





CURRICULUM GUIDE

MIDDLE YEARS



Table of Contents

INTRODUCTION	3	
CURRICULUM PRINCIPLES	4	
SUBJECTS WITHIN THE FORMAL CURRICULUM	6	
ASSESSMENT GUIDELINES	8	
HOMEWORK GUIDELINES	8	
COMPULSORY YEAR 7 SUBJECTS	10	
COMPULSORY YEAR 8 SUBJECTS	18	
COMPULSORY YEAR 9 SUBJECTS	30	
PREFERENCE YEAR 9 SUBJECTS	36	

INTRODUCTION

We are excited to present our Middle Years program of learning and to share our Vision for Learners philosophy statement.

Learning in the Middle Years at Endeavour College is an adventure designed to capture the curiosity and imagination of every student. Students develop the ability to inquire, make connections, and articulate their developing capabilities as learners. With increasing independence and personal responsibility, students courageously explore a variety of opportunities to grow.

An empathic understanding of and respect for others enables learners to productively collaborate with different people in a variety of situations. An emphasis on positive relationships empowers our students to be inclusive and use their social awareness to influence a culture where all can thrive.

Students in the Middle Years understand their responsibilities as global citizens to support a sustainable future encompassing fairness for all. They engage in learning experiences that extend their thinking about the wider community, their civic responsibilities and their capacity to make a difference. Students in the Middle Years see the world and the future as full of hope and opportunity.

While this booklet covers details of the subjects offered throughout the Middle Years, we know that learning does not stop at the classroom door. Endeavour has many co-curricular activities to be involved in, such as year level days, excursions, and visits from artists, performers and experts in a range of fields. It is an expectation that all students will participate in these co-curricular activities that enhance and extend learning beyond the classroom.

In addition, Endeavour offers a range of extra-curricular activities that help students discover new interests and develop existing talents and skills. Examples of these activities include sporting teams, Pedal Prix, Vocal Ensemble and Writers, Design Technology and Chess Clubs. These activities are optional but we strongly encourage students to be involved as they are a great way to learn more about yourself and others, to learn new skills and to make

new friends.

Years 7 & 8 develop their Vision for Learners capabilities and skills in core subjects through a range of blended learning approaches including; Project Based Learning, Inquiry and the use of Visible Thinking routines.

The tailoring of programs to meet the needs of all students within a classroom is the role, in the first instance, of the classroom teacher. Further programs offering both extension and support are also available and negotiated with both the Adaptive Education Learning Leader and the Enrichment Learning Leader. At times, students are supported individually or in small groups for specialised work.



The wellbeing of all students is enhanced through the formal and informal contact with Care Group and subject teachers supported by special activities and planned experiences within a year level. These will often have the Endeavour Way as a key focus. These days will also focus on bringing students together in informal ways to learn about various aspects of safety and the importance of robust, positive relationships.

As a Christian school, Endeavour provides opportunities for members of its community to learn more about their own spirituality and gain an understanding of the concept of service to others.

Please enjoy reading about the subjects, and the opportunities and challenges they offer you. Remember that it is good to start to think about the possible future pathways though we might change our minds we move through our schooling.

Every blessing as you continue your secondary education!

CURRICULUM PRINCIPLES

Students in the Middle Years (11-14 years of age) often display similar characteristics.

Physically, they experience rapid, irregular growth that often leads to their being clumsy and awkward. While their hand-eye coordination is improving, they are often restless and talkative.

Emotionally, they may be impulsive while simultaneously needing a high level of acceptance by peers. They experience conflicting desires for independence and more responsibility while also feeling uncertain about how to handle responsibility. Students often cover up their feelings of uncertainty and express strongly a sense of justice.

Intellectually, adolescents are developing an increased ability to solve abstract problems and deduce information.

Spiritually, students ask many questions and benefit from feeling that they belong to a group of believers who make that faith part of their lives. Within this context students also develop an understanding of service to others.

Endeavour College's Middle Years' Curriculum recognises the implications of these characteristics for the learning environment.

With purpose built facilities, there is the flexibility to program for cross disciplinary units of work focusing on inquiry and developing students' areas of interest. Such approaches encourage students to make links across the key areas of their learning. In the Middle Years there is also the freedom to develop some other innovative ideas and be involved in co-curricular and extra-curricular projects. The depth of skills developed and the specialisation possible within these projects works to create confident and future focused entrepreneurs and learners who can work in teams and operate between the adolescent and adult worlds.

In classrooms, students are encouraged to take advantage of opportunities offered for creative and personalised work. The curriculum is flexible and inclusive of a variety of learning styles and needs. Wherever possible, learning takes a 'hands on' approach, including much practical problem-solving and encouragement for students to move outside of their comfort zones. Assessment arises naturally out of classroom practice and is based on transparent, purposeful objectives.

A key wellbeing focus for students within the middle

years is that of transition. A series of Year Level days are held throughout the year to enhance group culture and personal safety as well as to intentionally support the transition between year levels.

Endeavour College is committed to preparing today's students for tomorrow's challenges. Our Middle Years Program is designed to focus on the learner and to provide:

- Opportunities for deep, rich learning
- Focus teachers who work closely with students and their families in Years 7 and 8
- Best practice methodologies including interdisciplinary problem based learning opportunities
- Learning experiences that engage students in activities beyond the classroom
- Embedded service learning opportunities
- Access to state-of-the-art technology to enhance learning

In partnership with parents, we aim to develop students who are:

- Creative, innovative and critical thinkers
- Problem finders and solvers
- Independent and collaborative learners
- Effective communicators and skilled information users
- Insightful and fair critics of their own work
- Ethical contributors to the world they live in

Endeavour College, therefore offers a broad, liberal education with a wide range of common experiences for all students in the early years of secondary schooling, leading to choices in later years.

Endeavour College encourages individuals to reach their God-given potential and therefore adopts an inclusive teaching approach in all areas of curriculum. We aim for excellence across all disciplines and expect all students to perform to the best of their abilities.

In a world where knowledge is a dynamic concept, where people will need to adapt their skills many times in a working life, it makes sense that schools should focus on developing enduring capabilities, values and dispositions.

These values and capabilities are reflected clearly in the Vision for Learners of the College, The Endeavour Way and the general capabilities and cross curriculum priorities of the Australian Curriculum.



SUBJECTS WITHIN THE FORMAL CURRICULUM

YEAR 7	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living • Civics & Citizenship • Economics & Business • English • Geography • Health • History • Mathematics • Peer Support • Physical Education • Science
LANGUAGES	German or Japanese
ARTS (At least one trimester of each)	<ul style="list-style-type: none"> • Visual Art • Drama • Music
TECHNOLOGIES (At least one trimester of each)	<ul style="list-style-type: none"> • Design & Technology • Digital Technologies • Food Technology
YEAR 8	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living • English • Geography • Health & Physical Education • History • Mathematics • Science
LANGUAGES	German or Japanese
ARTS FOCUS (- Students indicate a preference for one of these as a focus)	<ol style="list-style-type: none"> 1. Music 2. Art 3. Drama
TECHNOLOGY FOCUS (Students indicate a preference for one of these as a focus)	<ol style="list-style-type: none"> 1. Design & Technology 2. Digital Technologies 3. Food Technology

YEAR 9	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living • English • Geography • History • Health & Physical Education • Mathematics • Science
LANGUAGES	German or Japanese
PREFERENCES 4 SEMESTERS	<ul style="list-style-type: none"> • Advanced Manufacturing (one semester) • Art & Design (one or two semesters) • Digital Technologies (one semester) • Drama (one or two semesters) • Food Technology (one semester) • Material Products (one or two semesters) • Music (band) (two semesters)

YEAR 10	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living • English • Health and Physical Education • History (one semester) • Mathematics • Personal Learning Plan (PLP) • Science
PREFERENCES Select 5 semesters NB: all year = 2 semesters	<ol style="list-style-type: none"> 1. Art (one or two semesters) 2. Business and Economics (one or two semesters) 3. Design (one or two semesters) 4. Digital Communication Solutions (one or two semesters) 5. Digital Technologies (one or two semesters) 6. Drama (one or two semesters) 7. Enrichment Mathematics (one semester) 8. Food Technology (one or two semesters) 9. Geography (one or two semesters) 10. German (all year) 11. History (one semester) 12. Industry and Entrepreneurial Solutions-Advanced Manufacturing (one or two semesters) 13. Japanese (all year) 14. Material Solutions – Product Design (one or two semesters) 15. Music (all year) 16. Stage 1 Outdoor Education (one semester)

YEAR11	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living • English • Mathematical Methods or General Mathematics or Essential Mathematics • Research Project
PREFERENCES Select 6 semesters NB: all year = 2 semesters	<ol style="list-style-type: none"> 1. Biology (one or two semesters) 2. Business Innovation (one or two semesters) 3. Chemistry (all year) 4. Digital Communication Solutions (Digital Photography Option) (one or two semesters) 5. Digital Technologies (one or two semesters) 6. Drama (one or two semesters) 7. Food and Hospitality (one or two semesters) 8. Geography (one or two semesters) 9. German (all year) 10. Health and Wellbeing (one or two semesters) 11. Industry and Entrepreneurial Solutions-Advanced Manufacturing (one or two semesters) 12. Japanese (all year) 13. Material Solutions – Product Design (one or two semesters) 14. Modern History (one or two semesters) 15. Music (all year) 16. Physical Education (one or two semesters) 17. Physics (all year) 18. Psychology (one or two semesters) 19. Specialist Mathematics (one semester) 20. Visual Arts - Art (one or two semesters) 21. Visual Arts - Design (one or two semesters) 22. Stage 2 Outdoor Education (all year)

YEAR 12	
COMPULSORY	<ul style="list-style-type: none"> • Christian Living (MAX) (one semester)
PREFERENCES Select 5 full year subjects	<ol style="list-style-type: none"> 1. Biology 2. Business Innovation 3. Chemistry 4. Digital Communication Solutions (Digital Photography Option) 5. Digital Technologies 6. Drama 7. English 8. English Literary Studies 9. Essential English 10. Essential Mathematics 11. Food and Hospitality - Integrated Learning 12. General Mathematics 13. Geography 14. German 15. Health and Wellbeing 16. Industry and Entrepreneurial Solutions-Advanced Manufacturing 17. Integrated Learning 18. Japanese 19. Material Solutions– Product Design 20. Mathematical Methods 21. Modern History 22. Music 23. Physical Education 24. Physics 25. Psychology 26. Specialist Mathematics 27. Visual Arts – Art 28. Visual Arts – Design 29. Workplace Practices

ASSESSMENT GUIDELINES

(See Family Handbook for Students and Parents for detailed procedures)

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.

Assessment at Endeavour College in all year levels is in line with the Achievement Standard for each learning area as outlined in the Australian Curriculum or in Year 11 or 12 SACE performance standards.

Purposes of assessment

- Assessment for improved student learning requires a range of assessment practices to be used with three overarching purposes:
- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

In the Middle Years, assessment pieces will mostly be assessed in reference to a known and circulated set of criteria.

Plagiarism

- Work must be a student's own work. Quotations and ideas from all sources must be acknowledged as quotations. A student may not submit another student's work under his / her own name. Students are advised to be careful when working together, to ensure their work is still their own.

ORGANISATION AND HOMEWORK

Year 7 students have an Endeavour College bullet journal. This paper-based organisation tool combines the personal organisation features of a diary with the personal reflection features of a journal.

Year 8 and 9 students will be able to choose the tool that is right for them; the paper school journal; is not compulsory but will be available to them should they choose to use it. Our expectation is that all students will actively embed at least one digital or paper-based personal organisation tool in to their learning lives. They have access to training in how to use the Canvas and Outlook calendars throughout the early part of the year. Their goal should be to work towards higher levels of personal responsibility and independence.

If no homework is set in a subject, students have an opportunity for extra reading or revision. Teachers will help students become self-directed in extension work.

- At Year 7, the suggested time to be spent on homework can be averaged to one hour per weeknight.
- At Year 8, the suggested time to be spent on homework can be averaged to 1 hour and 20 minutes each weeknight.
- At Year 9, the suggested time to be spent on homework can be averaged to 1 hour and 40 minutes each weeknight.



YEAR 7 SUBJECTS

Christian Living

Aims:

Christian Studies provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality. Students are engaged in intellectually challenging experiences that actively involve them in journeys of inquiry and constructing their own meanings.

Content:

In Semester 1 Year 7 students investigate and evaluate the significance of Jesus' life, death and resurrection. Teaching and learning explores how these events are a demonstration of God's love for all people. Learning examines the significance of the Bible to Christians and how this impacts their lives and the decisions they make. In Term 3 students are given the opportunity to question and investigate through inquiry and make connections between topics, the world around them and how these ideas can be transferred to their lives. This is taught through the lens of our World Religions unit.

In Term 4 our learning focus explores how students can serve our community through love. Students are given a service focus as part of our integrated units and investigate areas to serve within our local, national and global community.



English

Aims:

The Year 7 English course aims to develop students' communication skills in written and oral forms and prepare them for future study. Units of work are at times thematically focused on shared literary texts and at other times part of a broader cross-disciplinary inquiry.

images and vocabulary affects meaning. Students read and respond to a range of texts through the study of poetry, short stories, multimedia, film and literary novel study. With these texts in mind, students critically evaluate how authors apply textual elements and investigate ways that texts create meaning in a range of contexts.

Content:

Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. 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 develop their use of accurate grammar, apply a variety of more specialised vocabulary, and refine spelling and punctuation. Over the course of the year, students create their own texts in a variety of forms, these include; persuasive, narrative, relational and informative texts.

By the end of Year 7, students understand how structure can influence the complexity of a text and is dependent on audience, purpose and context. They learn how the choice of language features,



YEAR 7 SUBJECTS

HISTORY AND SOCIAL SCIENCES (HASS)

The Year 7 HASS program has a History focus in Semester 1 and Geography in Semester 2. The units are delivered using Project Based Learning (PBL) strategies, designed to empower students to take ownership of their learning, focus on individual interests while also working in collaboration with their peers.

HASS - Geography

In line with the Australian Curriculum the key units of study in Year 7 Geography focus on our World's reliance on resources and the concept of liveability. Students develop a range of geographical skills including mapping, reading and interpreting data and developing an understanding of geographical concepts. Units include the challenges of water and resources in our society, sustainability and changing environments, migration patterns and renewable energies. Where possible this subject takes an inquiry and cross-curricular approach.



HASS - History

Year 7 History is an introductory course that aims to develop students' understanding of Ancient civilisations. Students undertake several depth studies focusing on the history and cultures such as Ancient Egypt, Greece, Rome or China; as well as Australia's First Peoples. The themes of Power and Change allow students to make connections across historical periods and also with the world they live in today. Some variation in elective topics may vary from time to time to utilise the expertise of teachers and to cater for student interest.



HASS - Economics and Business

In support of the Australian Curriculum, the subject of Economics and Business is embedded into our Year 7 Core Curriculum as part of HASS. The focus is making the concepts of entrepreneurship, economic choices and business planning relevant to the lives of the students. Students are encouraged to investigate issues impacting on our domestic and global market place and gain an understanding of the role that business plays in our economy and society.



YEAR 7 SUBJECTS

Mathematics

Aims:

The Year 7 Mathematics course aims to engage students in their learning and develop confident and creative problem solvers. We look for individual student strengths and aim to provide opportunities which support students to meet learning needs and provide challenges.

Content:

In Year 7 the Australian Curriculum course content and assessment tasks completed are common. This ensures consistency across all classes. The concepts covered in the course, develop in students robust conceptual understanding of key mathematical areas covered in Year 7. These include, Number and Algebra, Measurement and Geometry and Statistics and Probability. Students are exposed to investigations which allow them to apply mathematical concepts in real world situations. They learn about the positive impact that a growth mindset can have in shaping the learner they become.



Science

Aims:

In Year 7, students will develop crucial scientific skills, including formulating investigable questions and hypotheses, planning investigations, analyzing data using various representations, constructing evidence-based arguments, and effectively communicating findings in written and digital formats. They will also learn to identify assumptions and potential errors in methods and conclusions.

Content:

This program aligns with the Australian Curriculum, offering students a comprehensive study of diverse scientific disciplines. The course is structured into three interconnected strands: Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour. These strands collectively equip students with the necessary understanding, knowledge, and skills to develop a scientific perspective of the world. Through clearly defined inquiry practices, students are encouraged to explore science, its concepts, nature, and applications. The Year 7 Science curriculum offers students an introduction to various scientific disciplines. In Biology, students explore the classification of animals using dichotomous keys. Earth sciences cover the Sun, Moon, stars, and their interactions. In Physical sciences, students learn about balanced and unbalanced forces, while Chemical sciences introduce them to the particle theory and methods

of separating mixtures. Through practical learning experiences and critical thinking, students develop fundamental scientific skills, setting the stage for further exploration and fostering an understanding and appreciation of the natural world.

In Year 7, students will consider Science as a Human Endeavour. They will explore how new evidence influences scientific knowledge, and how sociocultural perspectives shape its development. Students will also examine proposed scientific responses to current issues, considering ethical, environmental, social, and economic factors. Additionally, they will explore the role of science communication in informing viewpoints and guiding policies, fostering responsible use of scientific advancements for the betterment of society.



YEAR 7 SUBJECTS

Health & Physical Education

The Health elements of this subject are taught by the Core teacher. A focus is on the development of healthy lifestyle thinking as well as adolescent human development. The four areas include:

- Online safety
- Healthy relationships
- Mental health & personal wellbeing
- Sexual health & relationships

As part of the Physical Education program students are encouraged to participate and learn about a variety of sports, with a focus on building skills, resilience and teamwork.

Students look at a variety of:

- Invasion Sports – Basketball, Football (AFL), Touch Football, Netball, Team Handball
- Individual Sports – Athletics, Gymnastics, Fitness and Training
- Net Sports – Volleyball



YEAR 7 SUBJECTS

LANGUAGES

In Year 7, students will express a preference for German or Japanese to study until the end of Year 9.

German

Aims:

In line with the Australian Curriculum, this course introduces and develops skills in listening comprehension, verbal communication, reading and writing in a blended learning environment. The course provides students with a working understanding of the basic grammatical structures in German and to make meaningful connections with German Speaking Communities to develop intercultural understanding.

Content:

- Greetings and farewells
- Asking and saying how you are
- Countries
- Family
- Colours
- German speaking countries and their culture
- Days of the week
- Meeting people
- Likes and dislikes
- Numbers 1-100
- Seasons and birthdays
- Basic expression of time
- Related grammatical concepts

International Opportunities

In Year 10 students are given the opportunity to apply to be part of one of two exchange programmes with students from Germany in Year 11. We also offer a German Study Tour on a biannual basis for students studying Year 10 and 11 German.



Japanese

Aims:

This course aims to introduce and develop skills in listening comprehension, verbal communication, reading and writing in a blended learning environment. In addition, students will acquire competency in the writing of hiragana characters. Students will develop an understanding of basic grammatical structures in Japanese and make meaningful connections with Japanese Speaking Communities to develop intercultural understanding.

Content:

- Hiragan
- Greetings and self-introductions
- Numbers 1-100
- Ages
- Countries, nationality and geography of Japan
- Family and Pets

International Opportunities

In Years 8, 9 and 10 students are given the opportunity to engage with and host visiting students from Japan. A Japanese study tour is offered on a biannual basis for students studying Year 10 and 11 Japanese. In Year 10 students, are also offered the opportunity of applying to participate in an exchange program with students from Japan in Year 11.



YEAR 7 SUBJECTS

ARTS FOCUS

Visual Art

At the Year 7 level, students will acquire some of the fundamental skills in drawing, ceramics, and printmaking. They will engage in the process of planning and crafting artworks while also experimenting with various visual arts techniques and conventions. This exploration will encompass a study of techniques utilised by Aboriginal and Torres Strait Islander artists, enabling students to effectively convey themes, concepts, and ideas within their creations. Emphasis will be placed on comprehending how artists employ materials, technologies, techniques, and processes, as well as the art of thoughtful planning.



Drama

Endeavour College introduces Year 7 students to the dynamic subject of Drama over one full term. During this time students will participate in 'getting to know you' activities, team building challenges, be introduced to basic acting techniques and skills as well as be introduced to simple dramatic terminology. It is at this level we focus on the fun and dynamic qualities of this subject in a safe and supportive learning environment.



Music

Within the parameters of one trimester, students are introduced to some of the key elements of Music. Students consider music globally in the Djembe Drumming unit. This unit teaches the fundamentals of basic rhythmic notation, how to hold and play a djembe drum and how to read and play simple rhythms. Students learn simple pieces and play them both as a whole group and in smaller groups. Students synthesise their knowledge by creating short djembe compositions in small groups and performing them to the rest of the class.

Part of this course also introduces students to some aspects of music theory used in the study of Music at other levels.



YEAR 7 SUBJECTS

TECHNOLOGY Strand

In Year 7, all students study each element of the Technologies Strand for one term.

Design and Technology

Bridge Building

Students undertake a program of work that examines the forces and principles that are considered in designing bridges. Students will prototype several variables using software and then design, construct and test their own bridges. Safety and manufacturing skills will be taught as part of this unit.



Digital Technologies

Year 7 Digital Technologies focuses on using Grok Learning, offering classroom-ready online and unplugged resources to explore coding and innovation solutions.

- Algorithms
- Data types (Strings, Float and Boolean)
- Python (Variables)
- Making decisions (Conditions)
- Loops (Iteration)
- Functions
- Commenting Code
- Data Representation



Food Technology

The Year 7 Food Technology course is one trimester in length and focuses on learning basic kitchen skills through a range of theory and practical based tasks. Students will work their way through a 'Passport to the Kitchen' as they demonstrate basic knowledge and skills of kitchen hygiene and safety. Food Technology as a subject, helps to foster a sense of teamwork and allows students the opportunity to demonstrate their communication and leadership skills, as they navigate the operation of a kitchen.

Aims:

- To develop a basic understanding of food hygiene and safety.
- To demonstrate the ability to plan, create and evaluate design solutions.
- To work collaboratively and independently to demonstrate an understanding of the skills and content taught in this course.
- Students clearly demonstrate an ability to operate safely within a practical setting.



Examples of Content Covered

Students will undertake a range of practical tasks which will demonstrate their understanding of the following:

- Knife Safety
- Basic Kitchen Operations
- Basic Food Hygiene
- Safe use of Kitchen Equipment and Appliances
- A Brief Introduction to Nutrition
- An Introduction to the Design Process



COMPULSORY YEAR 8 SUBJECTS

As well as explicit instruction, Teachers may flexibly structure the lesson time allocated to this group of subjects to support cross-curricular, project-based learning and inquiry learning approaches. Through these units, students have opportunities to work independently and collaboratively through a process of learning to reach a solution.

English

In Year 8 English, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

Focus Area:

- Narrative Elements in Literature: Dragon Keeper
- Indigenous Matters: You're the Voice
- Means of Persuasion
- Spoken Word Poetry: Speak Out!



Success Criteria:

- Students demonstrate their understanding of the narrative elements employed by the author of the novel, Dragon Keeper. They apply their knowledge of different text types and 'reimagine' the experiences in the text in their own transformative text creation.
- Students investigate issues facing indigenous Australians today and apply modes of persuasion to advocate for positive change.
- In the Project Based Learning Unit, 'Speak Out', students explore the power of words and, applying the conventions of spoken word poetry, perform and produce a digital representation of a matter of concern to youth today.

Christian Living

Christian Living provides a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality. All learning is based on the Christian Studies Curriculum Framework (CSCF).

Key Focus Areas:

- Where does the Bible come from? Why is it relevant today?
- When should we speak out and stand up for the rights of others?
- How do our actions impact the 'good' world that God has created?
- Diversity in worship practices (eg, informal, formal, home church, internet church)

Success Criteria:

- To develop the skill of communication through developing a broad and accurate religious vocabulary.
- To read and respond to a range of written and spoken language (including sacred texts, stories, poetry, art and worship)
- To communicate ideas using the creative and expressive arts, talking and writing with understanding and insight about beliefs and values.

YEAR 8 SUBJECTS

Geography

Geography is a one semester course. Students examine natural and human environments to develop their understanding of the impact and influence on our lives

Aims:

- To develop basic mapping skills, including organisation, presentation and interpretation of visual information
- To gain an understanding of the different landscapes and landforms around the world and the processes involved in their creation
- To develop the concepts of location and changing populations within countries
- To develop field and investigative skills using the local environment and secondary research methods

Content:

- The content is organised around seven major geographical concepts: scale, place,

interconnection, change, environment, sustainability and space

- The two topics covered are Landforms and Landscapes (with a focus on river systems) and Changing Nations (with a focus on urbanization)
- Students will investigate the human impacts on places and environments and the interconnections and the consequences of change



Health & Physical Education

Aims:

- To learn, develop and demonstrate movement patterns and physical skills
- To participate in activities which require communication and collaboration
- To determine areas for improvement within practical performance and develop ways to do this
- To identify the importance of physical activity, good nutrition and healthy living in the health of individuals
- To discuss feelings and attitudes related to relationships
- To identify potential problems which may occur online and to discuss strategies to avoid these

Content:

Sports

- A variety of both individual and team sports are introduced including Netball, Table Tennis, Creative Movement, Soccer and Badminton. Students also undertake some fitness testing and measurements as part of the SASI Talent Search program.

Health Education

- Healthy Lifestyles – healthy food choices, avoiding lifestyle illnesses/diseases
- Keeping Safe – online safety, basic first aid, safe and respectful relationships
- Drug Education – effects of smoking, drinking alcohol and other drugs
- Growth and Development – puberty, conception, pregnancy, birth



YEAR 8 SUBJECTS

History

In the Year 8 History curriculum, students will continue to develop their historical skills and the ability to apply them in a range of contexts including in-class assessments, inquiry and project-based learning units.

Aims

In Year 8 History, students will study history from the end of the ancient period to the beginning of the modern period with a particular focus on Medieval Societies. Classes will also focus on either Polynesian expansion through the Pacific or Shogunate Japan. Through the study of this content, students will develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Success Criteria:

At the conclusion of the course, students will be able to sequence events and developments within a chronological framework with reference to periods of time. Students will also be able to develop driving and guiding questions to frame a historical inquiry and will be able to analyse, select and organise information from primary and secondary sources to use as evidence. Students will organise their



findings logically using accurate historical terms and concepts. findings logically using accurate historical terms and concepts.

- Students analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions
- Organise and present their findings, they use historical terms and concepts, evidence

Mathematics

In Year 8, classes are formed into Extension, General and Essential classes. The Essential class is specifically for those students who require greater support, modified content and assessment. These groupings continue into Year 9. Throughout these formative years of Mathematics, student results are continually monitored as mathematical skill and understanding develops at different stages for individual students. Class changes can be made using the evidence of results and with appropriate consultation, generally at the end of a term.

Aims:

- Revise, revisit, strengthen and extend concepts studied in the earlier years of the Australian Curriculum
- Introduce new concepts in line with the Australian Curriculum year level descriptions for Year 8

Content:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability



This curriculum is designed to align with the Australian Curriculum, providing students with a thorough exploration of various scientific fields. The program is organized into three interrelated strands: Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour. By combining these strands, students gain essential comprehension, knowledge, and abilities to develop a scientific outlook on the world. Through well-defined inquiry practices, students are motivated to delve into science, comprehending its concepts, essence, and real-world applications.

In Year 8, students explore the world of cells, grasping their microscopic importance in explaining the broader characteristics of living systems. The dynamic nature of Earth is further explored, considering changes occurring over various timescales through the study of rocks and plate tectonics. Additionally, students classify different energy types and investigate how energy drives changes in systems, including a focused unit on Energy within the context of STEM (Science, Technology, Engineering, and Mathematics). They develop the ability to classify matter at the atomic level, distinguishing between chemical and physical changes, and recognize the role of energy in chemical reactions.

Content:

- Biological Sciences - Cells and Multicellular organisms
- Chemical Sciences – Atoms and the periodic table, Chemical and Physical change
- Earth Sciences – The Rock Cycle and Plate Tectonics



- Physical Science STEM Challenge – A student-driven exploration of energy within a self-designed system.



YEAR 8 SUBJECTS

LANGAUGES

Students will continue with their language in Year 8. Through studying German or Japanese students gain experience in a number of Project Based Learning opportunities. In Year 8 students work collaboratively in groups on a cross-curricular project with Art called 'Spirited'. Art and Language collaborate in a project which allows students to study themes and analyse characters of film texts from German/Japanese contexts. They then write in language exploring characterisation and further themes in relation to the cultural differences between Australian and German/Japanese contexts. They develop interdependence in communication through group roles and responsibilities within each group to create a piece of Artwork representing their analysis.

German

Aims:

- In line with the Australian Curriculum, to continue to develop skills in listening comprehension, verbal communication and reading and writing in a blended learning environment.
- To provide students with a working understanding of the basic grammatical structures in German.
- To make meaningful connections with German Speaking Communities to develop intercultural understanding.
- 'Spirited' a cross-curricular project with Art Focus (Term 3)

Content:

- Home
- Culture and language in cafés and restaurants
- Food and drink
- Numbers 100-1000
- Pets and animals
- Berlin and cultural emphasis on history
- Places of interest in a city
- Expressing ability
- Buying things
- Directions
- Holiday activities
- Hobbies and Sports

International Opportunities

In Year 10, students may be given the opportunity to apply to be part of one of two exchange programmes with students from Germany in Year 11. We also offer a German Study Tour on a biannual basis for students studying Year 10 and 11 German.

Japanese

Aims:

- To develop skills in listening comprehension, verbal communication, reading and writing in a blended learning environment. In addition, students will increase their proficiency in writing hiragana and develop confidence using katakana.
- To provide students with an understanding of basic grammatical structures in Japanese.
- To make meaningful connections with Japanese Speaking Communities to develop intercultural understanding.
- 'Spirited' a cross curricular project with Art Focus (Term 3)

Content:

- Daily routines
- School life
- School events
- Seasons and important calendar events
- Clothing and sport
- Hobbies and holidays
- Describing physical appearance
- Birthdays and special occasions

International Opportunities

In Years 8, 9 and 10 students may be given the opportunity to engage with and host visiting students from Japan. A Japanese study tour is offered on a biennial basis for students studying Year 10 and 11 Japanese. In Year 10, students are also offered the opportunity of applying to participate in an exchange program with students from our sister school, Sundai Kofu, in Year 11.



YEAR 8 SUBJECTS

ARTS

Students choose two focus elective lines in Year 8 (one Arts and one Technology). The final two semesters can be chosen from any remaining Arts or Technologies option.

NB. If students wish to study Music in Year 9 and beyond, they must select Music Focus in Year 8.

Drama Focus

This is a year-long course that focuses on introducing students to the world of Drama.

Aims:

- To develop an understanding of a variety of performance styles including a Shakespearean piece, movement, improvisation, script writing, character development, theatre techniques, theatre production and theatrical theory.
- Generate an awareness of acting including: space, levels, technique, styles and ensemble work.
- Learn to work as an individual and ensemble member.
- Understand stagecraft including props, set, multimedia and unique performance spaces.
- Generate a sound understanding of Drama theory and history.
- To develop skills in the area of off-stage roles such as in the area of costumes, lighting, sound and set design, hair and make-up design.
- Examine Asian and Indigenous Australian Performance elements.

Content:

- Students will examine a variety of performing styles and techniques
- Perform as a group member and as an individual in a variety of performances
- Students will contribute to a portfolio outlining their learning
- Students to be exposed to the 'analysis' of theatre and view a professional technical production for writing review purposes
- Learn about the page-to-stage process
- Learn to work cooperatively with others
- Learn to collaborate and solve problems in a positive manner

Emphasis is on developing a variety of skills for further study in Drama at Endeavour College, so that students will gain knowledge, skills and understanding to tackle the challenges required in Year 9 and beyond.



YEAR 8 SUBJECTS

MUSIC Focus

This is a full year course.

Pre-requisites: No prior knowledge of Music is required.

Year 8 Music Focus is an ideal foundation for students who wish to study Music into Year 9 and beyond.

Students who select Music Focus are required to either buy or hire an instrument. Most instruments are available for hire through the College. Students are also required to take private instrumental lessons with one of our instrumental teachers (or can choose to learn from an outside teacher if this is preferred). The cost of both the instrument hire and the instrumental lessons are to be paid by parents.

In this subject, students receive a rich musical education through learning an instrument and participating in a class band program. This program is suitable for both complete beginners and those who have prior musical learning. Any student who currently learns an instrument (or has an interest

in starting one) is encouraged to select Music Focus.

As well as forming a class band, students will experience the following:

- Playing a class set of djembe drums
- Learning Music theory
- Composing
- Creating their own percussion instrument
- A solo performance



ART Focus

In Year 8 Art Focus, students expand their grasp of how artists and designers convey ideas across two Semesters (Full Year course).

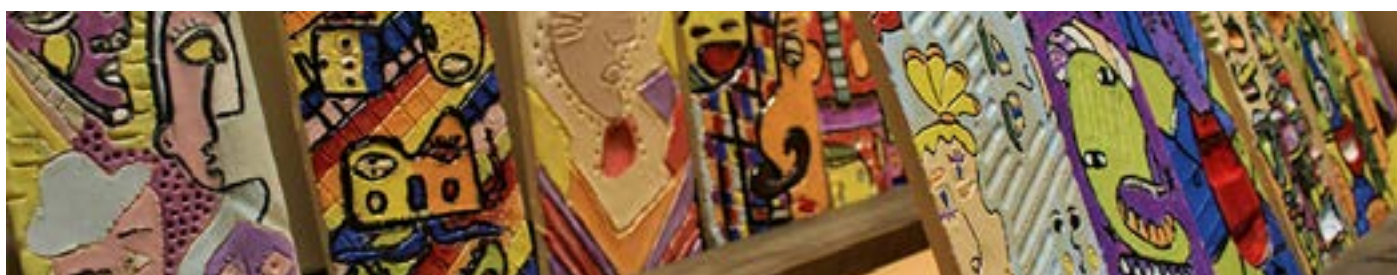
Through diverse visual practices, they will refine their perceptual and conceptual skills. They Learn to analyse evolving art styles, tracing influences across time and cultures, including those of Aboriginal and Torres Strait Islander Peoples and the Asian region.

Aims:

Explore the elements of Art outlined in the Australian Curriculum in the Visual Arts. Students will develop their knowledge of how ideas and intentions are communicated in and through visual arts. They build on and refine their knowledge, understanding and skills through visual arts practices focusing on; subject matter, Forms, Styles, Techniques, Visual Conventions, Materials and Technologies.

Content:

- Exploration of the Elements of Art; line, tone, texture, colour, shape
- Drawing - Development of fine motor skills
- Painting – Understanding colour
- Printmaking
- Collage
- Introduction to Design and the Design Process
- Ceramics
- Spirited Leadership
- development in; self-expression skills; physical, psychological, sensory and intuitive, social and emotional skills.



YEAR 8 SUBJECTS

MUSIC General

This is a semester long course.

Aims:

This course is designed to teach students many of the basic elements of Music such as rhythm, pitch, melody and form. Students selecting this subject are not required to learn an instrument, although they are welcome to do so.

This subject will teach concepts from a beginner level, so students who are looking to develop skills on an instrument and participate in deeper musical learning are encouraged to select the full year course Music Focus.

Content:

- Playing a class set of djembe drums
- Learning Music theory
- Composing
- Creating their own percussion instrument
- Learning basic piano skills

Although Music Focus is an ideal foundation for Year 9 Music, Music General can still provide a pathway into Year 9 Music, as long as students develop their instrumental skills by taking individual tuition on an instrument throughout Year 8.



ART General

In Year 8 Art, general students explore for one semester how artists communicate their ideas and thoughts through art.

Students learn more about using their imagination to create meaningful work. They also try out lots of new art materials and methods and think about how to make art in a good and safe way. They look at how art has changed over time and how artists from different places and cultures create their work. The students own art based on things they care about. It's like telling a story with pictures! And they see that people might have different ideas about art, but that's okay. They also learn to take care of the environment while making art and find out that artists can have different jobs and roles in the art world

Content:

- Exploration of the Elements of Art; line, tone, texture, colour, shape
- Drawing - Development of fine motor skills
- Collage
- Introduction to Design and the Design Process
- Ceramics



YEAR 8 SUBJECTS

DRAMA General

This semester subject is broken into the introduction of stagecraft, improvisation, Shakespearean Theatre, script writing, character development and performances.

Aims:

- To develop an understanding of a variety of performing styles including a Shakespearean piece, movement, improvisation, character development and theatrical theory
- Generate an awareness of acting including: space, levels, technique, styles and ensemble work
- Learn to work as an individual and ensemble member
- Understand stagecraft including: props, set, multimedia and unique performance spaces
- Generate a sound understanding of drama theory and history
- Examine Asian and Indigenous Australian Performance elements

Content:

- Students will examine a variety of performing styles and techniques.
- Perform as a group member and as an individual in a variety of performances.
- Students will contribute to a portfolio outlining their learning.
- Students to be exposed to the 'Analysis' of theatre.
- Learn to work cooperatively with others.
- Learn to collaborate and solve problems in a positive manner.



YEAR 8 SUBJECTS

TECHNOLOGIES

Students choose two focus lines (one Arts and one Technologies). A focus subject is studied for two semesters. The two remaining semesters can be selected from any of the 4 subjects not already preferred in the focus options.

Design and Technology

This course can be studied for one semester or as an entire year focus subject.

Aims:

- To develop creative and critical thinking using design-based projects.
- To develop an understanding of traditional and advanced manufacturing techniques.
- To develop skills in the use of Autodesk Fusion (Computer Aided Design), Adobe Illustrator (Graphics) and Cutstudio software.
- To develop the creative use of a range of materials and manufacturing techniques

Content:

In this subject students will use the design process to create projects focussing on a specified brief. These tasks will use different manufacturing processes and materials. 3D printing, laser cutting and the use of a range of resistant materials will be experienced by the students. The use of a range of software will be incorporated into each of these tasks. Students will design and make a range of projects that they will take home.

Digital Technologies

This course can be studied for one semester or as an entire year focus subject.

Aims:

- To nurture students into becoming creative and innovative designers and creators of digital technology
- To develop problem solving skills in a digital environment
- To develop computational thinking skills

Content:

- Computer data including text, images and sounds is represented using binary.
- Understand safety factors of Drones and learn the role of the Pilot, Safety Officer and the

Observer. Using DJI Tello Drones to code in DroneBlocks and solve problems.

- Artificial Intelligence: Students will begin by developing a clear understanding of what AI is, and what it is not. They will then learn how machines gain intelligence and explore the three key components of machine learning: collecting datasets, training an algorithm and predicting on the new data.
- Develop Virtual Reality (VR) to create visual 3D content in CoSpaces.
- Use the Unity gaming engine to design and make cross-platform 2D and mobile games.

Food Technology

This course can be studied for one semester in Year 8 or taken for the full year as a focus subject. In line with the Australia Curriculum, the Year 8 Food Technology course builds on the basic skills learnt in Year 7. Food hygiene and safety are a major focus, as students learn to safely cook high-risk ingredients such as poultry and dairy. Students will begin developing their knowledge of food allergens and intolerances and how they effect individuals. The Year 8 course has a focus on healthy eating as students develop a basic understanding of nutrition through their theory and practical experiences.

Aims:

- To develop a basic understanding of nutrition.
- To recognise and appropriately use the Australian Healthy Eating Guidelines to plan for and create healthy meals.
- To develop an understanding of food preparation techniques, their history and contemporary uses.
- To demonstrate an understanding of the design process by selecting appropriate materials and equipment to meet design criteria.
- To demonstrate a sound understanding of basic food hygiene and how to operate safely within the kitchen.

Examples of Content Covered:

- Wok On!- Exploring the technique of stir-frying, precision cutting and the cultural history of this style of cooking.
- Friday Fake Away- A focus on safe use of the stove-top, flavours from different origins and delving into cross-contamination.
- What's for Breakfast?- The key focus of this task is nutrition. Students will explore the healthy plate model, develop an awareness of allergies and intolerances and look at practical ideas of how to plan and prepare a healthy breakfast. Students will learn about seasonal produce and the importance of sustainability on Australia's future.
- Sugar: Not as Sweet as you Might Think- An exploration of the hidden sugars in packaged foods and drinks and the effects of sugar on health.
- Fancy Biscuits- A practical approach to learning the science behind baking and the opportunity to explore celebration/cultural biscuits.
- Pastry- Exploring the process of manufacturing batch products whilst learning the complex skill of pastry making.



Christian Living

Aims:

Over the course of the year, students will develop an understanding of key Christian beliefs. As they progress through each of the units, they will explore the true meaning of living in a relationship with God, self and others (Beatitudes/ Pay It Forward). Students will apply the decision-making processes, explaining how and why people hold different beliefs (Ethics). Students will develop skills of application, interpretation, and reflection, particularly in relation to questions of identity and belonging (Identity).

Throughout the year students are assessed on the development of their knowledge and understanding of religious beliefs, skills of investigation, communication, analysis and reflection.

Content:

- Make a Difference Project
- How do I make decisions?
- Made in the Image of God
- Identity – Relationship with God and each other



Course Overview:

In Year 9, students of English interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. They develop experience learning in familiar and unfamiliar local, vocational and global contexts. This course fosters critical and creative thinking through engagement with rigorous ideas presented by literary and non-literary texts and authors.

Productive Modes of Learning:

Students create a range of imaginative, informative, analytical and persuasive types of texts in both written, multimodal and oral forms, building skills in composing narratives, persuasions, reports, poetry, literary analyses, transformations of texts and reviews.

Receptive Modes of Learning:

Students engage with a variety of literary and non-literary texts for enjoyment. They interpret, analyse, evaluate and discuss a wide range of texts in which the primary purpose may be aesthetic, informative or persuasive. The range of texts studied comprises 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. Students develop as independent readers and engage with texts that present complex, challenging and unpredictable plot sequences. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings from a variety of cultural perspectives. Units of study are thematic (see below), with issues requiring critical thinking, higher order reasoning, levels of abstraction and intertextual connections.

Course Content:**The Language of Persuasion**

Students engage with a range of text genres exploring the rhetorical devices used by authors and speakers to position and persuade their audiences. Students select, read and view literary and non-literary texts, including those from and about Asia, and compare human experiences in response to ethical and global dilemmas. Students are challenged to develop their own views and ideas and create their own persuasive text in response to social issues and concerns.

Adventure Literature and the Hero's Journey

Students study contemporary texts presenting classic and modern concepts of the hero and explore the archetypal structures and figures of the heroic journey common in film and literature. Students critically evaluate texts with a focus on structure and language devices to identify roles of protagonists and antagonists. They identify, interpret and critically evaluate texts as a reflection of their own historical contexts. Students explore the universally applicable moral and philosophical lessons presented in literature and evaluate how these relate to the world outside the text. Students draw conclusions about narrative elements and key ideas, justifying these with selective use of textual evidence.

Australian Identity in Film and Fiction

Students explore Australian texts and learn how events, situations and characters in literature and media represent values and perspectives in society. Students draw conclusions about key ideas in texts and relate them to an Australian cultural context. Students identify, interpret and critically evaluate how text structures and language features of texts, including literary techniques, are designed to appeal to audiences and create representations of a diverse and culturally rich Australian identity.

Representations of Teen Worlds

Students study a shared class novel exploring the moral dilemmas faced by characters of a similar age. They examine the values and perspectives held by fictional characters and evaluate how these relate to their own values and beliefs. Students learn to critically respond to literature, identifying examples of language devices and how they may influence emotional responses of readers. Students analyse how socio-cultural values, attitudes and beliefs are conveyed in texts about young people. They interpret, analyse and evaluate how assumptions about groups and stereotypes in society are represented in life and literature.

Campfire tales

Students learn to identify the narrative features employed by authors and directors to create atmosphere and build suspense in film and fiction. Engaging with a range of short stories and film texts, they explore what universally shared human experiences 'monsters' represent within literature. Students write their own texts applying their knowledge and understanding of the genre and reflect on how our irrational fears are personified.

•



YEAR 9 SUBJECTS

Geography

Year 9 Geography, is a one semester subject and aims to consolidate student understanding of human and natural environments and the relationships and interactions with it. The task of the Year 9 Geographer will be to investigate natural systems and man-made environments in order to understand and appreciate their impact and influence on our lives, with particular focus on major concepts including scale, place, sustainability and interconnection with our environment.

Aims:

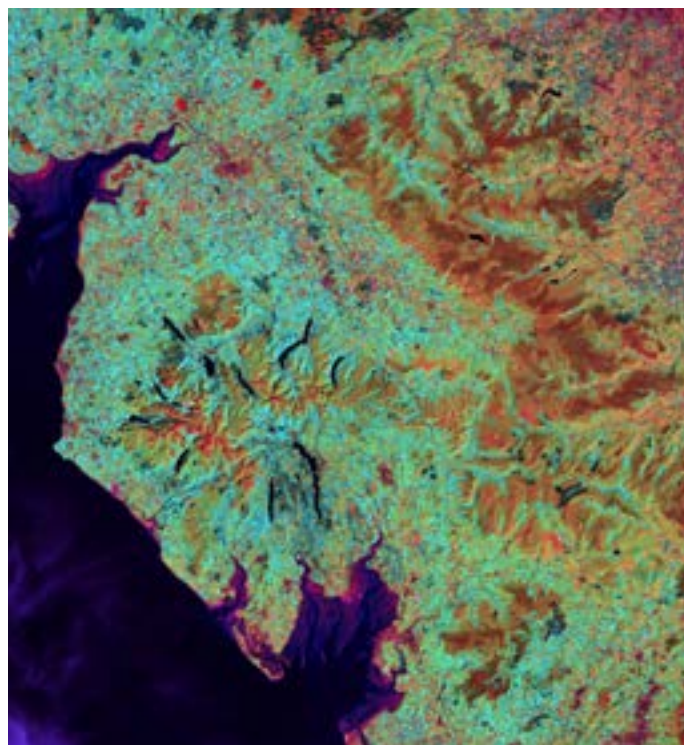
- To consolidate the concepts of location, interaction and change while developing the sense of our world through key concepts including scale, sustainability and place.
- To develop field and investigative skills using the local environment and secondary research methods.
- To master written and graphical skills across a range styles and tasks.

Content:

The Year 9 course helps make sense of our world by using concepts and tasks that touch on natural and human topics with the link to the natural-human relationship with various environments on a local, regional and global level.

Topics:

- Biomes of our world
- Food security and sustainable solutions for the future
- Interconnections of our world
- Connections due to Tourism



History

Year 9 History is a one semester subject and focuses on the making of the modern world from c. CE 1750 to 1918, from the period of the Industrial Revolution and to the Great War of 1914-18. A focus on the latter topic will be on Australia's role in this conflict and the way it has helped to shape our modern nation today.

Students will undertake depth studies in the course. Whilst the study of World War I is a compulsory depth study, some variation in other topics may occur from time to time in order to utilise the expertise of teachers and cater for student interest.

Assessment can include, but is not limited to: common tests; extended writing and empathy responses; oral presentations and research assignments.



Health and Physical Education

Aims:

- To learn, develop and demonstrate movement patterns and physical skills.
- To participate in activities which require communication and collaboration.
- To determine areas for improvement with practical performance and develop ways to do this.
- To discuss feelings and attitudes related to the use and abuse of nicotine, alcohol, cannabis and other drugs.
- To identify the importance of physical activity in the health of individuals.
- To discuss feelings and opinions about contraception, sexually transmitted infections, and making decisions about sex.
- stereotypes.
- Rock and Water – this practical course introduces the concepts of self awareness, self confidence, self control, dealing with conflict and self defence.
- Risk Taking - focuses on safe and unsafe risk taking, and good decision making. Specific topics include drug use/abuse, sexual activity and online safety.
- The Voyage camp is a week long, single gender experience which is a highlight of The Voyage. Students will be involved in several group activities designed to help them grow as individuals and as part of the wider cohort.

Content:

• Sports

Badminton, Touch Football, Football (AFL), Volleyball, Sport 'Smash Up' (design own sport), Basketball, Running Challenge.

• Health – 'The Voyage'

The Voyage is a whole year course that focuses on the transition from adolescence to adulthood. Throughout the course, the students will be involved in specific ceremonies that focus on specific aspects of this transition.

The Voyage consists of the following units:

- Boys / Girls Talk – a course aimed at teaching students to be more aware of their emotions/ feelings and how they can use this in specific situations. Topics include self awareness, self esteem, body image and gender expectation/



YEAR 9 SUBJECTS

Mathematics

In Year 9, the groupings formed in Year 8 continue. Each student's progress will continue to be monitored and reviewed regularly. Class changes can be made using the evidence of results and with appropriate consultation, generally at the end of a term.

Extension work will be given to those students in any class who show curiosity and passion for Mathematics.

Aims:

- Revise, revisit, strengthen and extend concepts studied in the earlier years of the Australian Curriculum.
- Introduce new concepts in line with the Australian Curriculum year level descriptions for Year 9.
- Address the proficiency strands of: understanding, fluency, problem-solving and reasoning.

Content Strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Topics:

- Number Skills
- Algebra and Expansion
- Percentages and Financial Applications
- Equations
- Pythagoras' Theorem
- Measurement
- Probability
- Linear Functions
- Trigonometry
- Indices

Science

Designed to align with the Australian Curriculum, this program provides students with a comprehensive exploration of diverse scientific topics. It comprises three interrelated strands: Science Understanding, Science Inquiry Skills, and Science as a Human Endeavour. By integrating these strands, students develop vital comprehension, knowledge, and skills, fostering a scientific worldview. Through well-defined inquiry practices, students are motivated to immerse themselves in science, understanding its concepts, essence, and real-world applications.

In Year 9, students explore the human body's response to environmental changes through physiological feedback mechanisms and the intricacies of the nervous system. Growth and reproduction in animals and plants is also explored. Introduction to the atom as a system of protons, electrons, and neutrons is covered, along with the concept of nuclear decay and its effects on atoms. Students learn that matter can undergo rearrangement through chemical changes, and that these changes can be represented in the form of balanced equations. Conservation of matter and energy concepts are introduced, leading to a deeper understanding of energy transfer. Students explore these ideas in the context of the global carbon cycle. In the physical sciences, the concepts of

heat, light and sound are explored, with reference to electromagnetism, and the use of waves in explaining how heat, light and sound travel. Students will use the law of conservation of energy to analyse the efficiency of systems by considering energy inputs, outputs, transfers, and transformations.

Content:

- Biological Sciences – The Nervous System, Growth and Reproduction
- Chemical Sciences – Chemical Reactions and Equations, The Atom and Radioactive decay
- Earth Sciences – Earth's Spheres, The Carbon Cycle
- Physical Sciences – Heat, Light and Sound, Energy



YEAR 9 SUBJECTS

Languages

Students continue with their language from Year 8 for a full year in Year 9. Through studying German or Japanese students gain experience in a number of Project Based Learning opportunities. In Year 9 students work independently on a self-directed project called 'DRIVE'. Each student chooses from an area of their passion to develop a skill or answer an overarching question and research it from a German/Japanese perspective. Student agency is developed as students become personally responsible for their own learning in how they organise their time and resources whilst reflecting on learning along the way. DRIVE culminates in a school-wide celebration of learning at the end of the project where students share their projects on an exhibition style event.

German

Aims:

In line with the Australian Curriculum, to continue to develop skills in listening comprehension, verbal communication and reading and writing in a blended learning environment.

- To provide students with an understanding of the basic grammatical structures in German.
- To make meaningful connections with German Speaking Communities to develop intercultural understanding.

Content:

- Common modal verbs in German
- Clothing and describing people
- Modes of transport
- Food prices

- Numbers 1 – 1 billion
- Sports and sport culture in Germany
- Weather
- Health and body parts
- South Australian cultural heritage and connections to Germany
- Drive "22" – Languages Inquiry Project (Term 3)

International Opportunities

Year 9 students may apply to attend our sister school Laurentius Gymnasium for one term in Year 10. Students are given the opportunity to apply to be part of one of two exchange programmes with students in Germany in Year 11. We also offer a German Study Tour on a biennial basis for students studying Year 10 and 11 German.



Japanese

Aims:

- To develop skills in listening comprehension, verbal communication, reading and writing in a blended learning environment. In addition, students will increase their proficiency in writing hiragana and develop confidence using katakana.
- To provide students with an understanding of basic grammatical structures in Japanese.
- To expand knowledge of written systems of Japanese to include all hiragana, katakana and kanji.
- To make meaningful connections with Japanese Speaking Communities to develop intercultural understanding.
- Drive "22" – Languages Inquiry Project (Term 3)

Content:

Milestones and growing up
Language studies and nationalities
Fast food in Japan
Shopping in Japan
Leisure activities and theme parks

International Opportunities

In Years 8, 9 and 10 students are given the opportunity to engage with and host visiting students from Japan. A Japanese study tour is offered on a biennial basis for students studying Year 10 and 11 Japanese. In Year 10 students are also offered the opportunity of applying to participate in an exchange program with students from our sister school Sundai Kofu, in Year 11.

YEAR 9 SUBJECTS

ART

Art and Design

This subject can be studied for one or two semesters and follows the guidelines of the Australian Curriculum in the Visual Arts.

Aims:

Students develop and refine their skills in artistic analysis and in using a variety of media and techniques to convey an idea or concept. Students study the work of artists to enhance their understanding of the form and extend student's art and design vocabulary.

Content:

- The art principles of movement, balance, harmony, contrast, space and focal points
- Drawing skills
- Painting
- Printmaking
- Ceramics/Sculpture
- Multiple solutions
- Working with limits

The emphasis is on creating a varied skill base for further study in Art and Design. Physical Science with a focus on Energy transfer through different media using wave and particle models.



Drama

This subject can be studied for one or two semesters. Click [here](#) for the Year 9 Video Drama Subject Video

Aims:

Students develop an understanding of a variety of performing styles, how to work as an individual and ensemble member. There is opportunity to explore stagecraft including: props, set, multimedia and unique performance spaces and to generate a sound understanding of Drama theory and history.

Content:

- Students will examine a variety of performing styles and techniques including street theatre, melodrama, Mime techniques, Commedia dell'Arte mime and stock characters, character development and introduction to monologue performances (The Jabberwocky by Lewis Carroll), movement, Improvisation, character development and theatrical theory.
- Performance as an individual and ensemble member.
- 'Analysis' of theatre.



YEAR 9 SUBJECTS

Music

Music in Year 9 is a full year course.

Pre-requisites:

The completion of either Year 8 Music Focus or Music General, and a minimum of one year of instrumental tuition.

As in Year 8 Music Focus, students are required to buy or hire an instrument and to undertake private lessons with an instrumental teacher.

Aims:

To build on the musical skills learnt in Year 8 Music.

Content:

Will include the following:

- Developing instrumental and ensemble skills through participation in the class band
 - Building confidence through class and public performances
 - Improving technique and note-reading skills
 - Improving tone on an instrument
 - Developing improvisation skills through use of blues scales
 - Developing listening skills to improve the quality of the band; working as a team
- Performance to the class of solo pieces (one per semester)
- Development of aural and theoretical understanding of music through the software 'Auralia' and 'Mursion'
- Use of notation software 'Sibelius' to create compositions





YEAR 9 SUBJECTS

TECHNOLOGIES

Students may choose to study one or more of these subjects for one semester each.

Product Design

This course can be studied for one semester or two semesters

Aims:

- To develop creative and critical thinking using design-based projects.
- Apply the design process to a range of projects using various materials
- To develop skills in the use of Computer Aided Drawing (Autodesk Fusion)
- To develop skills in the use of a range of tools and machinery

Content:

- Students will undertake two design-based projects that utilise a range of materials and processes. The focus will be on independent learning and the development of innovative ideas will be encouraged.
- The two projects will be design and construction of a CO2 dragster and a Native Bee "Hotel". Both tasks have a detailed set of specific criteria that students will have to work within when creating their original solutions. Scientific principles relating to motion and acceleration plus the environmental impacts of materials and habitat loss will be examined.



Advanced Manufacturing - Digital Engineering

This course can be studied for one semester or two semesters

Aims:

- To develop creative and critical thinking using design-based projects.
- To develop an understanding of traditional and advanced manufacturing techniques.
- To develop skills in the use of Autodesk Fusion 360 (Computer Aided Design), Adobe Illustrator (Graphics) and Cutstudio software.
- To develop the creative use of a range of materials and manufacturing techniques.

Content:

Students will undertake a range of design-based activities that will involve the use of 3D printers, laser cutters and CAD software. All these projects will be based around specific design briefs and involve an investigation into the materials and processes available. Students will also develop the

CAD skills to support these tasks.

The two tasks students will undertake will be the Laser Cut Clock project plus the Pringle Challenge. In these projects' students will have to opportunity to test and prototype their ideas before committing to a final solution. Creative and innovative ideas will be encouraged in the development of solutions.



YEAR 9 SUBJECTS

Food Technology

This course can be studied for one semester in Year 9 or taken for the full year as a focus subject. The focus of the Year 9 Food Technology course is to further develop students' understanding of food hygiene and hazard management as they learn to become more independent in developing their practical skills. Students will have the opportunity to design, plan, prepare and evaluate dishes of their choice, as part of their assessment practical lessons. The Year 9's will continue to explore ways in which food brings people together in their Cultural Canape and Gourmet Picnic Platter's tasks and the important role our senses play in critically evaluating the food we create.

Aims:

- To develop an understanding of how the sensory and functional properties of food influence design.
- To develop a competent level of understanding of how culture influences the food we eat.
- To demonstrate competency in time management and effective kitchen practices including mise en place.
- Ability to think critically about design decisions and show initiative in a practical setting.
- To develop an understanding of how similar ingredients can have vastly different outcomes as a result of ratios and cooking techniques and methods.
- To develop a basic understanding of the 5 senses and how these play a crucial role in our we

experience food. Students will seek valuable feedback from stakeholders and develop the ability to critically analyse the design process.

Examples of Content Covered:

- The Art of Bread Making- Exploring the technique of bread making through science and art principles.
- 15 Minute Meals- An opportunity for students to explore the Healthy Plate Model and how eating dinner as a family has positive benefits to health and wellbeing.
- Cultural Canapes- Students are given the opportunity to explore canape style food from around the world as they develop their understanding of safe food practice as part of a catering event.
- Al Dente!- Pasta Making- Students will explore how basic ingredients can be combined to make a variety of different pasta dishes. They will explore the history of pasta making and the key role different ingredients play in developing restaurant quality dishes.
- Outside the Box- Students will be given the opportunity to think critically and build on their design skills as they reimagine an average supermarket product and use it to solve a contemporary need within the food industry.
- Gourmet Picnic Platters- Students explore the many flavours and cooking techniques that make up a picnic platter such as fermentation, baking and dehydration of food products.

Digital Technologies

This course can be studied for one semester.

Aims:

- To develop a competent level of knowledge, understanding application in the fields of Information Technology and Computer Science
- To develop problem solving skills in a digital environment
- To develop computational thinking skills

Content:

- Creating a digital game: A digital gam can give students the opportunity to learn and refine their

object-orientated programming (OOP) skills which is a requirement at Year 9 and 10

- Augmented Reality: Plan and manage a group project that uses an augmented reality platform to create an augmented reality experience in response to a problem.
- Connected via Networks: Examine different types of networks, protocols and the role that software and hardware plays.
- Data Driven Innovation: Examine the way 'big data' is being used on a large scale to inform decision making.





ENDEAVOUR COLLEGE

85 Mawson Lakes Boulevard

Mawson Lakes SA 5085

T 8368 3311

E admin@endeavour.sa.edu.au

W www.endeavour.sa.edu.au

CRICOS 02402K