



KILDARE
COLLEGE



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COLLEGE



2025 Middle Years Curriculum Handbook

STRENGTH AND GENTLENESS



A KILDARE EDUCATION MINISTRIES CATHOLIC COLLEGE IN THE BRIGIDINE TRADITION.

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Welcome



The Middle Years Curriculum Handbook provides information about the exciting range of learning opportunities and subjects available to students in Year 7, Year 8 and Year 9 at Kildare College. In the Middle Years, adolescents need to be engaged and challenged academically in an environment that both nurtures and encourages excellence.

All learning in the Middle Years at Kildare College is based on the Australian Curriculum. It recognises the importance of disciplinary knowledge, skills and understanding, the General Capabilities and Cross-Curriculum Priorities of; literacy, numeracy, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding and ICT capability.

In addition to this, our student-centred approach responds to the changing world and the challenges, needs and developing maturity of emerging adolescents. We provide a broad, connected teaching and learning program which engenders a spirit of inquiry and fosters creative and critical thinking. Throughout all subjects students acquire in-depth knowledge, critical thinking, and communication skills whilst working in collaboration with others.

We are proud of the teaching and learning at Kildare that engages students through the core curriculum, a diverse range of elective subjects, and the numerous co-curricular and extra-curricular activities available.

We value the support from families as partners in the education of their daughter. We look forward to working in partnership with you to encourage success and enjoyment of your daughter’s learning journey at Kildare, so that she can be the best she can be.

Please read through the handbook carefully. If you have any questions or require additional information, please do not hesitate to contact me.

‘In a girls’ school learning environment, young women stop being the audience and become the players.’
(D and M Sadler)

Raymond Kropinski
Director of Teaching and Learning

College Crest

Our College crest is a means of telling and retelling the origins and tradition of our College.

The two crosses on our crest are the Cross of St Brigid, found in the top section of the crest, and a large cross of diamonds taken from the crest of Bishop Daniel Delany who founded the Brigidine Sisters. The cross of St Brigid is based on the simple cross of reeds which, tradition says, St Brigid used when teaching the truths of the Christian faith.

The small lamp on fire in the centre of the crest, represents the light of the Christian faith and the light of learning. The light of this lamp is a powerful symbol for us as a learning community. It encourages us to see learning as a worthwhile, enjoyable and life-long challenge that links us to the learning community which St Brigid established in Ireland, over 1500 years ago.



College History

We take our name from Kildare (Church of the Oak) in Ireland, the site of St Brigid’s famous monastery. Inspired by the Gospels from an early age, this fifth century woman responded to the hardship she saw around her. Eventually she founded her abbey as a place of hospitality and learning where she nurtured and educated young women to break the cycle of poverty that entrapped them. It is with this in mind that Kildare College embraces the community of Holden Hill and its surrounding suburbs. As a community we are very proud of our college, our Brigidine identity and the Brigidine ethos which champions women, justice and peace in contemporary Australia.

Kildare College commenced in 1966 when the Brigidine Sisters accepted an invitation from the Archbishop of Adelaide, Dr Matthew Beovich, to open a school for girls in the then newly growing north-eastern suburbs. The Brigidine Sisters lived continuously in the convent until the end of 1990. The Brigidine Congregation has had responsibility for the wellbeing and governance of Kildare College since then. In 2014, Kildare Ministries assumed canonical and civil responsibility for Brigidine Colleges in Australia, following approval of a new Public Juridic Person, Kildare Ministries, by the Vatican. Kildare Ministries govern the responsibility for the educational services and community works sponsored by the Brigidine Sisters.

College Motto

As a Kildare Education Ministries College, Kildare has the motto, “Fortiter Et Suaviter, Strength and Gentleness”. We believe that it is possible for all members of the College community to develop the qualities of strength and gentleness.

FORTITER ET SUAVITER
STRENGTH AND GENTLENESS

Core Values

Kildare College is a student centred learning community seeking to live out the message of Jesus Christ and the Gospels. With the other Kildare Education Ministries schools, we share the core values of a Brigidine Education.

- Wonder** | Celebrate all that is good with joy and gratitude
- Courage** | Speaking and acting with integrity
- Hospitality** | Welcoming all
- Hope** | Bringing a sense of purpose
- Compassion** | Walking with and having empathy for all
- Justice** | Making the needs of the vulnerable paramount.

Acknowledgement of Country

Today we stand in footsteps millenia old.
We acknowledge the traditional owners, the Kaurna people, whose cultures and customs continue to nurture this land since people have walked this country.
We honour the presence of these ancestors whose irrepressible spirituality flows through all creation.

Kildare Ministries Vision and Mission

Our Vision

A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

Kildare MINISTRIES

Kildare Ministries is inspired by the transformative vision of the Christian story and our rich traditions.

Our Mission

Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

Justice

Making the needs of the vulnerable paramount

Wonder

Celebrating all that is good with joy and gratitude

Courage

Speaking and acting with integrity

Our Values

Compassion

Walking with and having empathy for all

Hope

Bringing a sense of purpose

Hospitality

Welcoming all

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Curriculum and Subject Overview

Middle Years Pedagogy

Our student-centred approach responds to the changing world and the challenges, needs and developing maturity of emerging adolescents. It provides a broad, connected teaching and learning program which engenders a spirit of inquiry and fosters creative and critical thinking.

The professional practice of our Middle Years teachers includes rigorous planning and preparation to produce engaging and authentic lessons. The General Capabilities of the Australian Curriculum play a significant role in our teaching and learning program, which is relevant, dynamic, and challenging. To enrich our student-centred pedagogy, students also engage in project-based learning, encouraging them to acquire a deeper knowledge through the active exploration of real-world challenges and problems. We want to inspire our students to take responsibility for their learning, become global citizens, be positive risk takers, and achieve personal excellence

As a Kildare Ministries College, our Core Values provide the foundation on which we base all teaching and learning. Wellbeing for learning is at the core and underpins everything that happens at Kildare College. Our focus on pastoral care is explicit, implicit, and embedded in all learning experiences. Additionally, we strive to offer students educational opportunities outside of the traditional classroom context via extra-curricular activities and acts of service. Giving back to the community is integral to our mission as a Kildare Ministries College.

Through our learning, we instil in our students the importance of social responsibility. Our Middle Years Leaders welcome and serve the College community skills and develop teamwork.

We believe this equips young women to act with a strong sense of justice, integrity and compassion.



Years 7 and 8

In Years 7 and 8, we focus on students experiencing a positive school environment and being provided with a range of opportunities to learn, grow and be inspired, across a range of curriculum areas. Key capabilities such as critical thinking, collaboration and communication are evident in project based learning tasks that ask students to actively search and question their environment whilst we inspire creativity and skill-based learning through a range of practical subjects that include visual and performing arts, hospitality and textiles.

Furthermore, in Year 8, we encourage innovation in material solutions allowing students to build on STEM skills and broaden their practical skills. By undertaking timber construction, students explore non-traditional subjects in the inclusive environment of an all-girls school and clearly establish that our students know no boundaries when it comes to their learning.

YEARS 7 and 8 SUBJECTS	
Core Subjects	Elective Subjects
<ul style="list-style-type: none">EnglishDance<ul style="list-style-type: none">Special Entry Dance (Entry via Audition)Girls’ Achieve Program (GAP)Health and Physical EducationHASS (Humanities and Social Sciences)ItalianMathematicsReligious EducationScienceSTEM	<ul style="list-style-type: none">ArtDramaFabric TechnologyFood TechnologyMaterial Solutions - Timber (Year 8)MusicOutdoor Education (Year 7)

Year 9

Whilst the Middle Years are a time for building knowledge and developing skills for the future, it is also a time for students to experiment with a range of subjects and skills so that they can be inspired and ignite their learning passions. The Year 9 curriculum has been designed so that students can experience a range of subjects and recognise their strengths and interests in an environment that promotes risk taking, innovation and creativity.

Year 9 electives offer students a combination of subjects but also promote new skill development in STEM areas such Design, Photography, Metalsmithing and Jewellery Design. Students participate in RISE (Rights, Innovation, Service, Engagement) as a core subject, focussing on critical thinking and entrepreneurship and which offers our students a head start in a future orientated society.

YEAR 9 SUBJECTS		
Core Subjects	Elective Subjects	
<ul style="list-style-type: none">EnglishGirls’ Achieve Program (GAP)HASS (Humanities and Social Sciences)Health and Physical EducationMathematicsReligious EducationRISEScienceSTEM	<ul style="list-style-type: none">ArtDesignDigital PublishingDramaFabric TechnologyFood and HospitalityGeneral DanceItalian	<ul style="list-style-type: none">Metalsmithing and Jewellery DesignMusicOutdoor EducationPhotographySpecialist NetballSpecialist SoccerSpecialist Dance

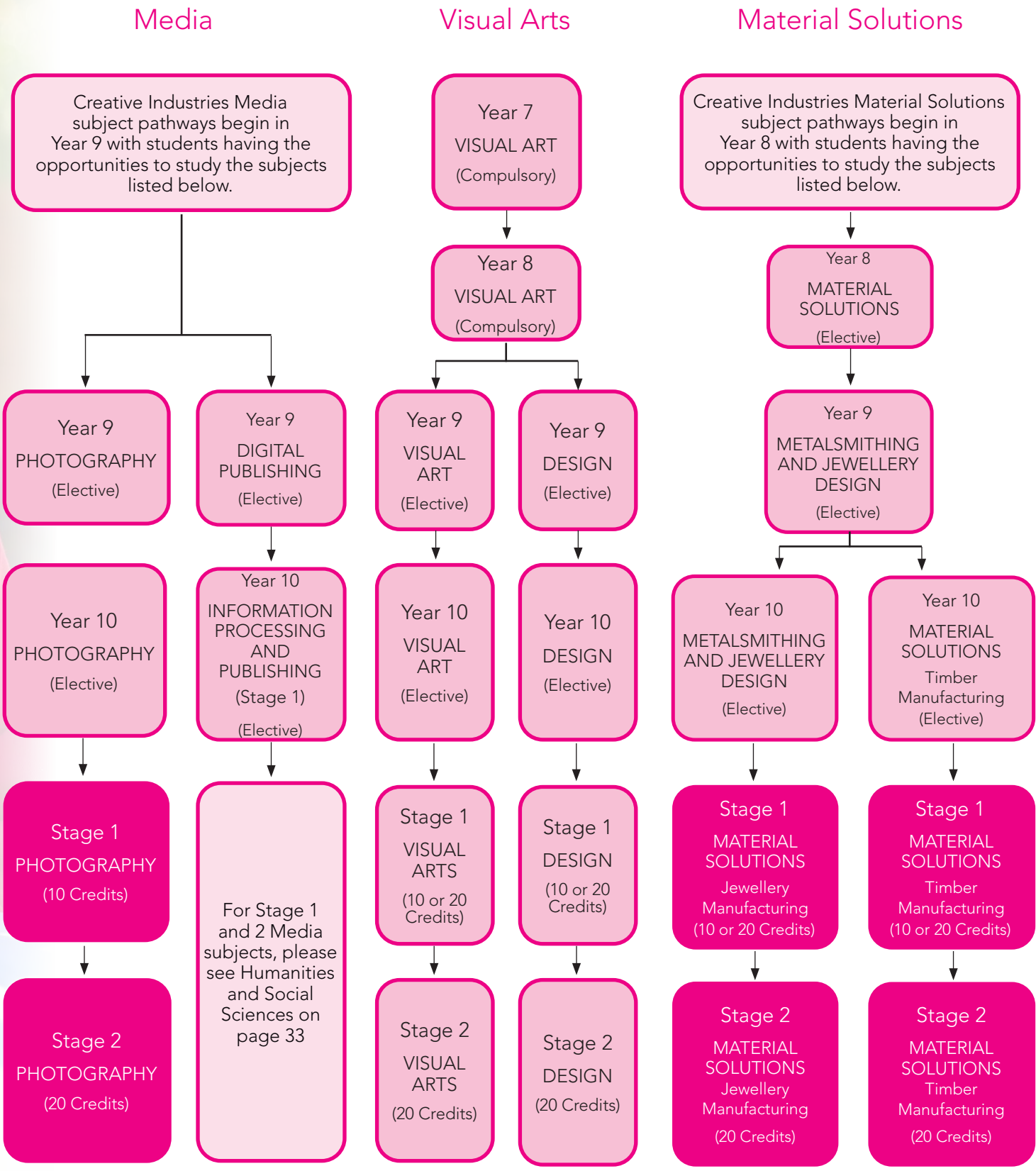


Subject Information



Creative Industries

Subject Flowchart



Year 7

Creative Industries

Year 8

Creative Industries

VISUAL ART

LENGTH OF COURSE

COMPULSORY / ELECTIVE

One semester

Compulsory

COURSE DESCRIPTION

Visual Art in Year 7 allows students to develop the fundamental skills to explore, respond, develop skills, make and present works of art.

Students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They generate, document, and develop ideas for artworks while also considering the representation of ideas, perspectives and meaning.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

VISUAL ART

LENGTH OF COURSE

COMPULSORY / ELECTIVE

One semester

Compulsory

COURSE DESCRIPTION

Visual Art in Year 8 allows students to expand upon their previously aquired knowledge and skills.

Students focus on enhancing the generation and development of ideas. Through the introduction of different art techniques, mediums, styles of art and artists, students will be able to grow perceptive of the artistic world around them, naturally enhancing their thought processes and creativity.

Learning activities include:

- Folio
- Practical (2D and 3D)
- Study (Theory)

MATERIAL SOLUTIONS

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Full year

Compulsory

COURSE DESCRIPTION

This course introduces students to timber and metal and how these materials can be used to create different products. Students are introduced to a range of hand tools including the belt sander while producing a personalised design. They explore a variety of timbers and practice skills such as hand sawing.

Students develop and expand upon their problem solving through the construction process in both timber and metal. Students get an opportunity to choose from a range of metal materials to create a product inspired by one of the College's Core Values.

Learning assessment activities may include:

- Research and Investigation
- Design generation
- Construction drawing
- Outcome
- Reflection



Year 9

Creative Industries

VISUAL ART

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Visual Art in Year 9 builds on the skills and knowledge acquired in previous years. Students are challenged to develop new skills and expand upon their visual arts language.

Students explore, experiment, analyse and evaluate with a range of media, ideas and themes. They do this whilst developing a variety of skills and techniques.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

DESIGN

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Design in Year 9 introduces students to the fundamentals of design, developing their visual literacy and problem-solving skills.

Students are introduced to the principles and disciplines of design. They explore a variety of media to produce work following the design process. Students develop and expand their problem-solving skills and idea development through planning and constructing design briefs.

Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Practical (2D and 3D)
- Study (Theory)

PHOTOGRAPHY

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Students engage with a range of visual language techniques. Students use photography, primarily, to create products using a range of techniques and strategies to express their ideas to others. The practical nature of the course encourages students to develop their creativity and explore ways to express their understanding of the world we live in.

Learning and assessment activities may include:

- Product
- Analysis
- Evaluation

DIGITAL PUBLISHING

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Students are provided with the opportunity to develop skills, knowledge and understanding in the use of Multimedia applications that supports their learning and presentations across the curriculum.

This course has the following focus areas:

- ICT Theory (digital images)
- Photoshop skills
- Photoshop design project
- Photo Story
- Audacity

In this course there is significant emphasis on major projects which require designing, producing, critiquing and creative problem solving.

By completion of this course, students will be well placed to undertake Information Processing and Publishing.

METALSMITHING AND JEWELLERY DESIGN

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Students use the design and realisation process to engineer solutions for the development of a jewellery product based on, or inspired by a theme, for example, the natural environment and space.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context.

They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

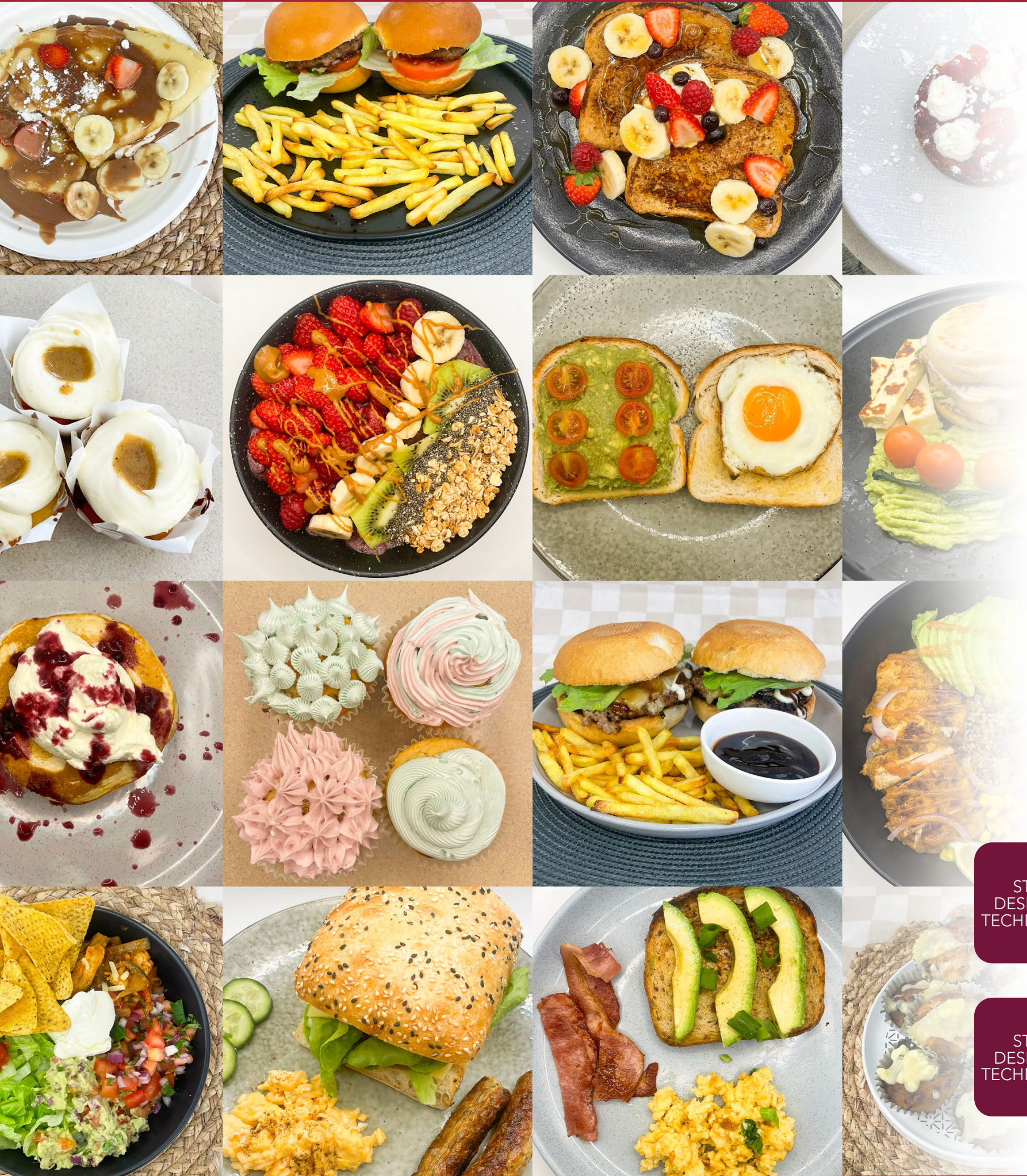
Students learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the product.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

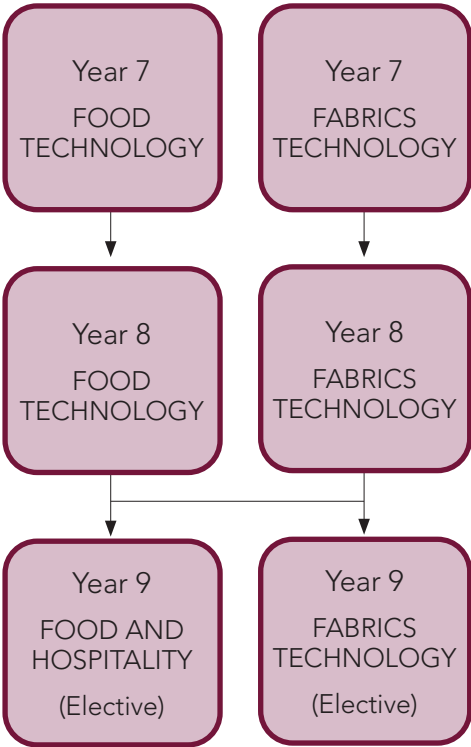
- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Solution



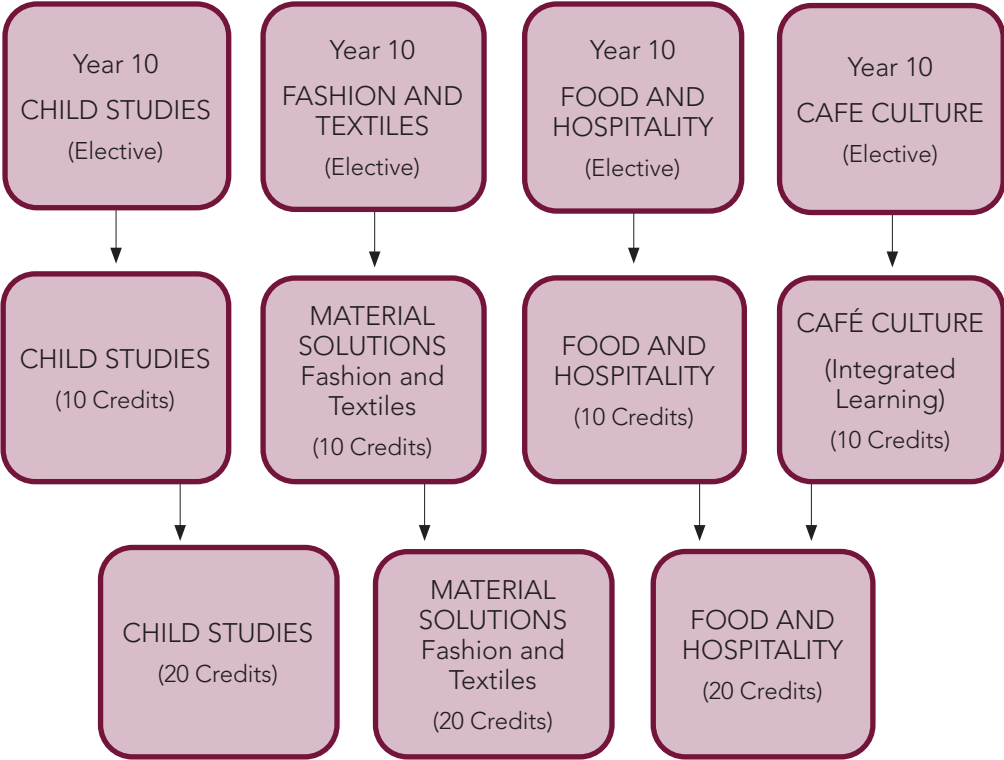


Design & Technologies

Subject Flowchart



Students are able to choose any Design and Technologies pathway in Year 10.



STAGE 1
DESIGN AND
TECHNOLOGIES

STAGE 2
DESIGN AND
TECHNOLOGIES

Year 7

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students explain factors that influence the design of fabric products to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society.

Students create and adapt fabric design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies. They independently and safely produce effective designed fabric products for the intended purpose.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual research
- Written evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students learn and develop basic kitchen safety, learn to use new equipment and experience a range of cooking techniques. The course introduces students to many different types of recipes including ones that follow The Australian Guide to Healthy Eating. They have opportunities to plan, create and present a range of dishes both sweet and savoury. Students develop written skills around reflection as well as time planning for practical lessons.

LEARNING ACTIVITIES

- Kitchen safety
- Basic cooking techniques
- The Australian Guide to Healthy Eating
- Prevention of cross-contamination
- Evaluation of practical skills and recipe outcomes

Year 8

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students explore and create a specialised skills folio to demonstrate understanding and application of a range of skills and fibres. Students create products that showcase their skills such as installing a zipper, interlining and embroidery.

LEARNING ACTIVITIES

- The design process
- Hand sewing skills
- Machine sewing skills
- Individual research
- Written evaluation

FOOD TECHNOLOGY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students continue to build and develop kitchen safety and cooking techniques. They have the opportunity to plan, prepare, present and evaluate a variety of sweet and savoury dishes based on these techniques. Students have an opportunity to design a meal based on a brief and demonstrate their skills over the course of the semester.

LEARNING ACTIVITIES

- Kitchen safety
- Cooking techniques
- Food packaging design
- Evaluation of practical skills and recipe outcomes

Year 9

Design and Technologies

FABRIC TECHNOLOGY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Students utilise skills learned in previous years to create a pyjama set using a simple pattern. Students undertake a fashion design project with a focus on trends and innovative designs to repurpose a garment. Students also look at the functionality of fabrics, with a focus on design elements and fabric suitability.

LEARNING ACTIVITIES

- Fabric functionality and design
- Pattern use
- Project design, construction and critique
- Sewing techniques

FOOD AND HOSPITALITY

LENGTH OF COURSE One Semester
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Students explore a range of cooking techniques. They have the opportunity to plan, prepare and present a number of sweet and savoury dishes showcasing these techniques. Students also undertake research into the design and legal requirements of food packaging.

LEARNING ACTIVITIES

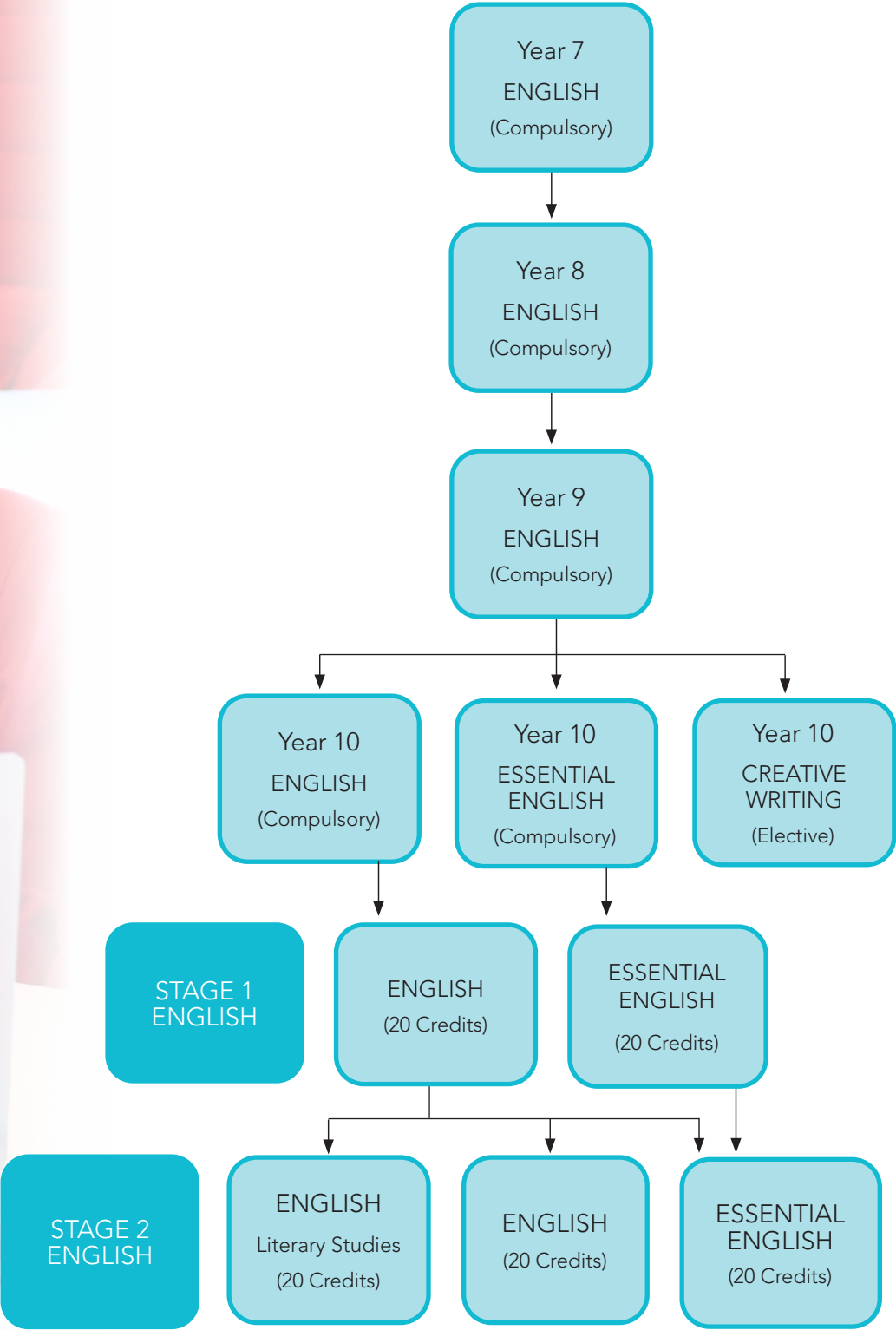
- FSANZ legal requirements
- Analysis of cooking techniques and outcomes
- Evaluation of practical skills
- Presentation of food based on trends
- Catering for an event

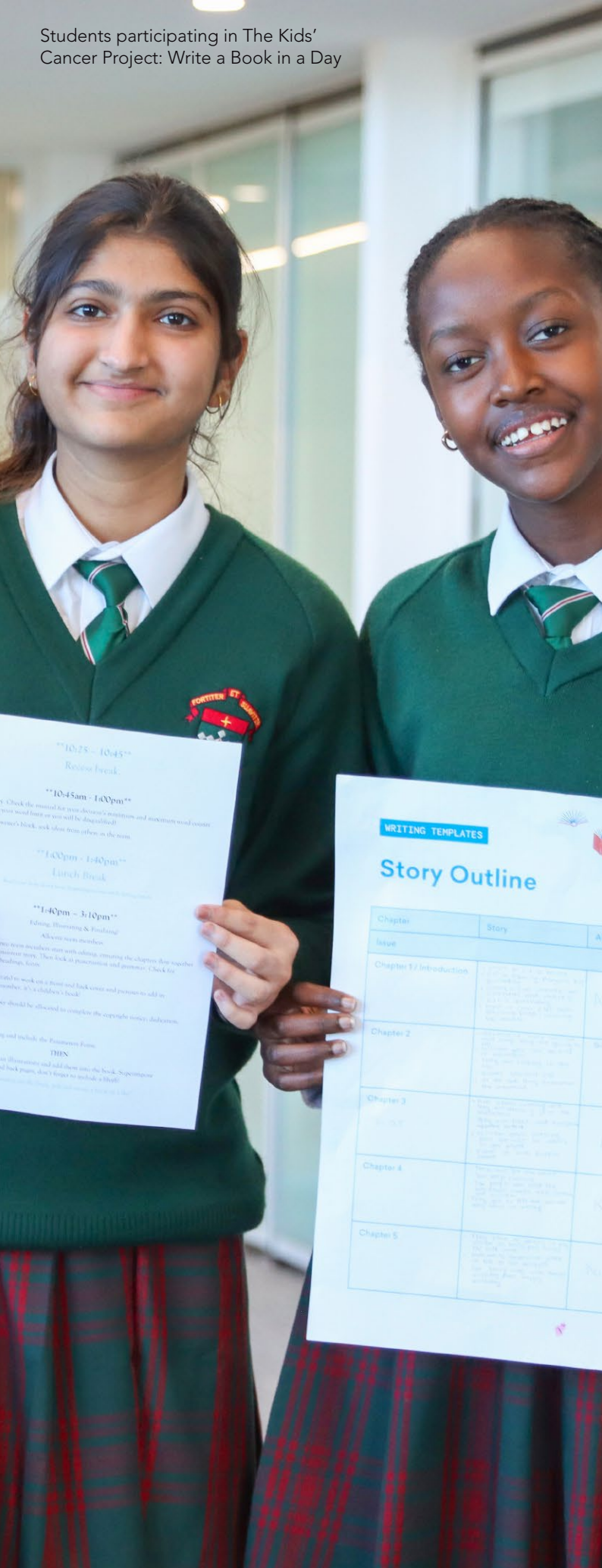




English

Subject Flowchart





Students participating in The Kids' Cancer Project: Write a Book in a Day

Year 7 English

ENGLISH

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy which focus on developing students' knowledge, understanding and skills.

Students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.

Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They develop their own responses, recognising that texts reflect different viewpoints and listen for and explain different perspectives in texts.

Students understand how the selection of a variety of language features can influence an audience. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

This course will also include an integrated topic in collaboration with STEM based on the Project Based Learning (PBL) pedagogy.

Study portfolios include:

- Shared novel
- Independent Reading
- Reading Comprehension
- Critical Reading
- Narrative Writing
- Poetry Study
- Text Production (written and oral)
- Language and Usage

Year 8 English

ENGLISH

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

In English, students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating text. They build on concepts, skills and processes developed in Year 7. Knowledge of text structure and language features are further developed along with literary analyses and transformations of texts.

A range of texts are explored - novel, short stories, film, poetry and media texts. These texts present different cultural viewpoints so that students have the opportunity to interpret, evaluate and perform a range of responses in spoken, written and multimodal form. These studies also provide students with opportunities to explore ideas about themselves, their community and globally. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts explored comprise Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia. There is a focus on continuing to develop independent readers and a range of realistic, fantasy, speculative fiction and historical genres are used that involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

This course will also include an integrated topic in collaboration with HASS based on the Project Based Learning (PBL) pedagogy.

Study portfolios include:

- Shared novel
- Short Story
- Poetry Study
- Film Study
- Reading Comprehension
- Text Production (written and oral)
- Language and Usage

Year 9 English

ENGLISH

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

The study of English at Year 9 builds on the language skills taught in Year 8 and on the students' previous language experiences. Students learn how language works and how to use it effectively in a variety of situations.

Students are actively involved in using a range of texts. They are required to read, view and listen to novel, short story, film, poetry and media texts from different viewpoints. As they study these texts, students are encouraged to explore ideas about themselves and their community. Students also use these texts as resources for creating their own texts.

As students learn about English language, they learn that there are different ways of using language and that particular choices may be more appropriate for specific contexts, purposes and audiences. Students learn about appropriate text structures and language features as they compose a range of written, oral and media texts.

The aim is that students develop an extensive language repertoire for personal and public use.

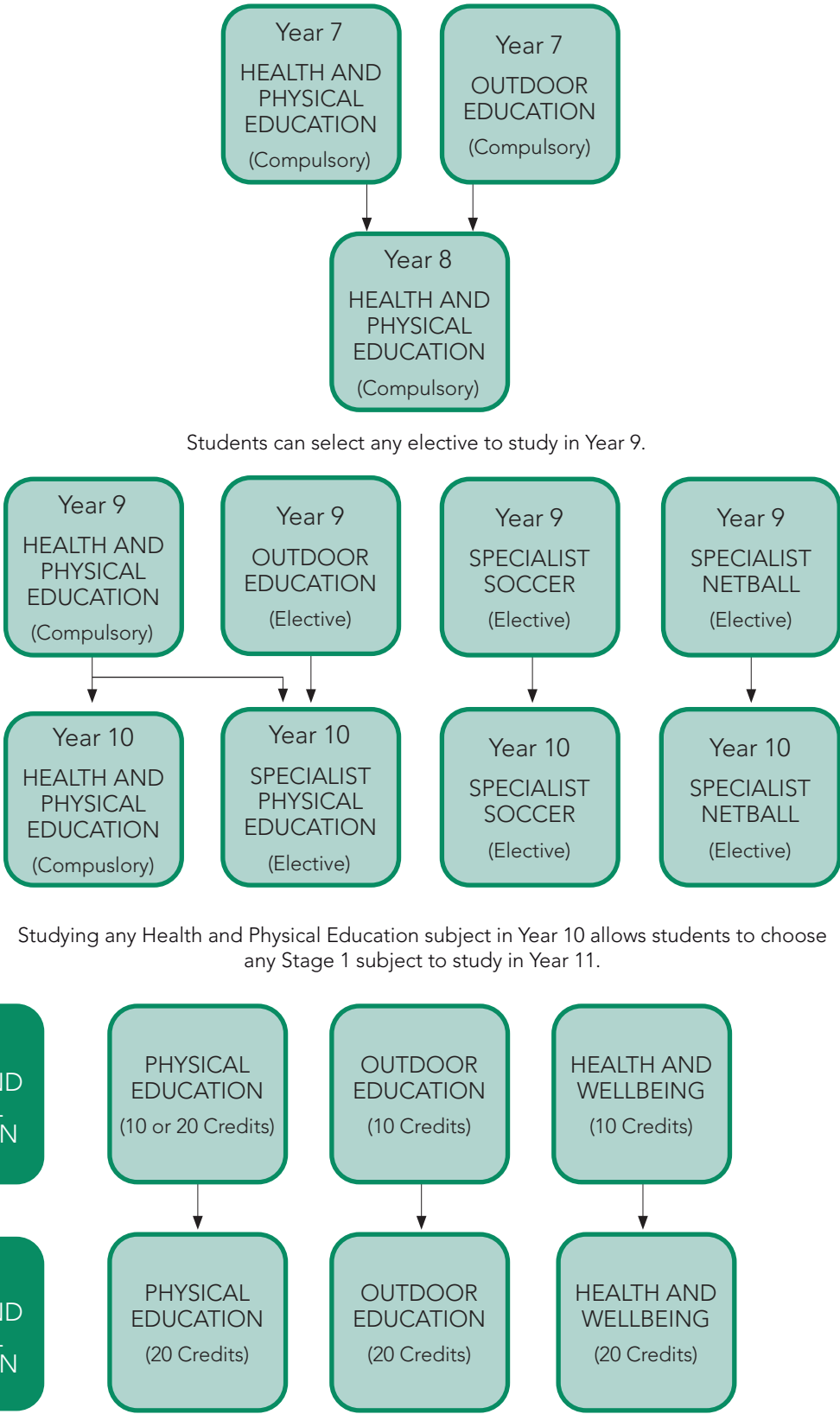
Study portfolios include:

- Text Production (written and oral)
- Language and Usage
- Shared Novel
- Drama Study
- Independent Reading
- Short Story
- Close reading
- Media Texts
- Poetry study
- Film Study



Health and Physical Education (PE)

Subject Flowchart



Year 7

Health and PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Compulsory

COURSE DESCRIPTION

Year 7 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week.

In Health and Physical Education, students develop their knowledge, understanding and skills to help them achieve successful outcomes in leisure, social and online situations. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions.

In Physical Education, students develop specialised movement skills and understanding in a range of physical activity settings.

Practical activities may include:

- Athletics
- Invasion Games
- Target Games

Health topics may include:

- AFL Max Leadership Program
- Games creation

OUTDOOR EDUCATION

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Compulsory

COURSE DESCRIPTION

Outdoor Education is a challenging and rewarding subject that is designed to give students a safe introduction to outdoor adventure activities in an environment that fosters teamwork and challenges their personal boundaries. Students explore their understanding of outdoor pursuits, with the view to develop their knowledge and skills.

Activities may include:

- Teamwork
- Bushwalking
- Equipment
- Orienteering
- Rock Climbing

Year 8

Health and PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Compulsory

COURSE DESCRIPTION

Year 8 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week. In Physical Education lessons students participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical activities may include:

- Invasion Games
- Athletics
- Striking and fielding
- Net Games

Health topics may include:

- Performance Improvement
- Device Usage
- Sleep

Year 9

Health and PE

HEALTH AND PHYSICAL EDUCATION

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Full year

Compulsory

COURSE DESCRIPTION

Year 9 Health and Physical Education is comprised of two lessons of PE and one Health lesson per week. In Physical Education lessons students participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical may activities may include:

- Invasion Games
- Striking and fielding
- Net games
- Fitness
- Athletics

Health topics may include:

- Resilience
- Fitness
- Nutrition in Sport
- Human Anatomy

OUTDOOR EDUCATION

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Elective

COURSE DESCRIPTION

Year 9 Outdoor Education is an exciting and challenging course that provides students with the opportunity to develop their skills in kayaking, first aid, and camp preparation.

Students participate in a bushwalking camp where they will learn about the planning and implementation of outdoor activities, and lightweight journeys. Through kayaking, students will explore the beauty of the natural world while developing their physical fitness and teamwork skills. This course is perfect for students who love the outdoors and want to challenge themselves in a supportive and fun environment.

Practical outdoor activities may include:

- Kayaking
- First aid
- Bushwalking (Camp)

SPECIALIST SOCCER

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Elective

COURSE DESCRIPTION

The program provides students with a strong 'Sport Science' focus and draws on the disciplines of Physical Education and Science.

The design of the program will be based around:

- Individual ball skills training
- Speed, Agility, and Quickness training (SAQ) (Quick feet movement, improved coordination and fast twitch training)
- Finishing drills
- Improve awareness and technique in the penalty box
- Team related tactical knowledge, group plays and small-sided games
- Fitness, strength and stamina testings
- Pre-match preparation skills including dietary requirements and post-match recovery techniques
- Football Sports Science
- Player self assessment manuals

SPECIALIST NETBALL

LENGTH OF COURSE

COMPULSORY / ELECTIVE

Semester

Elective

COURSE DESCRIPTION

This course combines sport science and coaching. The program includes participating in competitions, developing coaching skills and understanding how to be a better netball player through improvement in areas to develop.

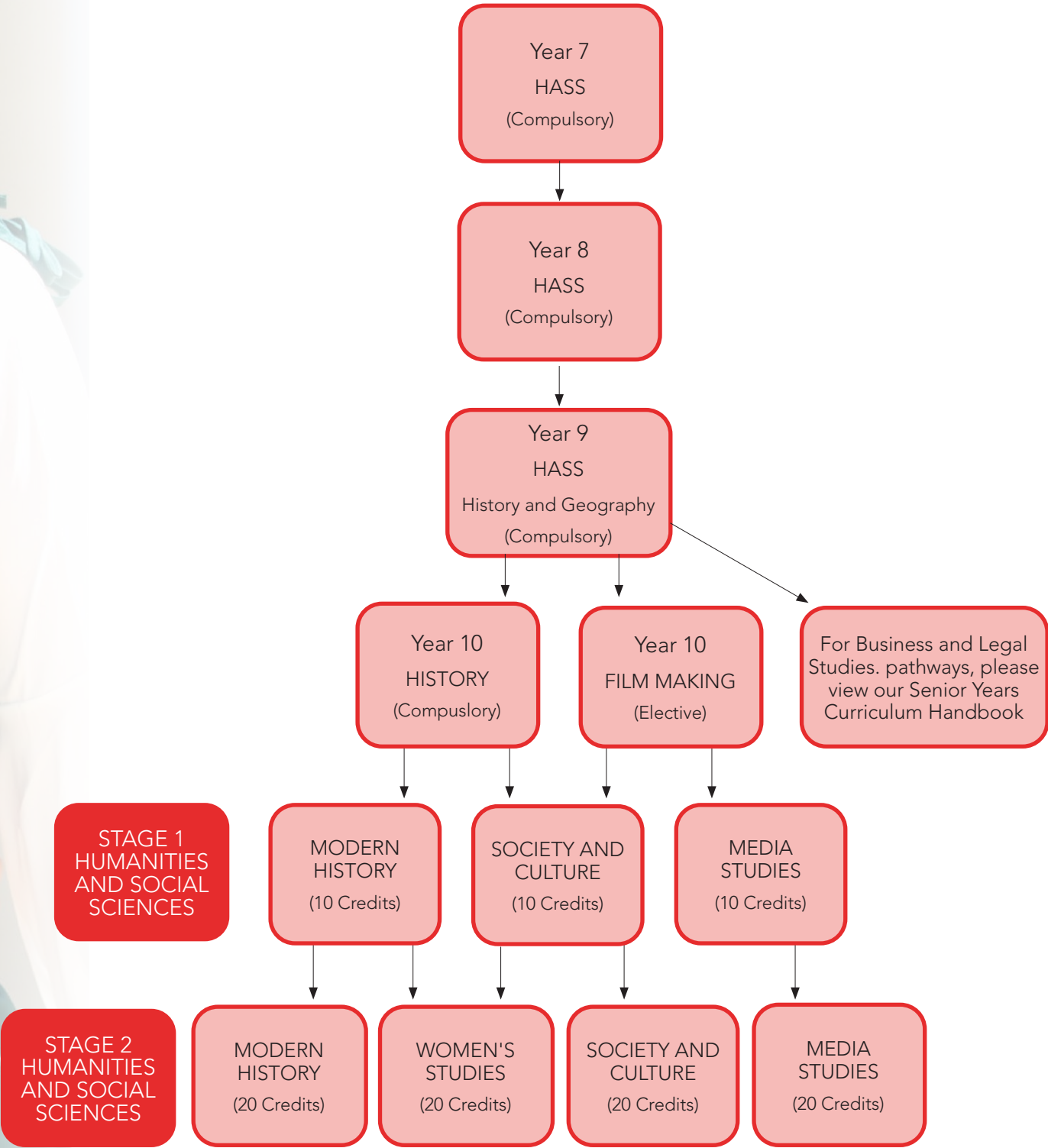
The program will be based around:

- Skill development, goal setting, leadership and teamwork
- Strength and conditioning
- Court structures, team play, position purpose
- Tactics and strategies
- Player tracking
- Sport psychology
- Game reflection
- Fitness testing (Identify strengths and weaknesses)



Humanities and Social Sciences (HASS)

Subject Flowchart



Year 7 HASS

HASS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

The Year 7 HASS curriculum deepens discipline-specific knowledge, understanding and skills with opportunities for integration across History, Geography, Civics and Citizenship, and Economics and Business.

Students study ancient societies of the East and West and investigate their contribution to modern social, political and economic systems and commercial institutions. Students examine their role in enabling a stable, secular, multi-faith society, whereby organisations and individuals may operate effectively and with diverse identities.

Across HASS, students foster their skills of critical thinking, ethical reasoning and creativity. By studying other cultures, including ancient Australia, the Mediterranean and Asia, students broaden their understanding of the modern world in conjunction with developing skills to help them navigate it. This includes inquiry-based learning across the different HASS areas.

The content provides opportunities for students to develop Humanities and Social Sciences understanding through key concepts such as continuity and change, cause and effect, place and space, perspectives and action, and interconnections.

The key inquiry questions for Year 7 are:

- What have been the legacies of ancient societies?
- How do people’s reliance on places and environments influence their perception of them?
- What approaches can be used to improve the availability of resources and access to services?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Year 8 HASS

HASS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

Incorporating the study of History, Geography, Civics and Citizenship and Economics and Business, HASS provides the opportunity for students to learn about the world in which they live while equipping them with the necessary skills to be active members of society.

The course focuses on the skills of inquiry focusing on the topics of:

GEOGRAPHY

- Mapping
- Landforms
- Coastal Environments - Fieldwork

HISTORY

- Medieval Europe and Medieval Japan
- The Black Death

CIVICS AND CITIZENSHIP

- Australian Government
- Mega Cities
- The influence of women on Australian and global politics

ECONOMICS AND BUSINESS

- Economic issues and how they impact the opportunities and threats facing future careers in the Australian workforce

Learning activities include:

- Inquiry based projects
- Field Trip
- Excursions
- Medieval Fair
- Creative tasks
- Student-directed assessment

Year 9 HASS

HASS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

Across both semesters, students will engage in discussion around the importance of understanding lived experiences. This includes exploring the connections between people and places in a world of emerging globalisation.

GEOGRAPHY

- Biodiversity and global food security
- Ethical trade

HISTORY

- Effects of the Industrial Revolution
- Impact of the colonisation on the ‘First Australians’
- Causes and effects of the First World War

CIVICS AND CITIZENSHIP

- Role of Australian Constitution, Federal System of Government and process and reasons for constitutional change.
- Role and processes of courts and tribunals
- Policy development and legislative processes in Australia’s democracy

ECONOMICS AND BUSINESS

- Trade in a Global market
- How Businesses seek to create & maintain a competitive advantage
- Managing consumer and financial risks and rewards

Learning and assessment activities include:

- Folios
- Source Analysis
- Individual and group activities
- Oral presentations
- Reports and extended response

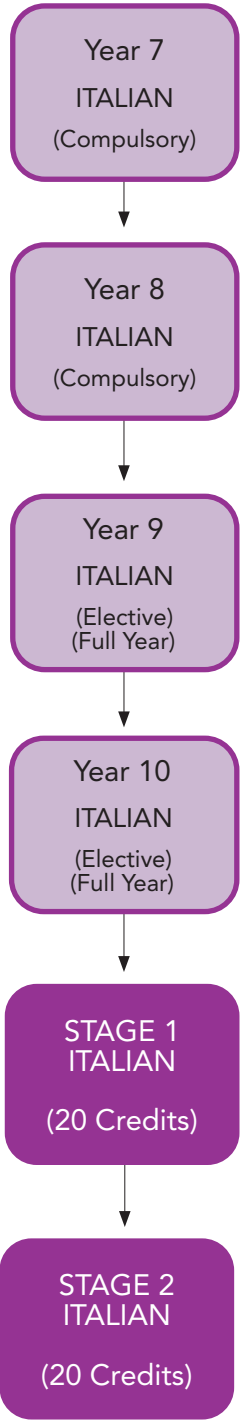




Languages Other Than English (LOTE)

Italian

Subject Flowchart



Year 7 LOTE

ITALIAN

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students use spoken and written Italian in a range of personal and social contexts. They describe people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. They understand main points and some specific details in a range of texts organised around familiar and unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed.

Students work both collaboratively and independently, exploring different modes and genres of communication including their current social, cultural and communicative interests. They use modelled and rehearsed language in familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison.

- Topics include:
- Greetings and basic vocabulary
 - The family
 - Italian food
 - Weather
 - Animals
 - Travels to Italy
 - Souvenirs

- Learning activities include:
- Inquiry task on Italy
 - Italian Regions and Geography
 - Role plays and learning games
 - Italian films
 - Italian songs
 - Cooking and eating Italian food
 - Inquiry task about Italian culture, products or country

Year 8 LOTE

ITALIAN

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

In the study of Italian, students develop their communication skills of listening, speaking, reading and writing. They learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students develop skills in understanding how languages work. Learners also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

- Topics include:
- Pastimes and weekends
 - School in Italy
 - Sports and fitness
 - Italian Food
- Learning activities include:
- Inquiry task on Italy
 - Italian Regions and Geography
 - Role plays and learning games
 - Italian films
 - Italian songs
 - Cooking and eating Italian food
 - Inquiry task about Italian culture, products or country

Year 9 LOTE

ITALIAN

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Elective

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students develop their communication skills of listening, speaking, reading and writing. They learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

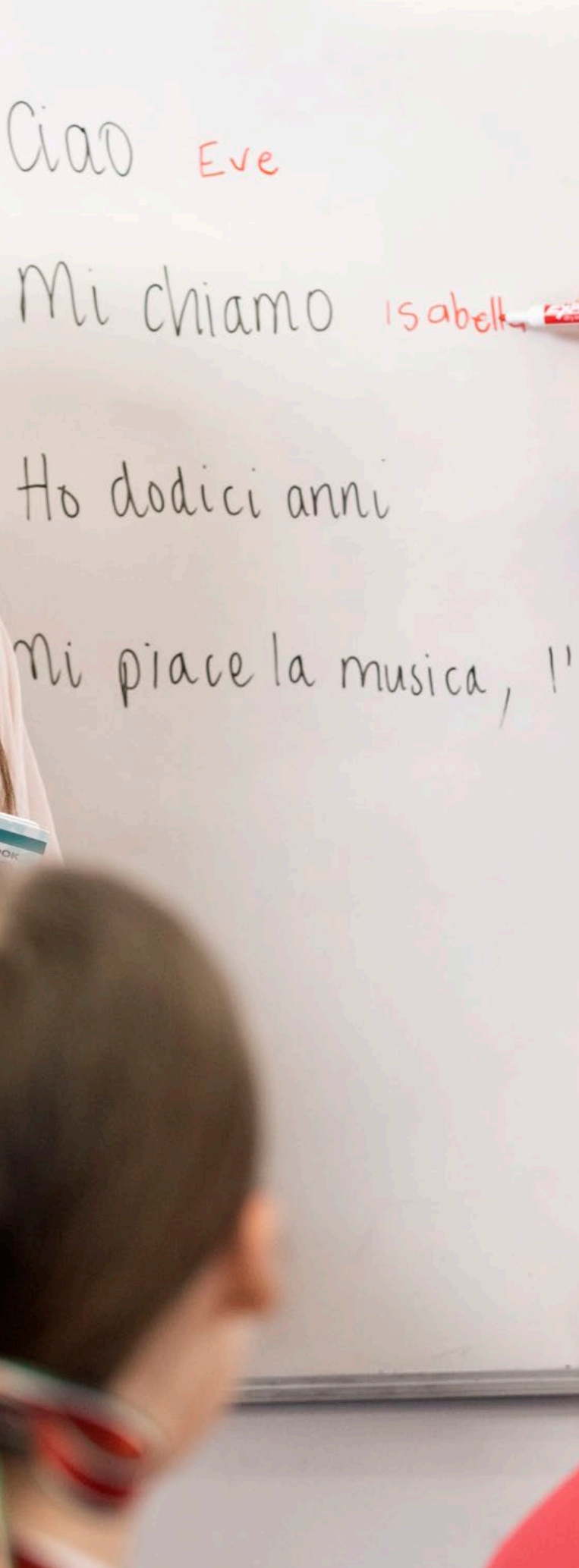
Students develop skills in understanding how languages work. Learners also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

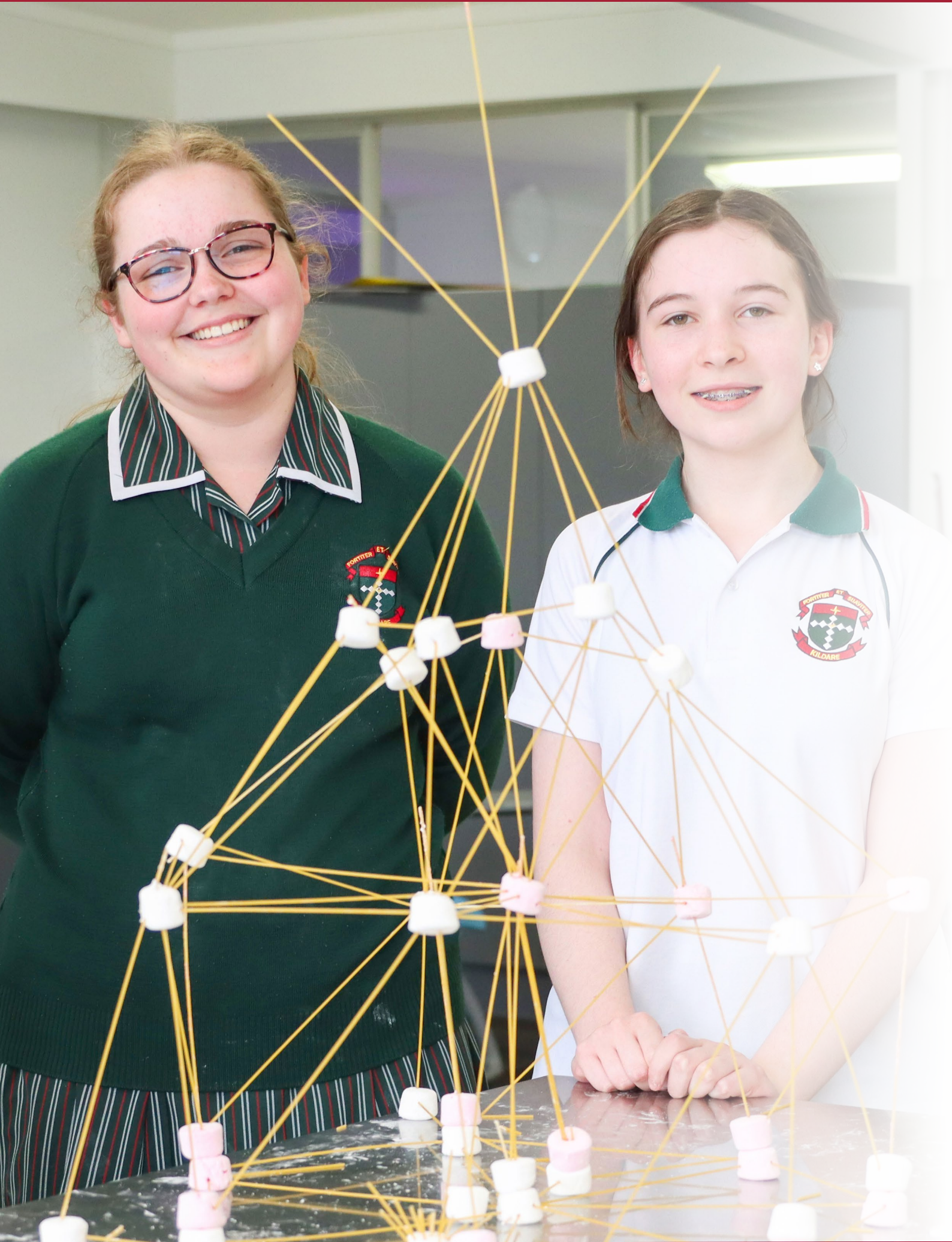
- Topics include:
- Asking and giving directions
 - Italian food and shops
 - Housing in Italy
 - Health and the body
 - Festivals
 - Travel and transport
 - Weather
 - Fashion
 - Geography of Italy
 - Region of Italy

- Learning activities include:
- Describing family members and the house
 - Projects
 - Role plays
 - Italian films
 - Fashion parades
 - Weather forecasts
 - Cooking and eating Italian food

ADDITIONAL INFORMATION

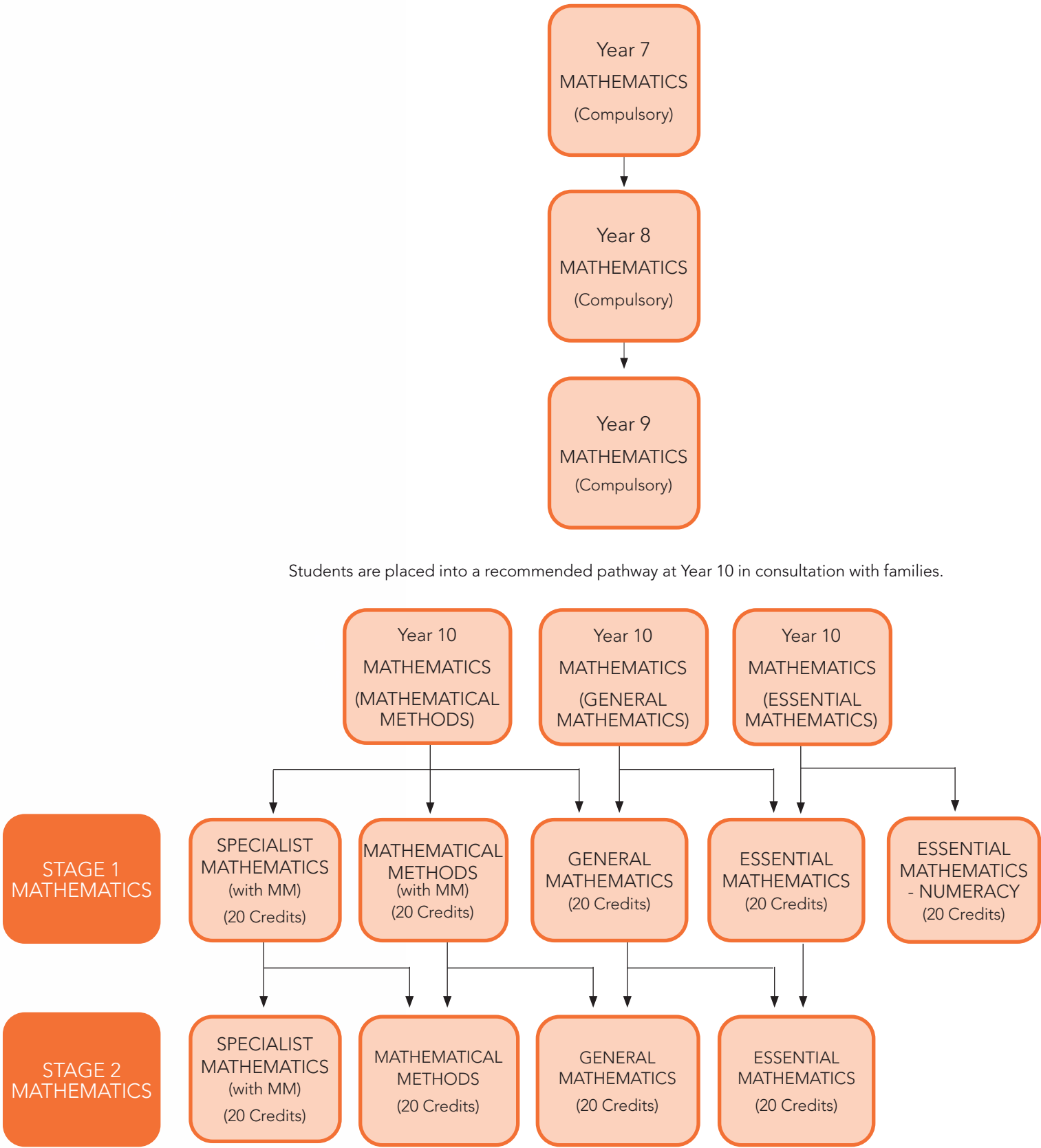
In order to study a language in the Senior Years, students must complete a year of Italian in Year 9 and continue the study of the language at Year 10.





Mathematics

Subject Flowchart



Year 7 Mathematics

MATHEMATICS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

In Year 7, our year starts with a strong emphasis on developing number skills. In term one students develop proficiencies in areas such as using the four main operations with positive and negative integers, fractions and decimals. They explore square numbers and square roots along with expressing natural numbers in index form. This then leads onto developing their understanding of percentages and applying them to a range of contexts. From here students explore data and data displays by planning and conducting statistical investigations.

In the second semester students expand their understanding of number to algebra. They begin to build and use algebraic expressions to represent situations and solve problems. They learn various methods to solve linear equations with natural number solutions and explore their graphs. From here our focus shifts to shape and measurement where students explore properties and representations of two-dimensional shapes, including circles, and apply this knowledge to contexts involving area. Our year finishes with students exploring probability, where they learn to assign probabilities, predict outcomes and explore single step chance experiments, using digital tools.

Throughout this program students also engage in an ongoing targeted numeracy program, designed to further strengthen their knowledge and understanding of key numeracy skills. This is paired with a variety of rich tasks which further develop students' mathematical proficiencies, especially reasoning and problems solving as they transfer their knowledge to a wide variety of contexts.

By engaging in a range of Skills and Applications Tasks, Investigations and individual and group work, students develop their mathematical proficiency and positive dispositions in the six strands of mathematics:

- Number
- Algebra
- Measurement
- Shape
- Statistics
- Probability

Year 8 Mathematics

MATHEMATICS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

Our strong emphasis on number continues into Year 8, as we begin the year further developing and enhancing number skills. Students consolidate the ability to use the four operations with integers and positive rational numbers and start to explore irrational numbers and terminating decimals. In Term 2 they problem solve using percentages, rates and ratios in measurement and financial contexts. From here they continue developing problem solving skills as they investigate 12 and 24 hour cycles across multiple time zones.

In Semester 2 our focus shifts to algebra, where students use algebraic and graphical forms to solve problems and explore relationships. Through structured inquiry activities, students begin to develop their ability to make and test conjectures as they explore linear relationships and Pythagoras' Theorem. In Term 4, students focus on measurement, where they extend their knowledge of perimeter, area and volume to more complex shapes and right prisms. Their understanding of algebra is interwoven as they use formulas to solve problems. The year finishes with statistics and probability, as they conduct statistical investigations where they analyse and describe distributions of data and the implications associated with the collection of data. Students also explore combinations of 2 events as they explore, determine and experiment with probabilities.

Throughout this program students also engage in an ongoing targeted numeracy program, designed to further strengthen their knowledge and understanding of key numeracy skills. This is paired with a variety of rich tasks which further develop students' mathematical proficiencies, especially reasoning and problems solving as they transfer their knowledge to a wide variety of contexts.

By engaging in a range of Skills and Applications Tasks, Investigations and individual and group work, students develop their mathematical proficiency and positive dispositions in the six strands of mathematics:

- Number
- Algebra
- Measurement
- Shape
- Statistics
- Probability

Year 9 Mathematics

MATHEMATICS

LENGTH OF COURSE
COMPULSORY / ELECTIVE

Full year
Compulsory

COURSE DESCRIPTION

In Year 9 our year begins with students using and applying Pythagoras' Theorem to a wide variety of contexts and students begin exploring trigonometric ratios to solve further problems with right angled triangles. From here our focus shifts slightly to algebra, where students learn to expand binomial products and factorise quadratic expressions, which builds on the algebraic processes previously developed. These skills are then applied to problems involving the surface area and volume of right prisms and cylinders as students explore percentage errors in measurements in these contexts.

In second semester, students investigate points and lines on the Cartesian Plane as they explore distances, gradients and midpoints. From here students use their understanding of linear and quadratic relationships to solve problems in financial contexts. The focus then shifts to statistics and probability where students further their understandings of data distributions and the impacts of outliers and sampling techniques. Students move onto consolidating their understanding of probability as they determine outcomes and conduct experiments for compound events through various means. The year finishes with a focus on using rational and irrational numbers in a variety of contexts and the explorations of quadratics, both algebraically and graphically.

Throughout this program students also engage in an ongoing targeted numeracy program, designed to further strengthen their knowledge and understanding of key numeracy skills. This is paired with a variety of rich tasks which further develop students' mathematical proficiencies, especially reasoning and problems solving as they transfer their knowledge to a wide variety of contexts.

By engaging in a range of Skills and Applications Tasks, Investigations and individual and group work, students develop their mathematical proficiency and positive dispositions in the six strands of mathematics:

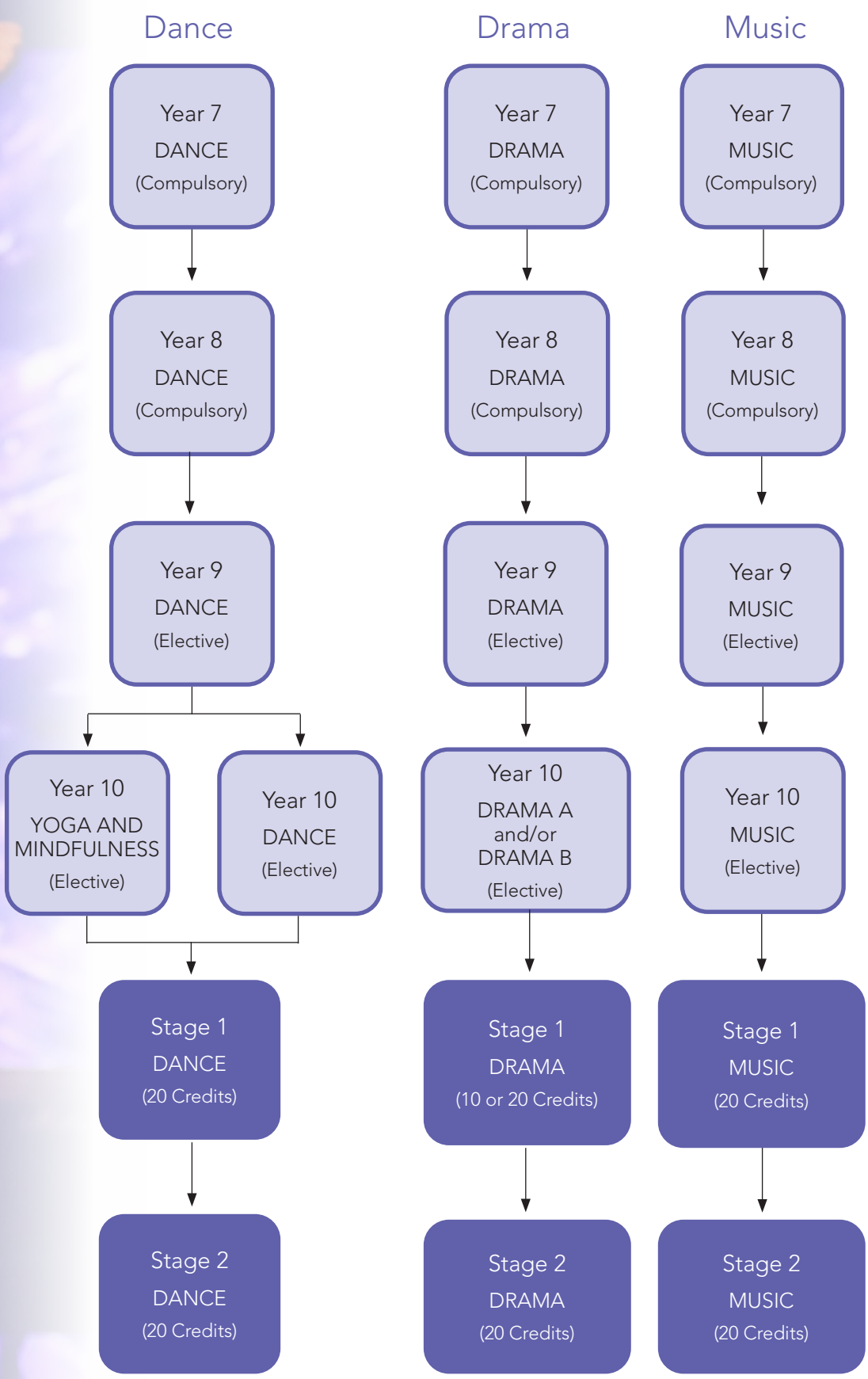
- Number
- Algebra
- Measurement
- Shape
- Statistics
- Probability





Performing Arts

Subject Flowchart



Year 7 - Performing Arts

DRAMA

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Students identify and analyse how the elements of drama are used, combined and manipulated in different styles. Students apply this knowledge in drama when they perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. Students apply different performance styles and conventions to convey status, relationships and intentions.

- Topics include:
- Stagecraft
 - Improvisation
 - Tableaux
 - Character creation and development
 - Performance

Assessment will consist of journal entries as well as a range of performance tasks.

DANCE

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Dance in Year 7 provides a broad, introductory curriculum catering for all students regardless of their previous dance experience.

Course content is designed to establish students’ basic skills in practical and theory work that will be expanded on in future years, leading to advanced skills in senior year levels. Introductory years aim to expand students’ awareness and appreciation of dance as a creative art form and further their physical and mental awareness.

Students learn dance movement through practical, fun and energetic classes. Genres of dance studied vary through the semester including a wide range of styles and techniques such as: Jazz Dance, Modern/Contemporary, Hip Hop and Cultural Dance. Specialised fitness and dance training lessons may combine facets of Yoga, Pilates, Aerobics and Strength conditioning.

As part of the program students also learn how to create their own dance pieces, exploring various themes, choreographic structures and devices.

- Students are assessed through their abilities in:
- Technique
 - Choreography and Composition
 - Performance
 - Appreciation (Dance Theory)

Subject Requirements: Students must wear their PE uniform and/ or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

SPECIAL ENTRY DANCE PROGRAM

LENGTH OF COURSE Full year
MINIMUM REQUIREMENTS Application and Audition
COURSE LEADS TO Year 8 Specialist Dance

COURSE DESCRIPTION

The Special Entry Dance Program (SEDP) at Kildare College offers students the opportunity to develop their skills and passion for dance performance. Developing creative, technical and physical understanding and an appreciation of dance as an art form.

Special Entry Dance is offered in Years 7 and 8 to students who have successfully auditioned for the program. Dance styles studied as part of course work include jazz, contemporary, lyrical, hip hop, classical ballet, musical theatre and cultural dance. Students study theoretical topics including safe dance practices, anatomy, dance in historical and contemporary contexts and choreographic processes.

The program is designed to meet the needs of students identified as having strong potential in the field of Dance, offering unique educational opportunities in performance and creative endeavours. As such, participation in performances (both live & on film) is compulsory in SED as it an integral part of course work.

Students are also taught specialised dance training, including fitness disciplines such as pilates/yoga, nutrition, anatomy and technique associated with dance performance.

Entry is by application and audition only.

A completed application form is required, prior to booking into the audition, which can be found on the Kildare College website.

MUSIC

LENGTH OF COURSE One semester
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Music in Year 7 gives students a positive experience through a very practical based approach.

The course is designed to offer students basic skills and techniques on the drum kit, bass guitar, guitar, keyboard and voice. Once students have experienced all of these instruments and developed some basic skills, a class band is formed. The class band develops knowledge of working collaboratively in a band situation as well as providing performance opportunities.

Students who have experience playing another instrument are invited to play their chosen instrument in the band in addition to those covered in class.

Music theory is covered and students learn how to practically apply key concepts and ideas.

- Topics include:
- Score analysis
 - Drum kit
 - Guitar / Bass guitar
 - Piano
 - Ensemble Performance
 - Notes on the treble and bass clef
 - Note and rest values
 - Simple time signatures
 - Structure and form
 - Rhythmic dictation

DRAMA

COURSE DESCRIPTION

Assessment will consist of journal entries as well as a range of performance tasks.

DANCE

COURSE DESCRIPTION

Subject Requirements: Students must wear their PE uniform and/or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

SPECIAL ENTRY DANCE PROGRAM

COURSE DESCRIPTION

A completed application form is required, prior to booking into the audition, which can be found on the Kildare College website.

MUSIC

COURSE DESCRIPTION

- Score analysis
- Ensemble Performance
- Notes on the treble and bass clef
- Note and rest values
- Simple time signatures
- Structure and form
- Rhythmic dictation
- Key signatures

DRAMA

LENGTH OF COURSE

One semester

COMPULSORY / ELECTIVE

Elective

Drama helps explore the students' lives and the worlds in which they live, think, feel and communicate. It teaches students to understand themselves and other people more clearly. Drama allows the students to experience what it is like to be another person and to perceive the world through someone else's eyes.

The course offers students a diverse range of experiences in creating and making performance. Students are able to study a range of units within semester length courses which involve them in the various techniques of improvisation, design (costumes, make up and sets), exploration of different performance styles and play building.

Course consists of:

- Improvisation Skills
- Solo Performance
- Ensemble Performance
- Primary School Performance

DANCE (Specialist and General)

LENGTH OF COURSE

One semester

COMPULSORY / ELECTIVE

Elective

COURSE DESCRIPTION

The Year 9 Dance course explores elements, skills and processes of dance through the integrated practices of technique, choreography, performance and appreciation.

Students are expected to extend their range in working with the fundamental elements and techniques used to create dance and are given opportunities to choreograph, evaluate and present class work.

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Making

- Dance Technique
- Choreography and Composition

Assessment Type 2: Responding

- Performance
- Appreciation (Dance Theory)

Subject Requirements: Students must wear their PE uniform and/or black tights for all practical dance classes. NOTE: Black tights are not part of the Kildare College uniform; as such students who opt to wear tights must change immediately prior to and after dance class. A note from families is required for students who are unable to participate in practical work.

Please note that Specialist Dance will perform in the annual production and General Dance will have a smaller production in Semester 2.

MUSIC

LENGTH OF COURSE

One semester

COMPULSORY / ELECTIVE

Elective

COURSE DESCRIPTION

Students revise Year 8 theory before building on their knowledge of key elements of music, such as pitch, rhythm, duration, dynamics and analysis while learning to use correct music terminology and vocabulary. Students learn to construct major and minor scales/triads. Students apply this knowledge in the form of an arrangement or composition of 8 to 16 bars.

Ensemble performance forms a large part of the practical component of Music. Students rehearse and perform together on their chosen instruments and are expected to rehearse their parts privately as well as during class.

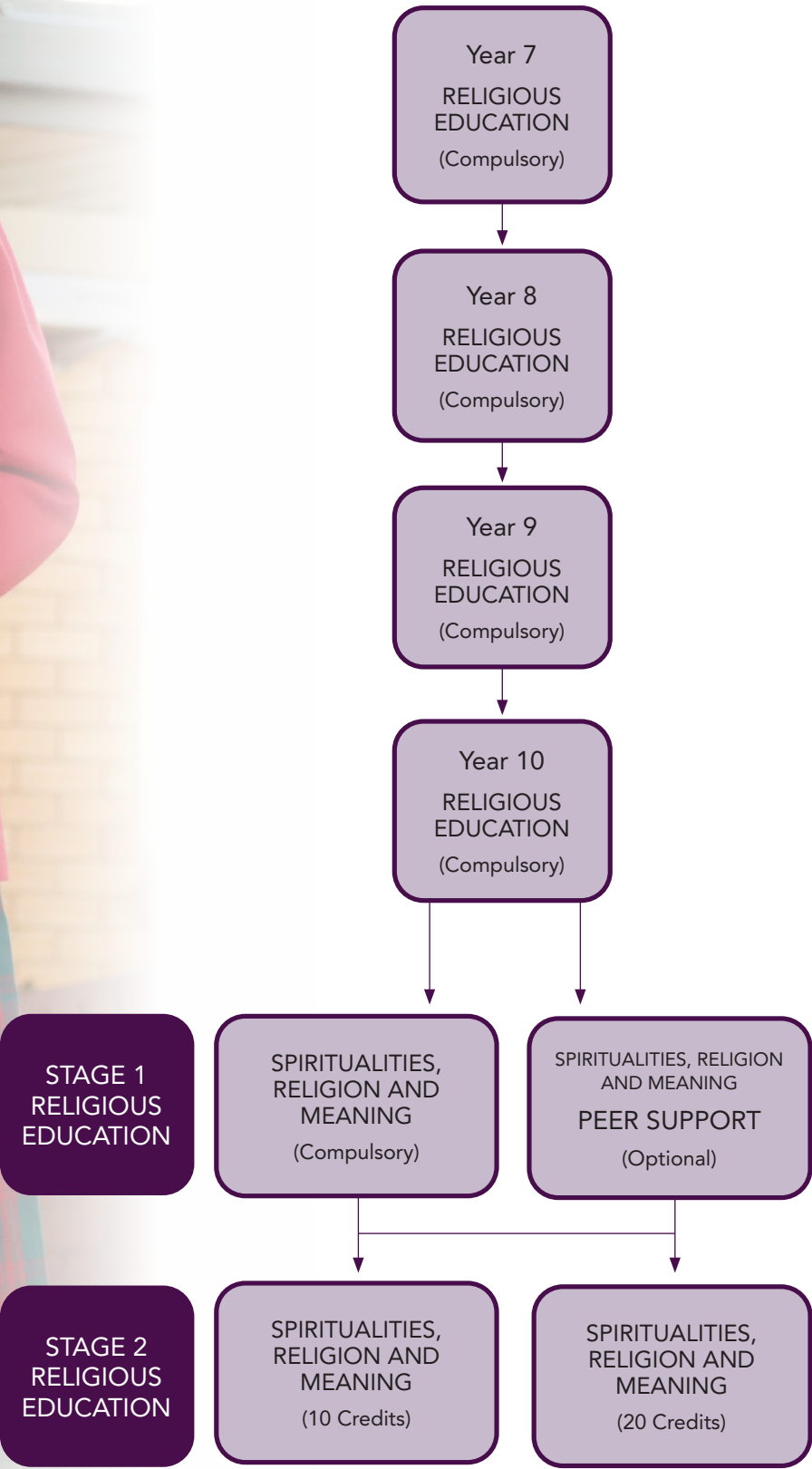
It is strongly encouraged that all students planning on continuing with music in Year 10 will learn an instrument privately as part of their studies in Year 9.





Religious Education

Subject Flowchart



Year 8 Religion

RELIGIOUS EDUCATION

Full year

Compulsory

RELIGIOUS EDUCATION

Full year

Compulsory

Topics Include:

- All students are expected to attend a full day retreat.

- Short answer responses
- Research based assignments
- Group presentations
- PowerPoint presentation
- Reflective tasks

- Core Values - Students learn about the Core Value that is the key focus for the year.
- Christianity - Students engage in reflective practices to further develop their understanding of Christianity.
- Jesus - A study of the Catholic understanding of Jesus and his message.
- St Brigid - Students research and discover St Brigid; her life, history and how she followed Jesus.
- Understanding the Bible – Students develop an understanding of the format of the Bible.
- Prayer – Students investigate prayer and the meaning, symbols, types, and components of prayer. Students look at why we pray, how we pray, and what we should do when we pray.
- Catholic Social Teaching: Students develop an understanding of justice, needs, and rights. Students investigate the key principles of Catholic Social Teaching and the views of the Catholic Church on social justice issues.
- Advent and Christmas - Students learn about these two liturgical seasons and their importance in the liturgical calendar and meaning around the world.

All students are expected to attend a full day retreat.

- Short answer responses
- Research based assignments
- Group presentations
- Reflective tasks

RELIGIOUS EDUCATION

Full year

Compulsory

Topics Include:

- The Life and Times of Jesus – Students learn about Jesus, the world he lived in, and the challenges he faced to spread his message.
- Scripture and the Gospels – Students develop an understanding of the Gospels, their similarities and their messages. Students investigate scripture, and their continuing relevance to today's society.
- Mary the First Disciple – Students explore different representations of Mary as the first Disciple, and how she can be a beacon of hope and comfort in modern times of uncertainty.
- Working for Justice - Students investigate how Christians are called to prioritise the poor and marginalised, and engage in learning related to justice in our world.
- The Church in Australia - Students use their knowledge of the Reformation of the 1500s and the Counter Reformation of the 1600s to investigate how Catholics struggled under English rule when white settlement occurred in Australia.

All students are expected to attend a full day retreat.

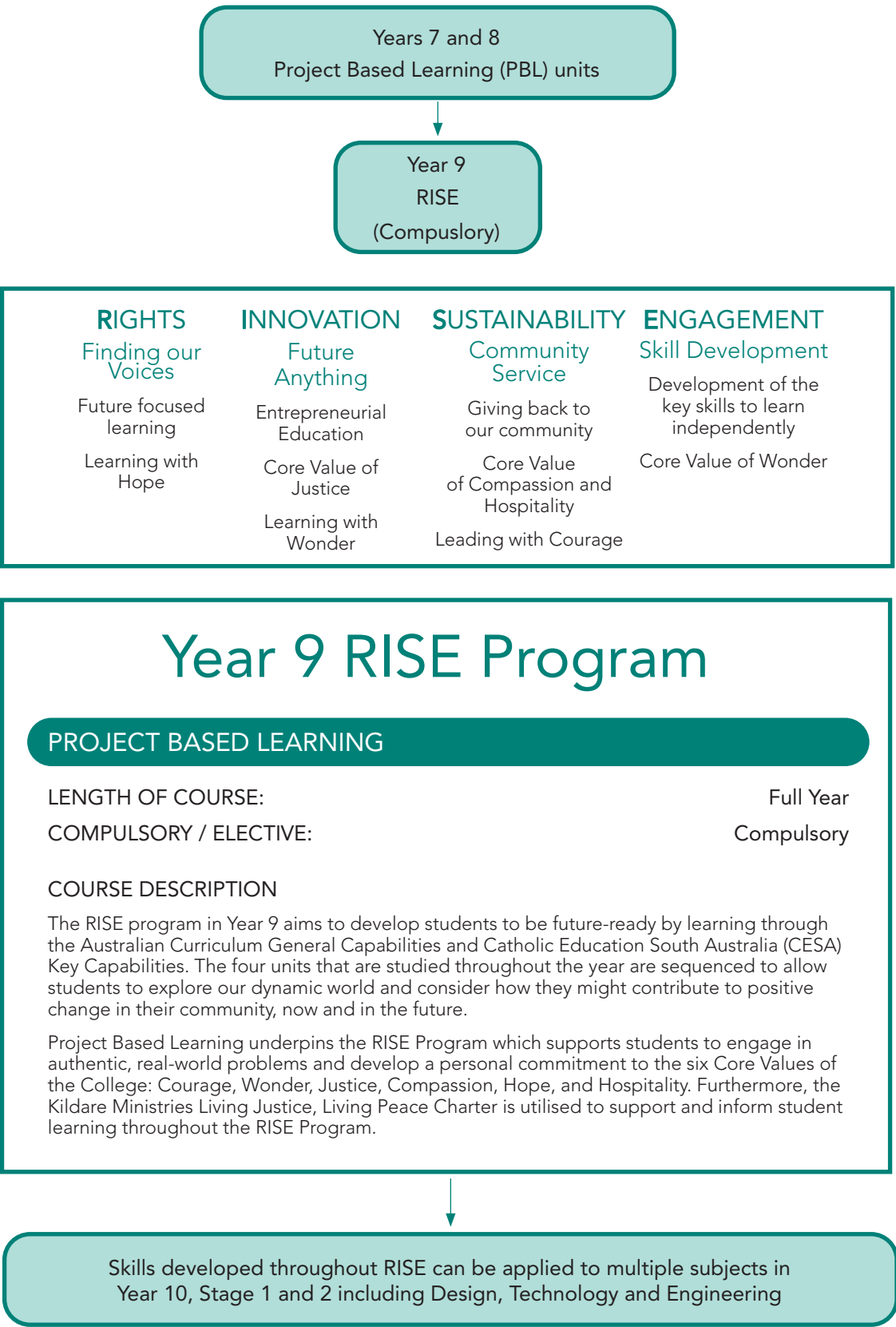
- Debate
- Interview and reporting
- Research based assignments
- Creative arts tasks
- Reflective tasks





RISE

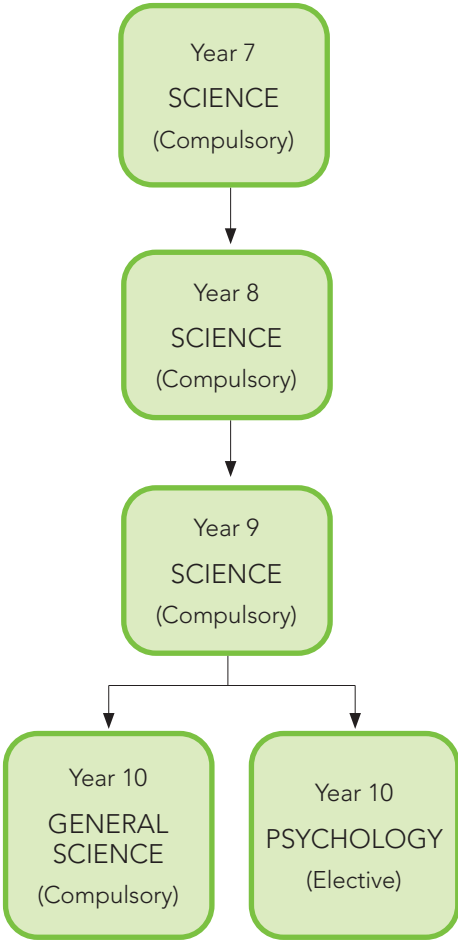
Subject Flowchart



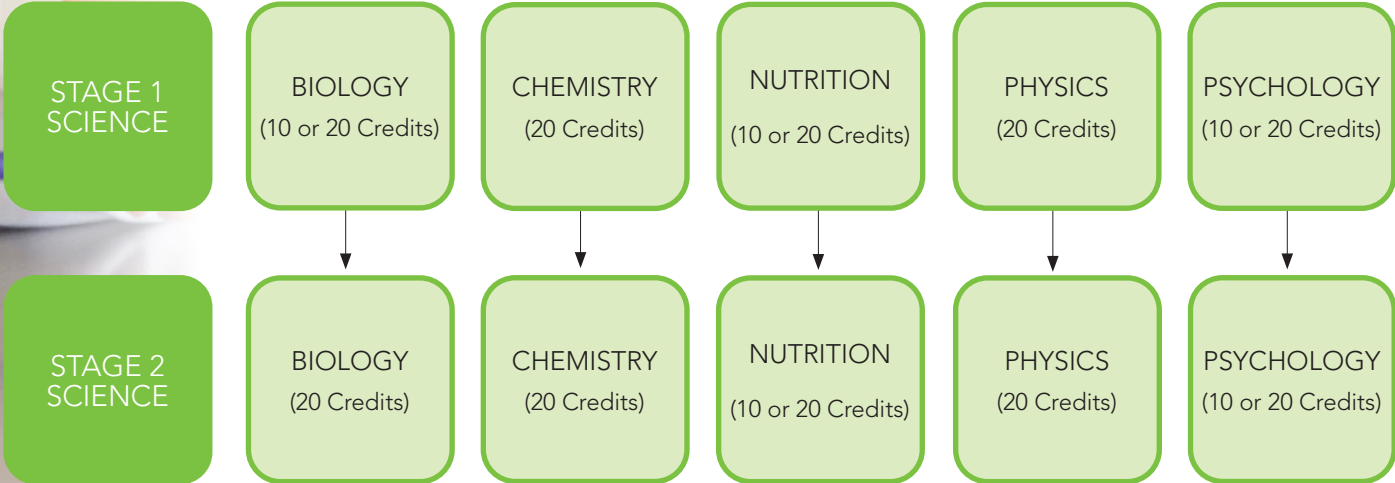


Science

Subject Flowchart



Students are able to choose any Stage 1 subject to study in Year 11.



Year 7 Science

SCIENCE

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

In Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. Students explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. Students communicate their ideas, methods and findings using scientific language and appropriate representations.

- Topics include:
- Working Scientifically
 - Classification and interactions between Organisms
 - Separating Mixtures
 - Forces and Motion
 - Particle Theory
 - Predictable phenomena on Earth

Assessment will consist of topic tests and investigations each semester.

- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work

Year 8 Science

SCIENCE

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

In Year 8, students 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. Students 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 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 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. Students use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

- Topics include:
- Working scientifically
 - Cells
 - Body systems
 - States of matter
 - Elements, compounds and mixtures
 - Chemical change
 - Sedimentary, ingeous and metamorphic rocks
 - Transferring and transforming energy

Assessment will consist of topic tests and investigations each semester.

- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work

Year 9 Science

SCIENCE

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

In Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. Students explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. Students analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. Students evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

- Topics include:
- Atoms and Radioactivity
 - Energy transfer and energy waves
 - Carbon Cycle
 - Human body: Responding to change
 - Reproductive System

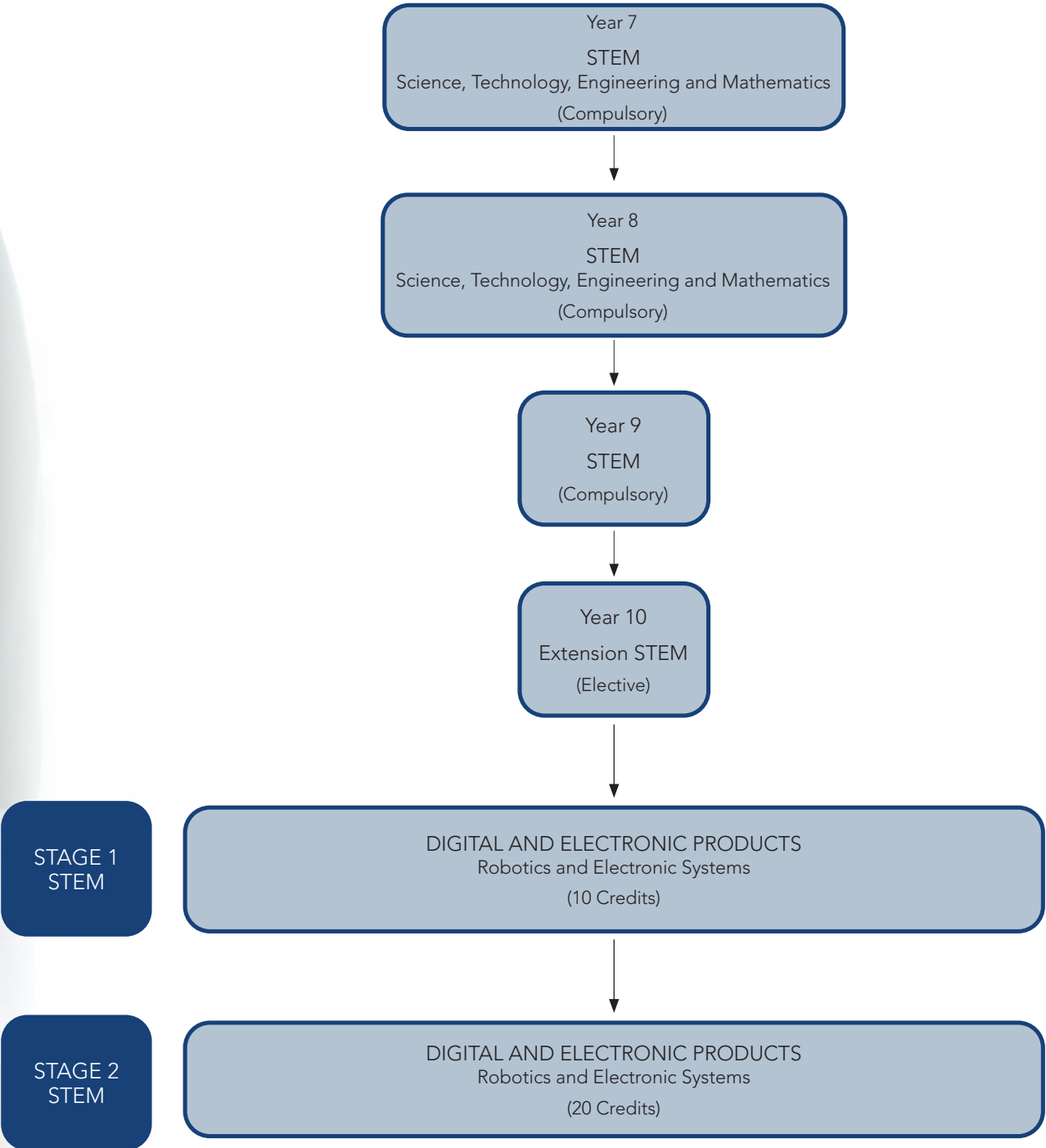
- Learning activities include:
- Science as a Human Endeavour (SHE) tasks
 - Inquiry and deconstruction and design tasks
 - Practical investigations and demonstrations
 - Topic tests
 - Scientific reports
 - Individual and group work





Science, Technology, Engineering and Mathematics (STEM)

Subject Flowchart



Year 7

Science, Technology, Engineering and Mathematics

STEM

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

The design-thinking based course integrates Maths, Science and the Digital Technologies curriculum. Students learn about the tools entrepreneurs use including how to identify problems, validate solutions, create viable products and pitch ideas. They think creatively and use problem-solving skills to transform their ideas into reality.

Students look at a range of integrated aspects including engineering principles and systems, food and fibre production and materials and technologies specialisations.

The continual advances in technology are changing the way students learn, connect and interact every day. Skills developed by students through STEM will provide them with the foundation to succeed at school and beyond.

The course may have a range of strands which will be introduced after an initial induction period.

- Material Solutions - Timber or Metal
- Coding
- Fluor engineering challenges
- Digital technologies
- Lego Robotics

Year 8

Science, Technology, Engineering and Mathematics

STEM

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

The course builds upon the skills and capabilities learnt in Year 7. Due to the continual advances in technology the way students learn, connect and interact every day is changing. Through STEM students will be able to develop and build upon skills and capabilities so they are provided with the foundation to succeed at school and beyond.

Employer demand for STEM qualifications and skills is high, and will continue to increase in the future. STEM empowers individuals with the skills to succeed and adapt to this changing world.

The course may have a range of strands which will be introduced after an initial induction period.

- Fluor engineering challenges
- Digital Technologies
- Coding
- Formula 1
- 3D Printing
- CNC Machine

Year 9

Science, Technology, Engineering and Mathematics

STEM

LENGTH OF COURSE Full year
COMPULSORY / ELECTIVE Compulsory

COURSE DESCRIPTION

Building on skills and knowledge from previous years, students refine and develop strategies to enhance their learning.

Through integration of Maths, Science and the Digital Technologies curriculum, students learn through design thinking and real world problem solving. Students follow an Engineering Design Process to transform problems into functional solutions through brainstorming, prototypes, product analysis and further refinements through to the finished product.

This course covers a range of strands including;

- 3D Printing, Laser Cutting
- Coding (microbits)
- Electronics
- Models and inventions
- Subs in Schools





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