film Study
- Class novel
- Creative writing
- Letter writing
- Debating
- Poetry
- Narrative writing
- Oral presentation
- Visual text analysis
- Screen skills
- Literacy skills

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Mathematics

Students will require a TI – 84 Graphics calculator or T1-84 Plus CE Graphics Calculator

Year 7 Mathematics

Duration: Full Year

Students in Year 7 study the Australian Mathematics Curriculum. This program provides students with the opportunity to develop and study a wide range of mathematical concepts, skills and processes with the idea of equipping them to become lifelong learners who will use mathematics confidently in their lives. Students are encouraged to develop the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts.

The use of technology is encouraged and incorporated into the learning process whenever possible. All the topics in Year 7 belong under the strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Topics include:

- Algebra- Expressions and Formulae
- Measurement and Geometry
- Numbers and Algebra
- Statistics and Probability

Assessments:

- Skills and Application Tasks
- Investigation Folios

Year 8 Mathematics

Duration: Full Year

Students in Year 8 study the Australian Mathematics Curriculum. This program provides students with the opportunity to develop and study a wide range of mathematical concepts, skills and processes with the idea of equipping them to become lifelong learners who will use mathematics confidently in their lives.

Students are encouraged to develop the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts. The use of technology is encouraged and incorporated into the learning process whenever possible.

All the topics in Year 8 belong under the strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Topics include:

- Real Numbers
- Ration and Rates
- Percentage
- Laws of Algebra Algebraic Operations
- Measurement including Length, Perimeter, Area, Volume, Capacity, Mass and Time
- Solving Linear Equations
- Statistics
- Probability
- Coordinate Geometry
- Polygons and Transformations
- Integers

Assessments:

- Skills and Application Tasks
- Investigation Folios

Year 9 Mathematics

Duration: Full Year

Students in Year 9 study the Australian Mathematics Curriculum. This program provides students with the opportunity to develop and study a wide range of mathematical concepts, skills, and processes with the idea of equipping them to become lifelong learners who will use mathematics confidently in their lives. Students are encouraged to develop the ability to understand, critically respond to and use mathematics

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Mathematics

in different social, cultural and work contexts. The use of technology is encouraged and incorporated into the learning process whenever possible.

All the topics in Year 9 belong under the strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Topics include:

- Indices
- Linear Equations
- Algebraic Expansions
- Surface Areas and Volumes
- Coordinate Geometry
- Pythagoras
- Trigonometry
- Similar Triangles and Congruence
- Statistics
- Probability

Assessments:

- Skills and Application Tasks
- Investigation Folios

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Sciences

The study of Science in Years 7, 8 and 9 allows students to compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels.

Students examine the different science knowledge is used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society. Students explore Agriculture and Horticulture, which offers opportunities to enquire into activities which are associated with the production of food and fibre which are fundamental to the lives of human beings as well as to the sustainable use of the environment.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Students will be assessed through a range of formats including tests, practical reports, PowerPoint Presentations, group and individual research tasks and multi-modal presentations.

Year 7 Science

Duration: Full Year

Topics include:

- Curiosity, wondering and questioning
- Sorting Out Biodiversity
- Living in Harmony
- Pure or not?
- Renewable Resources
- Space
- Forces in Balance
- Science of Toys
- Science as a Human Endeavour

Year 7 Extension

As part of the Year 7 Science Curriculum, students are exposed to the study of Agriculture. Content may include:

- Welfare, Health and Safety
- Chicken Production
- Native Plant Propagation and Production
- Bees and Honey Production

Year 8 Science

Duration: Full Year

Topics include:

- Lab Safety and Working as a Scientist
- Nature of Matter
- Microscopes and Cells
- Life Systems
- Energy
- Chemical Sciences
- Earth Sciences

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Sciences

Year 9 Science
Duration: Full Year

Topics include:

- Lab Safety and Working as a Scientist
- The Nature and Philosophy of Science
- Inside the Atom
- Chemical Changes
- Systems of Life
- Responding to the World
- Energy on the Move
- Movements on the surface of the Earth

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Agriculture

Year 8 Agriculture

Duration: One Semester only

Availability: Semester 1 and 2

This course gives students the opportunity to enquire into activities which are associated with the production of food and fibre, and which are fundamental to the lives of human beings as well as to the sustainable use of the environment. Students are given the opportunity to appreciate the importance of Agricultural and Horticultural practices and to develop relevant practical skills. This is an applied science subject designed to introduce students to a diversity of plant and animal enterprises commonly undertaken in South Australia. Theory work is complemented by a rigorous practical component. This fosters a greater appreciation of management practices but also gives scope to develop initiative, problem solving and a positive work ethic. This unit includes basic animal handling techniques associated with aquaculture and pigs, garden plot skills and general safety skills.

Advice to Students:

Many of the key concepts in Year 8 Agriculture are further explored in Year 9, 10, 11 and 12 Agriculture.

Topics include:

- Introduction to Agriculture
- Work, Health and Safety Procedures
- Herbs and Vegetable Propagation
- Animal Behaviour- Pigs
- Aquaculture
- Aquaponics
- Crops
- Meat and Livestock Australia's (MLA) "Paddock to Plate"

Assessments:

Students complete the following assessment tasks:

- Skills and Application Tests
- Practical Reports
- Research Assignments
- Practical Skills

Year 9 Agriculture

Duration: One Semester only

Availability: Semester 1 and 2

Advice to Students:

Study of Year 9 Agriculture is an advantage for further study in this subject in Years 10, 11 and 12.

Topics include:

- Introduction to Agriculture
- Work, Health and Safety Procedures
- Entomology
- Plant and Soil Science
- Animal Behaviour- Goats and Horses
- Farm Enterprise
- Aquaculture
- Vegetable Gardens
- Animal Handling - Goats and Horses

Assessments:

Students complete the following assessment tasks:

- Skills and Application Tests
- Practical Reports
- Research Assignments
- Practical Skills

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STEM (Science, Technology, Engineering, Mathematics)

STEM education is the learning of science, technology, engineering and mathematics in an interdisciplinary approach. Students will gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. It will include inquiry and project based learning. Students will be scaffolded in using the engineering design process to help them complete their project ideas.

Year 8 STEM Environmental Sciences

Duration: One Semester only

Availability: Semester 1 and 2

Year 8 STEM will have a core theme around Environmental Sciences for the semester of study. Students will only be able to complete one semester of STEM for the year in 2022. Caring for the environment is becoming an increasingly important issue in our society and the impact of environmental changes is becoming increasingly apparent in our world today. In year 8 STEM students will look at how science, technology, engineering, and mathematics all work together to help the environment and the implications these developments may have on our lives moving forward.

The course will cover a range of concepts and make use of both individual and group work. Students will be exposed to a range of different resources and information that will help them to develop ideas around the importance of looking after our environment and generate ideas around what they could be doing to help improve our world.

Topics covered and assessments completed over the course of the semester are flexible and will be dependent on student interest, class size and available resources.

Topics may include:

- The UN Global Goals
- Sustainable housing
- Mapping of climate change
- Environmental impact of climate change on ecosystems
- Impact of the overuse of chemicals on the environment

Assessments may include:

- Engineering of sustainable house designs
- Analysis of environment changes in our country
- Research of biological changes to environments and population numbers of species
- Chemical experiments and write ups

Year 9 STEM Digital Technologies

Duration: One Semester only

Availability: Semester 1 and 2

Year 9 STEM will have a core theme around Digital Technologies for the semester of study. Students will only be able to complete one semester of STEM for the year in 2022. Throughout the course of the semester students will investigate a range of different digital technologies to improve their skills in coding, digital literacy and knowledge of available technologies. This programs allows students to be exposed to a range of different possible career options while also becoming more confident in using digital technologies, an important skill in today's technology heavy environment.

The course will cover a range of concepts and make use of both individual and group work. Students will be exposed to a range of different technologies and information that will help them to develop skills across a range of different software's.

Topics covered and assessments completed over the course of the semester are flexible and will be dependent on student interest, class size and available resources.

Topics may include:

- Microbit coding
- Arduino boards
- Statistical analysis of information and interpretation of data
- Introduction of Raspberry PI's

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STEM (Science, Technology, Engineering, Mathematics)

Assessments may include:

- Creation of basic coding games and tools
- Creation of weather stations using Arduino Boards
- Data analysis of collected data chosen in collaboration between teacher and students
- Research and completion of projects involving the use of Raspberry PI's

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Humanities and Social Science (HASS)

In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

Embedded in the study of Year 7 and 8 History and Geography, the Economics and Business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions. Within the learning area of Civics and Citizenship, students will learn about citizenship, laws, democratic values, and group participation that promotes a cohesive society.

Students will complete at least one assessment task on each topic in History and Geography. Assessment task types in History and Geography may include written and oral reports, group investigations, multi-modal presentations, debates, persuasive posters, personal responses to events of the past, and empathy tasks.

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History (HASS)

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

Year 7 History

Duration: One Semester

In Year 7 History the curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

Topics include:

- Investigating the Ancient past
- The Mediterranean World
- The Asian World

Year 8 History

Duration: One Semester

In Year 8 History, the curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, 650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Topics include:

- Overview: the Ancient to the Modern world
- Medieval Europe
- Japan under the Shoguns
- The Spanish conquest of the Americas

Year 9 History

Duration: One Semester

In Year 9 History (one semester), the curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

Topics include:

- Overview: the making of a modern World
- The Industrial Revolution
- Making a nation
- World War I

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Geography (HASS)

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Year 7 and 8 Geography

Duration: One Semester

In Year 7 and 8 Geography, topics include:

Landforms and landscapes

This topic focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations

This topic investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

Year 9 Geography

Duration: One Semester

In Year 9 Geography, topics include:

Biomes and food security

Focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections

This topic focuses on investigating how people are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport, information and communication technologies have made increasing ranges of services possible to people living in diverse areas. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

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Health and Physical Education (HPE)

In Health and Physical Education, students develop the skills, knowledge and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students lean to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities- confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhances performance, students acquire an understanding of how the body moves and develop positive attitudes toward participation in physical activity. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Assessment:

Students will complete at least four assessment tasks per semester in Health and Physical Education. These may be in the form of a variety of written, oral, multi-modal and practical tasks.

Year 7 HPE

Duration: Full Year

Topics include:

- Health benefits of physical activity
- Child Protection Curriculum- Risk Taking Behaviour
- Athletics
- Badminton
- AFL9s (SEPEP)
- Netball (SEPEP)
- Softball
- Table Tennis
- Touch Football

Year 8 HPE

Duration: Full Year

Topics include:

- Fitness
- Mental Health
- Athletics
- Badminton
- Basketball (SEPEP)
- Minor Games
- Hockey
- Soccer
- Softcrosse

Year 9 HPE

Duration: Full Year

Topics include:

- Musculoskeletal system
- Drug Education- Alcohol
- Athletics
- Badminton
- Dance
- Netball
- Volleyball
- Touch Football
- Cricket (Games based)

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Languages – Chinese

Students at St Mark's College have the opportunity to develop knowledge and understanding of the language, culture and people of China. Through study of the language students will develop communication skills in Chinese and explore the language's cultural dimensions as well as the growing connection and inter-dependence between Australia and China. Year 7 students at St Mark's College study the Second Language Learner Pathway for Chinese, a program designed for students beginning their language study in the first year of secondary schooling. Study of a language is a requirement of the Australian Curriculum until the end of Year 8.

Assessment:

Students will complete at least four assessment tasks each semester in Chinese. These may be written, oral, multi-modal, individual and / or group tasks.

Year 7 Chinese

Duration: Full Year

In Year 7, students will learn the two types of writing for learning Chinese. They will practice speaking, listening, reading and writing short texts. Students will use technology to support their learning. Students will learn common formulaic expressions and responses for these. Students will also explore their intercultural understanding and perspectives to allow them to interact with Chinese speakers.

Topics include:

- Greetings and Introductions
- Family
- Hobbies

Year 8 Chinese

Duration: Full Year

Continuing St Mark's students in Year 8 will build on their prior learning in the language while students new to the College will be supported in their acquisition of key language. Students will develop greater fluency in writing in Chinese characters, using their voice to express tone and broadening their vocabulary. Students will also develop greater intercultural understanding.

Topics include:

- Revision (Greetings, Family, Hobbies)
- School
- Food and Drink

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Technologies

At St Mark's College, students have the opportunity to explore a range of Design and Technologies subjects. In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

The Australian Curriculum: Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Students in Year 7 participate in the Design and Technologies Food Specialisation, and the Materials Specialisation, where students will work with Textiles, Wood, Acrylic and Metal.

Students are assessed against the Australian Curriculum achievement standards for Design and Technologies. Assessment is based on students showing their Knowledge and Understanding, and their ability to demonstrate Processes and Skills development. Types of tasks will include practical production, written or oral evaluations, written or oral reflections and group tasks.

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Food and Textiles Technology

Year 7 Food and Textiles Technology

Duration: Learning Block

Topics include:

- Safe food handling and hygiene
- Equipment safety
- Food preparation techniques
- Introduction to healthy eating
- Sustainability
- Textile tools and safety
- Function of textile equipment (including embroidery machine)
- Basic sewing skills- Technology Bag

Year 8 Food and Textiles Technology

Duration: One Semester only

Availability: Semester 1 and 2

Students undertaking this course should have an interest in Food and Textiles. Good practical and evaluating skills are an advantage. Creating, evaluating and critiquing projects forms a large part of assessments.

Food Technology topics include:

- Safe food handling and hygiene
- Equipment safety
- Food preparation techniques
- Introduction to healthy eating

Textile Technology topics include:

- Textile tools and safety
- Function of textile equipment
- Basic sewing skills- Technology Bag
- Design Skills-Wheat Bag

Year 9 Food Technology

Duration: One Semester only

Availability: Semester 1 and 2

Students work with food to develop ideas in response to food safety, nutrition and cultural influences. Students undertaking this course should have an interest in food preparation and selection.

Topics include:

- Food Safety, Hygiene and Sensory Appeal
- Food Choices for Healthy Living
- Food Selection and Sustainability
- Cultural Influences on Food Choices

Year 9 Textiles Technology

Duration: One Semester only

Availability: Semester 1 and 2

Students work with fabric to develop textile items in response to design briefs. Students undertaking this course should have an interest in construction and design techniques.

Topics include:

- Recycling and Sustainability in Textiles
- Practical Projects: Foot Stool and Apron
- Consumer Rights in the Textile Industry

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Wood and Metal Technology

Year 7 Wood and Metal Technology
Duration: Learning Block

Topics include:

- Safety
- Materials Technology, Plastic- Photo Frame
- Design Package- Sheet Metal Development
- Design Brief- Wooden Toy Car
- Design Brief- Structures
- Metal Fabrication- Bracket
- Introduction to Computer Aided Drawing (CAD)

Year 8 Wood and Metal Technology
Duration: One Semester only
Availability: Semester 1 and 2

Students undertaking this course should have an interest in designing and making projects using the materials plastic, sheet metal, and timber. Good practical skills and evaluating skills are an advantage. This is a practical based course where the majority of the marks will come from making projects.

Topics include:

- Materials Technology - Plastic - Key Tag
- Design Package – Sheet Metal Development
- Design Brief- Child's Wooden Toy
- Design Brief- Photo Stand
- Introduction to Computer Aided Drawing (CAD)

Year 9 Wood Technology
Duration: One Semester only
Availability: Semester 1 and 2

Students undertaking this course should have an interest in designing and making projects using the material timber. Good practical skills and evaluating skills are an advantage.

The topics covered are selected from the following list, depending on timetable considerations:

- Wood Lathe: Bowl
- Framing Joints: Tray
- CO2 Dragster
- Electronic Systems
- Framing Joints: Tray
- Introduction to Computer Aided Drawing (CAD)

Year 9 Metal Technology
Duration: One Semester only
Availability: Semester 1 and 2

Students undertaking this course should have an interest in designing and making projects using the material metal. Good practical skills and evaluating skills are an advantage.

The topics covered are selected from the following list, depending on timetable considerations:

- Gas Welding
- Metal Lathe: Sprinkler
- Balancing Object
- Design Brief: Welding
- Design Brief: Metal Bending
- Introduction to Computer Aided Drawing (CAD)

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The Arts

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

At St Mark's College, Drama, Music and Visual Arts are offered in this learning area in Junior Secondary Schooling. Students in Year 7 will experience a block of Visual Arts, Music and Drama.

In Year 8 and 9, students may choose to study Visual Arts, Drama and Music as individual subjects for either a semester or a full year.

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Music

Year 7 Music

Duration: Learning Block

In Music, students listen to and perform music from a diverse range of styles, traditions and contexts.

Topics may include:

- Rhythm
- Mixcraft
- Drumkit
- Guitar

Year 8 Music

Duration: One or Two Semesters
Availability: Semester 1 and 2 (if choosing One Semester, this must be in Semester 1)

Students choosing to study music as a one-semester subject will undertake this in Semester 1.

Students listen to, compose and perform music from a diverse range of styles, traditions and contexts.

Content may include:

- Music Performance (Drum Kit, Guitar, Keyboard and Class Band)
- Music Theory (reading and writing music notes)
- Music Technology (Mixcraft creating mashups and movie SFX)

Year 9 Music

Duration: One or Two Semesters
Availability: Semester 1 and 2 (if choosing One Semester, this must be in Semester 1)

Students choosing to study music as a one-semester subject will undertake this in Semester 1.

The music program is a practical subject with all students participating in ensemble performance on an instrument of their choice.

Students will also explore aspects of musical theory, musical styles in history and review writing.

Students will be required to own, or have access to their chosen instrument, and preferably be receiving instrumental tuition.

Content may include:

- Theory Skills
- Musical Structures and styles
- Ensemble Performance
- Mixcraft
- Ensemble Performance
- Composition
- Song lyric competition

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Drama

Year 7 Drama

Duration: Learning Block

Students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to Drama.

Content includes:

- Improvisation and Movement
- Group Performance
- Reflection

Year 8 Drama

Duration: One or Two Semesters
Availability: Semester 1 and 2

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to Drama. Students will have an opportunity to participate in workshops conducted by professional actors and/or attend a live theatre performance.

Topics may include:

- Improvisation
- Movement and voice
- Group Performance
- Self-reflection
- Mime
- Theatre
- Make-up
- Tableau

Year 9 Drama

Duration: One or Two Semesters
Availability: Semester 1 and 2

The Drama program introduces a variety of drama skills including improvisation, character development, mime and movement. They will work individually and in groups. Students will plan, rehearse and perform a class play for an invited audience. Students will have an opportunity to participate in workshops conducted by professional actors and/or attend a live theatre performance.

Topics may include:

- Theatre warmups and games
- Expression
- Voice
- Movement
- Basel Masks
- Improvisation
- Status
- Greek Theatre
- Greek Masks
- Group performance and Reflection

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Visual Arts

Year 7 Visual Arts

Duration: Learning Block

Availability: Semester 1 and 2

Students at Year 7 will undertake a range of practical assessments aimed at developing their skills in both the making of and responding to art works. Practical units aim to develop and expose students to skills and processes in the use of 2D (drawing, painting) and 3D (clay) media.

Topics include:

- Graphic Design
- Drawing
- Painting
- Clay

Year 8 Visual Arts

Duration: One or Two Semesters

Availability: Semester 1 and 2

Visual Arts may include a term of Art and a term of Design.

Topics include:

- 2D Studies
- 3D Studies
- Digital Arts
- Product Design
- Environmental Design
- Communication skills
- Evaluation

Year 9 Visual Arts

Duration: One or Two Semesters

Availability: Semester 1 and 2

The Year 9 Visual Arts program builds on skills and knowledge developed in Year 8, although study of Year 8 Visual Art is not a pre-requisite for study of Year 9 Visual Art.

Topics may include:

- Clay
- Painting
- Drawing
- Printmaking
- Digital Graphics Advertising
- Branding
- Packaging Design
- Information Processing and Publishing
- User-Interface Design (Application and Website layout)

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