

SOUTH OAKLEIGH COLLEGE



Middle School Course Booklet

knowledge conquers all

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WELCOME LETTER

Dear Student and Parent/Guardians,

Welcome to Middle School at South Oakleigh College. Your journey with us through Middle School will be exciting, inspiring and challenging. We support all students through an engaging and comprehensive curriculum by fostering the knowledge and skills to develop as active and engaged citizens. We understand that the transition from Primary School to Secondary School can be refreshing but also challenging and therefore we endeavour to focus intensively on supporting the academic, emotional and social development of each student during this initial transition phase.

In order to prepare students as life learners who participate and contribute to an ever changing world, our vision is to foster and develop a love of learning; by challenging each other to strive for our best and advocate for the greater good in our multicultural and diverse community. The College continues to develop and refine the interests of all students.

We recognise that our students have individual talents and we aim to provide a broad range of opportunities for our students to achieve their potential and become efficient, effective learners who contribute productively as they become global citizens of the 21st century, through celebration of diversity and encouraging them to develop a strong sense of social responsibility, empathy and compassion for others.

Our core purpose is underpinned by the following shared values:

- **High Expectations** for all
- **Respect** for ourselves, each other and our environment
- **Responsibility** for our own actions
- **Resilience** to embrace challenges with optimism and perseverance
- **Teamwork** working co-operatively with others.

The College places high but fair expectations on student's effort, attendance, participation, behaviour and study habits. Our community is committed to ensuring that our students are supported to achieve their very best and work hard to ensure that all students' needs are met.

We wish you every success in your journey through Middle School Years at SOC.



Ms. H. Koziaris
College Principal



Mr. M. Picone
Assistant Principal



Ms. K. Pelitidis
Director of Students

USING THIS BOOKLET

This booklet introduces you to a wealth of information that will assist you to make informed choices to help students maximise their opportunities and enjoy a positive and rich Middle School experience.

All students are taught in accordance with the Victorian Curriculum guidelines.

Subjects in the Middle School are arranged into **Core** and **Specialist** subjects.

Core

Core subjects offered are **mandatory** for all students in Year 7 – 9 to complete the following:

- English, EAL or Accelerated English
- Mathematics or Accelerated Mathematics
- Science or Accelerated Science
- Humanities
- Health and Physical Education

Specialist Subjects

At Year 7, 8 and 9 students are assigned to specialist subjects which are run for one semester only. Specialist subjects are designed for students to have the opportunity to be exposed to a broad range of Art and Technology subjects and encourage the exploration of new skills, talents and interests in preparation for subject selection in the Senior School.

All Year 8 students continue with their language learned in Year 7 for the full school year.

At Year 9 students may elect to continue with LOTE however this will run throughout the year.

All Year 9 students also choose an Enrichment Elective each semester which are linked with Year 9 Core subjects.

Note: Some specialist subjects have associated material costs. Enrolment in these subjects cannot be confirmed without payment.

Learning Area	Learning Area Coordinator
English	Ms Zhiv
Mathematics	Mr Carroll
Humanities	Mr Platenkamp
Science	Ms O'Neill
LOTE	Ms Dimakakos
Arts	Ms Close
HPE	Ms O'Reilly
Technology	Ms Close

Teamwork

Resilience

Responsibility

Respect

High Expectations

MIDDLE SCHOOL PATHWAYS SUBJECT SELECTION

		Year 7	Year 8	Year 9
Accelerated Programs	Accelerated English	✓	✓	✓
	Accelerated Mathematics	✓	✓	✓
	Accelerated Science	✓	✓	✓
English	English	✓	✓	✓
	EAL	✓	✓	✓
	Literacy	✓	✓	
Mathematics	Mathematics	✓	✓	✓
Humanities	Business and Economics	✓	✓	✓
	Civics and Citizenship	✓	✓	✓
	History	✓	✓	✓
	Geography	✓	✓	✓
	Social Justice		✓	
	Student Leadership			✓
Science	Forensic Science			✓
	Science	✓	✓	✓
LOTE	Classical Greek		✓	✓
	Modern Greek	✓	✓	✓
	Japanese	✓	✓	✓
Arts	Art	✓		
	Art Technologies		✓	
	Digital Media			✓
	Studio and Applied Art			✓
	Drama	✓		
	Theatre		✓	✓
	Music Performance	✓	✓	✓
Health and Physical Education	Health and Physical Education	✓	✓	✓
	High Performance			✓
Technology	Food Technology	✓	✓	✓
	Electro-Technologies	✓	✓	
	Robotics & Coding			✓

SPECIALIST SUBJECTS

Year 8 Specialist Subjects

English	Humanities	Science	LOTE	Arts	Health and Physical Education	Technology
			Classical Greek Japanese Modern Greek	Theatre Art Technologies Music Performance		Food Technology Electro Technologies

Year 9 Specialist Subjects

English	Humanities	Science	LOTE	Arts	Health and Physical Education	Technology
	Student Leadership	Forensic Science	Classical Greek Japanese Modern Greek	Theatre Studio and Applied Art Music Performance	High Performance	Food Technology Robotics and Coding Digital Media

LEARNING TASKS

Late Submission Policy

It is a requirement of South Oakleigh College that assessment tasks are submitted punctually. Students, who require an extension, need to approach individual teachers prior to the due date with a legitimate/ medical reason as to why they cannot meet the deadline. If a student misses a major assessment deadline, the following protocol will occur;

- Parent/Guardians notified through Compass, 'Late work notice'
- Students notified of new submission date (7 days later).

Late submissions will be penalised accordingly:

- Work submitted late = automatically 20% reduction (unless medical certificate provided)
- 1 maximum week extension is granted (late work notice sent)
- After 1 week late, the work must still be submitted, but the maximum result is 30%.

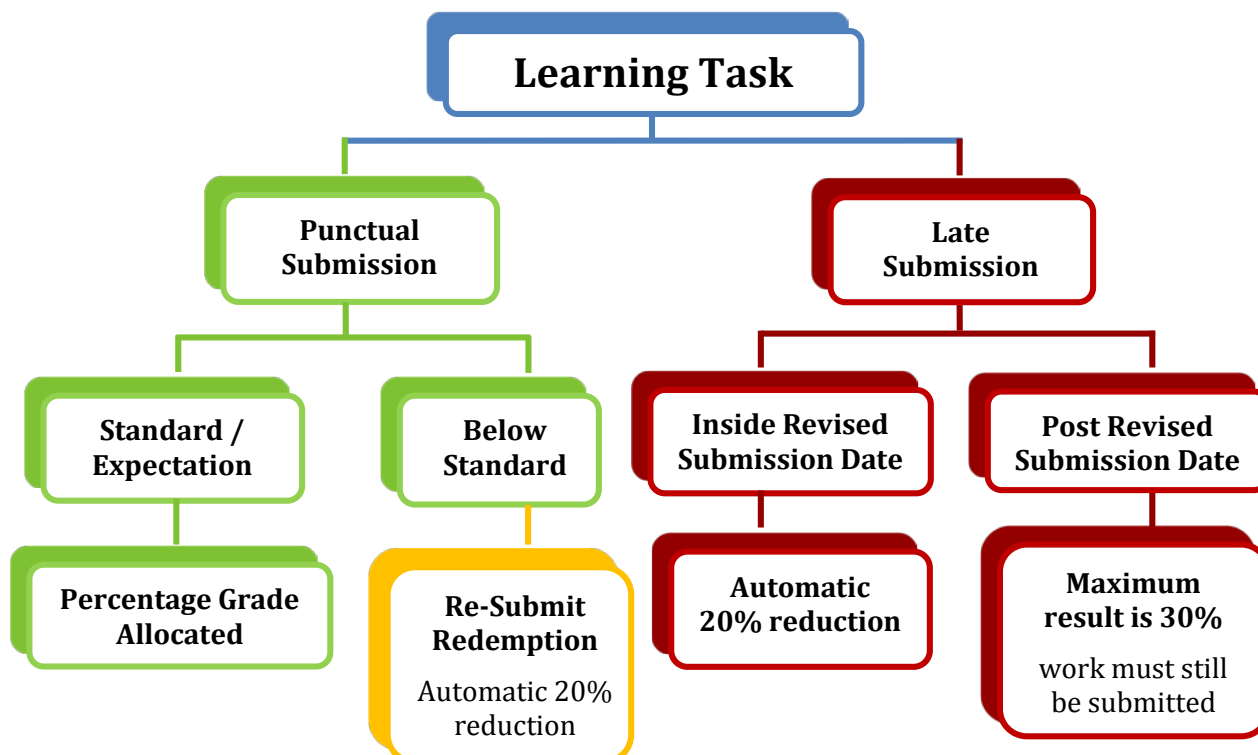
Submission

Learning Tasks:

Learning Tasks are set assignments/projects/tests that students need to complete to demonstrate their overall understanding of a particular topic. Learning Tasks appear on end of semester reports and are visible to all parents and students.

Re-Submit Redemption:

If a student submits work that does not satisfactorily meet the criteria of the assessment task, they are given the opportunity to re-do their assignment and submit it to their teacher by an agreed time to achieve a satisfactory grade.



ACCELERATED LEARNING

PROGRAM

Following the Victorian Curriculum guidelines, the course aims to offer English, Mathematics and Science in a 21st century context. The Accelerated curriculum is designed to offer high performing students the opportunity to refine and develop higher order thinking, problem solving as well as critical, creative and lateral thinking. Our program fosters growth, resilience and independence.

The Accelerated Learning Program is an educational intervention that moves students through a program at a faster rate than usual. Acceleration is defined as matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student. Our specialised Accelerated Learning Program allows students to progress at their own pace alongside like-minded peers in their year level.

With High Expectations and Resilience students are required and expected to make a genuine commitment to meet their educational and social developments in all aspects of schooling. Students need to have a high level of maturity, determination and discipline to strive and establish effective lifelong learning skills. It is expected that all Accelerated students participate in all University of New South Wales competitions in English, Humanities, Mathematics and Science.

The program enables students to broaden the range of subjects they can undertake. Some students will have the opportunity to undertake VCE Extension Studies which allows them to complete one or more University subjects as part of their VCE. This program allows students to take a wider choice of VCE subjects over three years, be challenged and accelerated whilst still remaining at school for six years.

Accelerated English

The English course employs the strands of Literature, Language and Literacy to engage students with different styles of communication prominent in the 21st Century context. Within the framework students will participate in activities which require: Reading and Viewing, Speaking, Listening and Writing.

Year 7:

In semester one students will study *Midnight Zoo* by Sonya Hartnett. They will develop their core skills by analysing and presenting orals, persuasive writing and informative texts. In semester two, students will respond analytically and creatively to the text *Wonder* by R.J Palacio with the same focus on refining analytical and creative skills.

Year 8:

In semester one, students will study Markus Zusak's *The Book Thief* as well as the poetry of William Blake. They will examine the text closely and become familiar with the conventions of poetry and prose. In semester two students will engage with the novel *Trash* by Andy Mulligan as well as developing their own Genius Hour Project. The units foster independence and key organisational skills.

Year 9:

In semester one, students will study Harper Lee's classic text *To Kill a Mockingbird*. In semester two the student's will be further challenged by F. Scott Fitzgerald's *The Great Gatsby*. The units of work lead well into VCE Literature and English and are designed to provide advanced and independent understanding of complex texts.

Learning Activities for all Years:

- preparing and presenting spoken and written language for different purposes
- participating in and facilitating classroom discussions
- working in groups on self-guided projects
- crafting and refining written pieces
- critically assessing literature (novels/poetry/short stories) using a variety of techniques
- analysing issues, author agendas and audience responses within a current world context.

Assessments Tasks:

- Comparative essay
- Poetry
- Creative writing
- Text response
- Persuasive writing
- Semester exams
- Oral presentation
- Non-fiction writing
- Group project

Middle School and Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Literature

Accelerated Mathematics

Year 7:

This course differs from the mainstream Year 7 course in that it contains content from Year 8. While coherence is retained, the additional content demands a faster pace for instruction and learning. The curriculum is organised into three strands: Algebra and Number, Measurement, and Geometry and Statistics and Probability. Students develop skills allowing them to solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, and to use calculators.

Year 8:

The Year 8 Accelerated course builds on the concepts taught in the Year 7 Accelerated Mathematics and new topics are introduced. The content from the Year 9 Victorian Curriculum is studied with the opportunity for further extension. Students revise basic numerical concepts to complex project and problem solving work that challenges their understanding. Students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles. Students compare techniques for collecting data from primary, secondary sources and identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.

Year 9:

The curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will progress along a curriculum continuum that provides the achievement standards at 9 and 10.

The sub strands involved are Number, Financial mathematics, Linear and non-linear relationships, Patterns and Algebra, Measurement, Geometric reasoning, Location and transformation, Data representation and Chance.

Assessments Tasks:

- Class tasks and text book exercises
- Projects and Problem solving assessments
- Topic tests
- Semester exams

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Mathematical Methods Units 1 - 4
- Specialist Mathematics Units 1 - 4
- Further Mathematics Units 3 & 4

Accelerated Science

The Accelerated Science curriculum is designed to offer high performing students the opportunity to undertake deep learning in key areas of Science, engaging in abstract thinking, creative and analytical skills to enhance their academic potential. Our goal is to provide students with the skills necessary to thrive in VCE and beyond. The key focus areas are on Science as a human endeavour, Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences. Across all areas, students learn how to design and perform fair experiments to test hypotheses that students have developed and report on their own investigations. Students have the opportunity to attend the University of Melbourne Physics lectures for Secondary School students.

Year 7:

During the first course of the year, students will learn a variety of areas including: the study of cells via microscopy; key body systems, such as the digestive system, circulatory system and the respiratory system; the use of particle model of matter; chemical changes; Geology; forces and energy as part of the STELR (Science and Technology Education Leveraging Relevance) program, and students have the opportunity to visit the Victorian Space Science Education Centre for the 'Mission to Mars' excursion.

Year 8:

In the Year 8 program students continue on to learning the following: animal's response to a stimulus by its central nervous system; defensive mechanisms against pathogens in the human immune system; ecosystems consisting of interdependent organisms and abiotic components of the environment; atom structure; chemical reactions; plate tectonics; astrophysics, and electricity and magnetism.

Year 9:

The final year of the program includes: transmission of heritable characteristics from one generation to the next involving DNA and genes; theory of evolution; chemical reactions; balanced chemical equations; Global system including the Carbon cycle; the study of the Universe including the galaxies, stars, Solar Systems and the Big Bang Theory; interaction of forces; exchange of energy and the application of Newton's Laws of Motion.

Assessments Tasks:

- Practical reports
- Student designed practical activity
- Research assignments
- Topic tests
- Semester Exams

Middle School and Senior School Pathways:

Students who are enrolled in this course can elect to choose Year 9 Forensic Science as an Enrichment Elective (please refer to page 45).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry
- Physics
- Psychology

CORE SUBJECTS FOR YEARS 7-9

English

The English curriculum is built around three interrelated strands of Language, Literature and Literacy. The English course is designed with language use in each of the following modes: listening, speaking, writing, reading and responding to texts.

Year 7:

In first semester students will read and analyse the text *The Midnight Zoo* by Sonya Hartnett. They will develop their grammar and comprehensions skills. They will learn to use core skills for effective communication. They will analyse and present persuasive arguments. In the second semester they will study *Boy Overboard* by Morris Gleitzman.

Year 8:

Students engage with a variety of texts in order to refine their critical and imaginative skills. In first semester students will read and analyse short stories from *Paper Trails*. They will refine their grammar, spelling and punctuation skills and use core skills for effective and complex communication. They will analyse and present persuasive arguments. In the second semester they will study *Holes* by Louis Sachar.

Year 9:

Students evaluate, critique and manipulate language for a range of purposes and audiences. They are required to develop a rich vocabulary and understanding of multimodality which will allow them to examine 21st century texts. In first semester students will read and analyse short stories from *Paper Windows*. They will maintain their grammar, spelling and punctuation skills. They will analyse and present persuasive arguments. In the second semester they will study *The Yearbook Committee* by Sarah Ayoub.

Learning Activities for all Years:

- Preparing and presenting spoken and written language exercises
- responding to classroom discussions and questions
- drafting and editing written pieces for different purposes and audiences
- critically assessing literature (novels/ poetry/ short stories) using a variety of techniques
- analysing an issue, drawing on appropriate modes of presentation
- co-operating with other students in set language tasks including group work, role plays and debating.

Assessment Tasks:

- Creative Writing
- Semester Exams
- Analysing text and presenting arguments
- Vocabulary and Core skills

Middle School and Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Literature

EAL

Learning English is an essential requirement for success both at school and for further education, training or employment for students who speak a language, or languages, other than English as their first language. The English as Another Language (EAL) program aims to develop EAL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

Year 7:

Drawing on a range of material and teaching strategies, the study strives to build on the student's critical and imaginative skills. Ultimately, EAL program aims to assist EAL students to become competent users of the language for a range of purposes and audiences, developing their vocabulary, spelling and punctuation skills through their interaction with the language in oral or written form.

Year 8:

Students engage with a variety of texts in order to refine their critical and imaginative skills. Students work towards constructing language for a range of purposes and audiences in oral and written form. They are encouraged to consider how vocabulary choices and sentence structure contribute to meaning in their own and others writing.

Year 9:

Students engage with and work towards developing variety of texts while broadening their critical and imaginative skills. Students learn to evaluate and analyse language for a range of purposes and audiences. They continuously extend their vocabulary, as well as their understanding of multimodality. This will allow them to examine 21st century texts and present a wide range of their own text types in oral and written form.

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- EAL
- English

Learning Activities for all Years:

- Preparing and presenting spoken and written language exercises
- responding to classroom discussions and questions
- drafting and editing written pieces for different purposes and audiences
- critically assessing literature (novels/ poetry/ short stories) using a variety of techniques
- analysing an issue, drawing on appropriate modes of presentation
- co-operating with other students in set language tasks including group work, role plays and debating.

Assessment Tasks:

- Creative Writing
- Semester Exams
- Analysing text and presenting arguments
- Vocabulary and Core skills

Literacy

Year 7:

Year 7 Literacy supports students who may require additional help with reading and writing. In the classroom, students are given the support they require to gain and build upon their skills and key knowledge, and to grow confident in their own abilities.

Students work through 'The Sound Way Program', a phonics based reading and writing tool that is designed to improve reading, writing, and spelling skills. Students are given a wide variety of tasks tailored to their abilities, in order for them to achieve their set goals for the unit.

Year 8:

Building on the foundation of skills and knowledge they acquired in Year 7 Literacy, students are presented with more challenging work in order to grow as learners, as the focus changes to prepare them for upper-Middle and Senior School.

Assessment Tasks:

- Communication
- Reading
- Comprehension

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English

Health and Physical Education

Year 7:

Year 7 Health and Physical Education focuses on students further enhancing their own health and wellbeing. This is achieved through participation in learning experiences that are both theoretical and practical. Students are provided with opportunities to develop physical skills through independent activities, expressive movement and through team activities and sports. Students are encouraged to improve their skills and develop an appreciation for physical activity for overall wellbeing. Through the curriculum students examine concepts such as personal identity, cyber safety, and mental wellbeing and reflect on strategies for improving their own health.

Year 8:

Year 8 Health and Physical Education focuses on the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. Through the curriculum students acquire an understanding of the science behind how the body moves, further their knowledge of safe sexual behaviours and develop health promotion strategies. Students are provided with learning opportunities through which they practise, apply and evaluate the knowledge and skills relevant to Health and Physical Education.

Year 9:

Year 9 Health and Physical Education focuses on students developing the knowledge and skills to assess their own fitness as well as writing training programs that aim to improve fitness levels. Under teacher supervision students undertake fitness training in the SOC fitness centre and perform an analysis based on personal results. Through the curriculum students develop their understanding of mental health, as well as assessing the impact of drugs on health and development. Students are provided with opportunities to further develop physical skills through a range of physical activities which aim to encourage lifelong involvement in physical activity.

Assessment Tasks:

Year 7	Year 8	Year 9
Practical participation Superhero poster Puberty storybook Lab reports Semester exams	Practical participation Case study responses Health promotion films Lab reports Tests	Practical participation Research project Tests Development of training program

Middle School and Senior School Pathways:

Students who are enrolled on this course can elect to choose Year 9 Captain and Coach, Sports and Nutrition, or Sport Science as an Enrichment Elective (please refer to page 46).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Health and Human Development
- Physical Education

Humanities

In the Middle School, Humanities is broken up into sub units of Business and Economics, Civics and Citizenship, Geography, History and Social Justice for Year 8 only.

Business and Economics

Business and Economics develops the skills and knowledge that allows students to engage in a free market economy, such as Australia. Students learn how economic choices, the work place and the world of business interrelate. The South Oakleigh College approach to teaching Business and Economics develops fundamental life skills.

Year 7:

Students focus on business concepts of supply and demand and managing finances. This is explored through entrepreneurial skills and students developing business ideas for consumers.

Year 8:

Students focus on economic concepts and how to interpret and present data and statistics. These concepts are explored through resource allocation and making choices in small businesses. Students begin to rationalise how they may participate in the workforce.

Year 9:

Students expand their focus to include global markets and the impact of international trade. Students compare Australian businesses with businesses across the world to investigate how competitive advantages are created and maintained. A key focus of this study is the importance of ethics and social responsibility for enterprises and the impact it has in a competitive market. Students also begin exploring their personal finances, including saving and investing options and strategies.

Assessment Tasks:

Year 7	Year 8	Year 9
Entrepreneurial business pitch	Australian grocery financial report	Saving and budgeting investigation – Buying a car
Semester exam	Semester exam	Semester Exam

Middle School and Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Accounting
- Business Management
- Economics
- Legal Studies
- Politics

Civics and Citizenship

Civics and Citizenship develops skills and knowledge that allows students to become active and informed citizens who participate in and sustain Australia's democracy. The SOC approach to teaching Civics and Citizenship allows students to explore a diverse range of topics in the Middle School.

Year 7:

Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. This provides a foundation for understanding how the rights of individuals are protected through the justice system.

Year 8:

South Oakleigh delivers the Year 8 Civics and Citizenship curriculum through a compulsory subject, Social Justice. Refer to page 22 for more information.

Year 9:

The Year 9 curriculum builds students' understanding of the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also explore how global connectedness is shaping contemporary Australian society.

Assessment Tasks:

Year 7	Year 8	Year 9
Citizenship and democracy test Semester exam	See Social Justice (p.22)	Criminal Case Study Australian Identity Report Semester Exam

Middle School and Senior School Pathways:

Students who are enrolled on this course can elect to choose Year 9 Global Citizenship as an Enrichment Elective (please refer to page 58).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Economics
- Legal Studies
- Politics
- History

Geography

Year 7:

Year 7 Geography is comprised of two units of study: Water in the world, and Place and Liveability. Water in the World focuses on water as an example of a renewable environmental resource, while Place and Liveability explores what characterises places where humans can live and flourish.

Year 8:

Year 8 Geography is comprised of two units of study: Landforms and Landscapes, and Changing Nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. On the other hand, Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

Year 9:

Year 9 Geography is comprised of two units of study: Biomes and Food Security, and Geographies of Interconnections. Biomes and Food Security investigates the role of the environment in food and fibre production. Students examine key biomes in the world and develop an understanding of how they support life in a variety of ecosystems. Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world. Students investigate how these connections characterise and influence places for both humans and other fauna.

Assessment Tasks:

Year 7	Year 8	Year 9
Storm Water Project	Urbanisation Research Task	Biomes Research Task
Field Research School Investigation Task	Coastal field study	Food Waste Management Investigation
Semester exam	Semester exam	Semester exam

Middle School and Senior School Pathways:

Students who are enrolled on this course can elect to choose Year 9 Global Citizenship as an Enrichment Elective (please refer to page 58).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Economics
- Geography
- History
- Politics

History

Year 7: The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximate 60 000 BCE – c.650 CE. Students will develop their historical skills in studying Ancient China and Indigenous Australian history. These key skills include the use of primary and secondary sources as evidence in the study of history, as well as the interrelationship between events and changes over time.

Year 8: The Ancient to the Modern World

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 CE – 1750 CE. Social, economic, religious, and political beliefs were often challenged and significantly changed. Students focus on honing their use of sources while accounting for a variety of perspectives and biases that affect the way history is documented. Our students explore the periods of Feudal Japan and Medieval Europe.

Year 9: The Making of the World

The Year 9 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 so-called ‘war to end all wars’. Students focus on analysing and evaluating historical ideas and events, allowing them to present arguments and draw conclusions on contested historical issues.

Assessment Tasks:

Year 7	Year 8	Year 9
Indigenous artefact analysis Ancient China political essay Semester exam	Black Death Research Essay Japanese Biography Research Task Semester exam	Industrial revolution analysis World War 1 essay Semester exam

Middle School and Senior School Pathways:

Students who are enrolled on this course can elect to choose Year 9 Global Citizenship as an Enrichment Elective (please refer to page 58).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Geography
- History
- LOTE
- Politics

Social Justice

Year 8: Civics and Citizenship

Social Justice is a subject designed by South Oakleigh's Humanities staff. It blends Civics and Citizenship from the Victorian Curriculum with key ideas and issues that are relevant in the College community. The subject supports students to develop a sense of identity and place in the world, while appreciating the identities of others. This is supported by an investigation of how people are interconnected on a local, national and global scale. Students build an appreciation of how the actions of one can affect the lives of many, and how their rights and responsibilities as citizens in a global community can shape their identity.

In semester one, students learn about the connections between Christianity, Islam and Judaism, and the impact they have had on the global community. They also investigate issues facing refugees, and the nations accepting them. Finally, students learn about their rights and responsibilities, through case studies of Australian law.

In semester two, students focus on key issues affecting their community and the nation. Students have the opportunity to explore an issue of interest through an extended research project. This rich task allows students to develop independent research skills and the skills necessary to tackle social justice issues.

Assessment Tasks:

- Human rights report
- Refugee issue debate
- Global politics poster
- Non-government organisation research project

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Geography
- History
- Legal Studies
- Politics

Mathematics

Year 7:

Students study Number and Algebra. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. In Measurement and Geometry, students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two dimensional figures in the plane and three-dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. In Statistics and Probability students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data.

Year 8:

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane. Conversions between units of measurement for area and for volume are performed and the perimeter and area of parallelograms, rhombuses and kites are calculated. Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population.

Year 9:

Students establish a strong foundation in Number, Algebra, Measurement, Geometry, Statistics and Probability. They will explore the following topics: Pythagoras, Trigonometry, Algebra, Geometry, Linear equations, Linear Graphs, Probability, Indices, Statistics, Financial arithmetic and Measurement. Learning mathematics creates opportunities in the lives of all students. It develops numeracy capabilities needed in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Assessment Tasks:

- Topics Tests
- Project - Problem solving
- Semester exams
- Homework tasks
- Online Assessments
-

Middle School and Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Foundation Mathematics (Units 1 & 2)
- General Mathematics (Units 1 & 2)
- Further Mathematics (Units 3 & 4)
- Mathematics Methods (Units 1 - 4)
- Specialist Mathematics (Units 1- 4)

Science

Year 7:

Students will gain skills in conducting experiments safely in the laboratory. Students study the properties of substances, Earth's resources, Earth in space, the classification of living things, forces and Ecology. Students will be encouraged to become independent learners, as well as good team members working cooperatively with peers.

Year 8:

Students in Year 8 will learn how to design and perform fair experiments to test hypotheses that they have developed and report on their own investigations. Students will learn a variety of areas including: the key body systems such as the digestive system, circulatory system and the respiratory system; the use of microscopes in the study of cells; the particle model of matter; how to conduct experiments on chemical change; Geology; forces and energy; the experiment on wind energy and solar energy as part of STELR (Science and Technology Education Leveraging Relevance) program. Students have the opportunity to visit the Victorian Space Science Education Centre for the 'Mission to Mars' excursion;

Year 9:

In the final year of Science students will learn: an animal's response to a stimulus coordinated by its central nervous system and the immune system; the internal structure of the atom; chemical reactions; plate tectonics; astrophysics; the study of how electricity can produce magnetism and how magnetism can produce electricity.

Assessment Tasks:

- Practical reports
- Student designed posters (visual)
- Research assignments
- Topic tests
- Semester exams

Middle School and Senior School Pathways:

Students who are enrolled on this course can elect to choose Year 9 Forensic Science as an Enrichment Elective (please refer to page 59).

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry
- Physics
- Psychology

YEAR 7 SPECIALIST

Art

Description:

In year 7 students explore elements and principles of Art. Investigating and applying a variety of [critical and creative thinking skills] to art making processes; including painting, drawing, printmaking, sculpture, and collage.

With guidance, students select, explore and apply a range of materials, techniques and processes relevant to creating art.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Year 10 Applied Arts
- Studio Arts
- Visual Communication
- Product Design and Technology
- History
- VET Creative & Digital Media Units 1 & 2

Drama

Description:

Students will be introduced to a variety of expressive skills and dramatic conventions so they can identify dramatic techniques and use them in practical performances. Students begin to work together in teams in order to create characters and stories in ensemble performances.

Students learn to identify and evaluate their performances as part of their written complement. As student's skills develop, they begin to explore dramatic conventions as part of theatrical styles.

This unit includes:

- Mime
- Commedia Dell'arte
- Puppets and Puppetry
- Indigenous Australian Song

Assessment Tasks:

- Drama journal
- Performance
- Performance evaluation

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following subjects at VCE VET level:

- Literature
- Media
- Product Design and Technology
- Studio Arts
- Theatre Studies
- VET Interactive Digital Media
- VET Music

Food Technology

In Year 7 students will investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene.

Description:

- Students examine the importance of hygiene and safety when preparing food.
- Students learn appropriate selection and correct use of tools and equipment in order to competently design, prepare and evaluate food productions.
- Students will explore the importance of minimizing waste and the benefits of reusing and recycling materials

Types of Assessments:

- Folio of Recipes
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Food Studies

Music Performance

Music Performance is designed to develop students' self-confidence through a number of performance opportunities. Students are required to play an active role in group rehearsal, performance and analysis. The unit extends student knowledge of music theory and develops their creative voice and personal presentation style. Communication within a group environment is paramount within this unit, and students are required to provide constructive peer feedback in formal and informal settings.

Types of Assessments:

- Radio Program DJ & research presentations
- Individual performance assessments
- Small Group performance assessments
- Recording Studio assessments
- Lunchtime performances
- Written & Aural Theory tests

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- VCE Music
- Theatre Studies
- Studio Art
- Visual Communication & Design
- VET Interactive Digital Media
- Mathematics

Electro-Technologies

Description:

In Year 7, students obtain elementary skills in development of electro-technology related applications. Students will be introduced to basic passive electronic components. Students will learn the basic electrical principles including Ohm's law and resistor colour charts. Students will also embark on developing electronic circuits on the breadboard and soldering them on to a printed circuit board (PCB). Students will also learn about two-dimensional nets and develop a custom net for their completed electronic circuit.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Systems Engineering
- VET Creative and Digital Media
- Mathematics
- Computing
- Software Development

YEAR 8 SPECIALIST

Art Technologies

Description:

In year 8, students are introduced to the technologies and process for creating artworks and examine art and artists from a range of cultures and periods. With guidance, students apply creative & critical thinking skills to explore and select from a range of materials, techniques, and processes to create original artworks.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Year 10 Applied Arts
- Studio Arts
- Visual Communication
- Product Design and Technology
- History
- VET Creative & Digital Media Units 1 & 2

Food Technology

In Year 8 students will analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

Description:

- Students will examine basic characteristics and properties of food preparation techniques and presentation.
- Students will further enhance their practical skills in the kitchen.
- Students will develop decision-making skills about their health and strategies to apply in the kitchen to further enhance their nutritional health.
- Students will continue to practice hygiene and safety principles in the kitchen.

Types of Assessments:

- Folio of Recipes
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Food Studies

Music Performance

Music Performance is designed to develop students' self-confidence through a number of performance opportunities. Students are required to play an active role in group rehearsal, performance and analysis. The unit extends student knowledge of music theory and develops their creative voice and personal presentation style. Communication within a group environment is paramount within this unit, and students are required to provide constructive peer feedback in formal and informal settings.

Types of Assessments:

- Radio Program DJ & research presentations
- Individual performance assessments
- Small Group performance assessments
- Recording Studio assessments
- Lunchtime performances
- Written & Aural Theory tests

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- VCE Music
- Theatre Studies
- Studio Art
- Visual Communication & Design
- VET Interactive Digital Media
- Mathematics

Electro-technologies

Description:

In Year 8 students will expand their knowledge on electro technology by experimenting on programming platforms. The focus area of this module is to develop a low-level program on a microcontroller to control the function of an electronic circuit. Students will be introduced to key concepts of programming which are common to both low-level and high-level programming. Students will develop a sophisticated electronic kit with user-defined control functionality. Students will also further improve their knowledge on the operation of passive electronic components including capacitors and transistors.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Computing
- Software development
- VET Creative and Digital media
- Systems Engineering
- Mathematics

Theatre

Description:

This unit involves students experimenting with a range of specific play making techniques in order to develop ideas for drama works. They learn to create responses to play scripts and stimulus material and use them to devise their own performances. Students work individually and in teams to create solo and ensemble works. Students learn to identify features from a range of cultural, historical and social contexts as part of their ongoing theory.

This unit includes

- Improvisation
- Horror scripted performance.
- Greek Theatre
- Non-Naturalistic conventions

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Music
- Theatre Studies
- Literature Units 1 & 2

YEAR 9 SPECIALIST

Digital Media

Description:

In Year 9, students will expand their knowledge about how computers store data that the computer stores including digital image, videos, audio and video games. Students design an interactive video game prototype that incorporates various digital media including digital images, videos, audio and text. Students learn the basic of drawing basic shapes, images and pixel art extending the objects for interactivity.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Computing
- Software development
- VET Creative and Digital media
- Systems Engineering
- Product Design and Technology
- Mathematics

Food Technology

In Year 9, students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food.

Description:

- Students will examine nutrition and dietary related problems enabling them to make informed food choices in the future.
- Students will investigate, design, prepare, cook and evaluate various foods to further develop their practical skills in the kitchen.
- Students will incorporate new food processing techniques in their food productions.
- Students will develop their skills in selecting and using appropriate tools and equipment in the creation of food products.

Types of Assessments:

- Folio of Recipes
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Food Studies

Music Performance

Music Performance is designed to develop students' self-confidence through a number of performance opportunities. Students are required to play an active role in group rehearsal, performance and analysis. The unit extends student knowledge of music theory and develops their creative voice and personal presentation style. Communication within a group environment is paramount within this unit, and students are required to provide constructive peer feedback in formal and informal settings.

Types of Assessments:

- Radio Program DJ & research presentations
- Individual performance assessments
- Small Group performance assessments
- Recording Studio assessments
- Lunchtime performances
- Written & Aural Theory tests

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- VCE Music
- Theatre Studies
- Studio Art
- Visual Communication & Design
- VET Interactive Digital Media
- Mathematics

Robotics and Coding

Description:

In Year 9, students will expand their knowledge on electro technology by developing an electro-mechanical system and enclosure unit. Students will learn about basic mechanical systems. They will then develop a double-reduction gear system with a motor control unit. Students will integrate this mechanical unit to an electronic circuit which is user-programmable. Students will then design and develop an enclosure to assemble their electromechanical circuit.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Computing
- Software development
- VET Creative and Digital media
- Systems Engineering
- Product Design and Technology
- Mathematics

Studio & Applied Art

Description:

Year 9 art students continue to manipulate and explore the art elements and principles to create and make artworks. Students also explore and respond to artworks from a range of times, styles, forms, traditions and cultures.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Senior school pathways

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Year 10 Applied Arts
- Studio Arts
- Visual Communication
- Product Design and Technology
- History
- VET Creative & Digital Media Units 1 & 2

Theatre

Description:

Theatre students will explore a range of theatrical styles to arrange their own theatre performances. In this unit, students will study theatrical ideologies around theatre by analysing different playscripts and performances. Students will also develop skills in stagecraft areas through application in the production process. Through performance and analysis, they will learn to refine their use of conventions to present different forms of theatre as a pathway to VCE theatre studies.

- Stagecraft
- Playscript Analysis.
- Realism and naturalism.
- Absurdum and Epic Theatre.
- Costume design & set design

Senior School Pathways:

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Music
- Theatre Studies
- Literature Units 1 & 2

LOTE ELECTIVES

In the Middle School, LOTE (Language Other Than English) students continue with the LOTE subject they studied in Year 7. However, students have the opportunity to select Classical Greek as an *additional* LOTE subject.

Classical Greek

Description:

Classical Greek is taught from the Attic / Ionic language written and spoken in the fourth and fifth centuries BC.

Students are introduced to the Ancient Greek language and culture, they are enabled to develop skills in using the language, the relationship between language and culture, thus leading to lifelong, personal, educational and vocational benefits.

Students will develop knowledge, understanding and skills in reading, analysis and translating Classical Greek. Students explore the nature of languages as systems by making comparisons between Classical Greek and English, developing an understanding of the correct application of linguistic structures and vocabulary.

Students will develop knowledge of the culture of ancient civilisations and an understanding of the relationship of language and culture, thereby encouraging reflection upon their own cultural heritage and the influence of the classical world on the modern world.

Assessments Tasks:

- Cultural projects
- Reading Comprehension
- Written Responses
- Role-Plays-Oral Presentations
- Language Tasks/Grammar
- Tests/Exams

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following VCE level:

- Classical Greek

Japanese

Year 7 Description:

Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, including elongated vowels, double consonants and contractions.

Students learn to recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours.

Year 8 Description:

Students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. Students apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning.

Students will be able to explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Assessments Tasks:

- Written tests
- Oral presentations
- Reading and responding
- Cultural studies

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Japanese

Modern Greek

Description:

There are two sequences in Modern Greek, Sequence 1 Advanced and Sequence 2 Beginner students. In both sequences students are immersed into learning opportunities which develop a range of communication and cultural understanding skills, through the study of combinations of themes and topics such as: the history of the Greek language; traditional family values; weather, seasons and environment; fashion and clothing; cultural identity; impact of globalisation, migration and technology.

Students participate in collaborative tasks and respond to a variety of texts in culturally and linguistically diverse contexts. Students understand how the Greek language has evolved and how it continues to change due to globalisation, migration and the influences of technology and popular culture.

Assessments Tasks:

Communication

Socialising tasks – dialogues
 Informing tasks – orals
 Creative tasks – cultural projects
 Translating - written
 Reflecting - written

Understanding

Language Systems – tests/grammar
 Language variation – tests/grammar
 Role of language culture – cultural project

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Modern Greek

YEAR 9 ENRICHMENT

ELECTIVES

Japanese

Description:

Students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language.

Students use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of variety of gestures.

Students ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs. Students begin to use plain form to communicate with their peers. They use Kanji to read and write verbs.

Assessments Tasks:

- Written tests
- Oral presentations
- Reading and responding
- Cultural studies

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Japanese

Classical Greek

Description:

Classical Greek is taught from the Attic / Ionic language written and spoken in the fourth and fifth centuries BC. Students are introduced to the Ancient Greek language and culture. They are enabled to develop skills in using the language, the relationship between language and culture, thus leading to lifelong, personal, educational and vocational benefits.

Students will develop knowledge, understanding and skills in reading, analysis and translating Classical Greek. Students explore the nature of languages as systems by making comparisons between Classical Greek and English, developing an understanding of the correct application of linguistic structures and vocabulary.

Students will develop knowledge of the culture of ancient civilisations and an understanding of the relationship of language and culture, thereby encouraging reflection upon their own cultural heritage and the influence of the classical world on the modern world.

Assessments Tasks:

- Cultural projects
- Reading Comprehension
- Written Responses
- Role-Plays-Oral Presentations
- Language Tasks/Grammar
- Tests/Exams

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following VCE level:

- Classical Greek

Forensic Science

Description:

The *Forensic Science* course provides students with the opportunity to investigate how Forensic Science incorporates Biology, Chemistry, Physics, Entomology, Earth Science, Anatomy and Physiology as well as other aspects of Science. Students will explore the evidential value of crime scene and related evidence and the services of what has become known as the crime laboratory. Students will simulate how to process a crime scene, collect and preserve evidence, identify types of physical evidence, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. Students will also have the opportunity to research famous crimes, criminals and forensic advancements from the 20th and 21st centuries.

Assessments Tasks:

- Practical work
- Personal investigations
- Case studies
- Group analysis tasks

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry

High Performance

Description:

In this subject, students will learn to differentiate between elite, recreational and amateur performers in sport. Students will learn how the role of a coach, feedback and practice can support performers to learn and execute skills to a high standard.

Students will explore training cycles and methods to construct a tailored training and/or fitness program to support performers at different levels.

This course is a combination of practical and theoretical classes, with a major focus on laboratory activities that aim to enhance student understanding.

Assessments Tasks:

- Laboratory reports
- Laboratory Reports
- Performance Training Project
- Test

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Physical Education
- Health

Student Leadership

Description:

The program is a leadership accelerator which uses inquiry and project based learning to create solutions for students, by students. In it, you will have the opportunity to take action on the issues you are passionate about in our school and our community. You will work in teams to represent student concerns, analyse the best way forward, and implement an initiative designed to create change.

This subject will focus on:

- Identifying your own leadership strengths and issues you care about
- Design and implement solutions to issues in the school
- Evaluate the success of your project and our whole class impact on student experiences at the College.

By participating in this program you will build your critical and creative thinking skills, learn about strategy and problem solving, build high-level communications skills, and analyse data to design real solutions that you can implement in our school.

Assessments Tasks:

- Leadership self- evaluation
- Student concerns investigative project
- School change initiative

Senior School Pathways:

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Business Management
- Legal Studies
- Politics



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