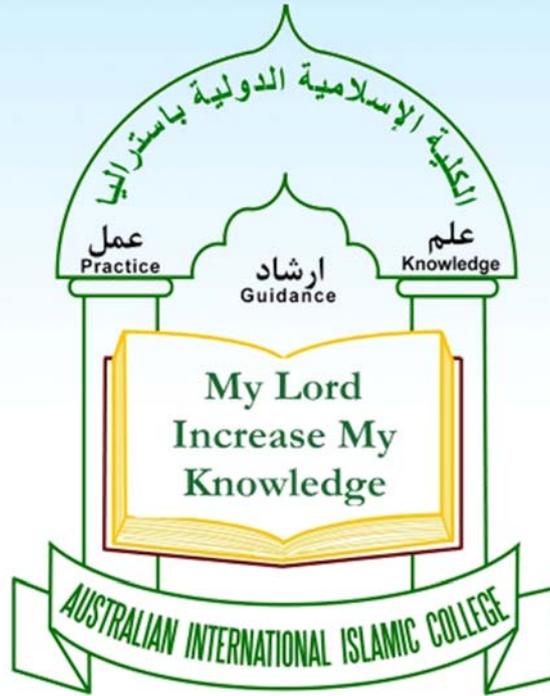


Australian International Islamic College

JUNIOR SECONDARY

HANDBOOK 2015



YEARS 7-10

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SCIENCE

RATIONALE

Science is the most rational form of human activity; it is diverse and exciting. It helps students to explore the physical and biological world around them. Science helps us to understand many things that have form part of daily life, for example, a healthy diet, a safe swimming pool, appropriate and safe car design and driving, and the wonders of the Earth and solar system. There are specific skills and processes that mark out Science as an intellectual and philosophical study. Science offers a way of attempting to understand and explain natural processes and events in a particular and rigorous way.

SCIENCE OUTCOMES

The outcomes of the Science Learning Area Statement are organised into two parts. The Working Scientifically outcomes address the skills of scientific inquiry and the ways people use scientific information. The Conceptual outcomes encompass distinctive scientific understandings, theories, ideas and knowledge, and draw from the traditional scientific disciplines.

WORKING SCIENTIFICALLY

Working scientifically comprises five outcomes: Investigating, Communicating Scientifically, Science in Daily Life, Acting Responsibly and Science in Society. Learning experiences will link the Working Scientifically outcomes with the development of scientific conceptual understandings.

INVESTIGATING

Students investigate to answer questions about the natural and technological world using reflection and analysis to prepare a plan; to collect process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.

COMMUNICATING SCIENTIFICALLY

Students communicate scientific understanding to different audiences for a range of purposes.

SCIENCE IN DAILY LIFE

Students select and apply scientific knowledge, skills and understandings across a range of contexts in daily life.

ACTING RESPONSIBLY

Students make decisions that include ethical consideration of the impact of the processes and likely products of science on people and the environment.

SCIENCE IN SOCIETY

Students understand the nature of science as a human activity.

Safety is an important issue in our science classrooms. We expect to be able to work in a safe environment, so we all need to be vigilant and aware of any hazards. We have a responsibility both to each other and ourselves. The implementation of safe practice is essential. For the well-being of all, students who are **not** able to act in a safe and responsible manner may be excluded from parts of the course.

EXPECTATIONS OF YEAR 7-10 SCIENCE STUDENTS

To help promote the learning and enjoyment of the Year 7-10 Science course it is important that each and every student tries to meet the following expectations:

During lessons:

- Be punctual and polite
- At the start of lessons, quickly open up to the previous lesson's work unless advised differently
- Be prepared by having the required materials and work available
- **All work must be kept in a Science file. It must be kept neat and in order! SEE NEXT PAGE!**
- **All work must be available for your teacher to be seen during all lessons...*don't leave it at home or in your locker!***
- Be safe by following laboratory rules & procedures. Always ask if you are unsure what to do!
- Work **co-operatively & productively** with others
- **Record homework details in your diary/note book each lesson**

Out of class:

- Maintain regular study of Science and keep up to date. Don't leave things until the last minute!
- Attempt all of the assigned homework.
- Establish a positive study environment: quiet, chair, desk, light, H₂O, correct books and materials.
- Keep your work organised, labelled and well ordered
- Complete homework on time
- Be responsible to find out and complete work missed due to absence
- Prepare for lessons with prior reading for the next lesson
- **Seek extra help if students need it from their teacher, as soon as they need it!**
- **Submit assessments on time! There is a penalty for late work.**

7-10 Science Australian Curriculum

Science Year Level Description

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the *Science Understanding* strand for

the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher. Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

Year 7 Science

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Science Achievement Standard

By the end of Year 7, students pose questions and apply scientific concepts to everyday problems and make general predictions based on their experiences. They plan procedures for investigations that take into account the need for fair testing and use equipment that improves fairness and accuracy. They communicate their observations and data clearly, summarise their data where appropriate, and suggest improvements to their methods. Students predict the effect of single changes on systems involving living things and suggest ways to classify organisms based on observable differences. They distinguish between pure substances and mixtures and plan appropriate methods to separate mixtures. They explain why some resources are not renewable and describe changes to water during the water cycle. They describe how unbalanced forces change the motion of objects and how changes in the position of objects in space cause other observable effects. They identify where science knowledge is used to propose solutions to problems and describe examples of where people use science in their work. They describe how evidence has led to an improved understanding of a scientific idea.

YEAR 8 SCIENCE

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Science Achievement Standard

By the end of Year 8 students investigate questions to reach conclusions consistent with scientific knowledge. They describe how science inquiry contributes to an understanding of the world. Student's measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of their results.

Students describe the structure and function of two different types of cells and describe the functioning of a major system in a multi-cellular organism. They compare physical and chemical changes and describe differences between substances using the particle theory. They describe examples of how different forms of energy cause change in simple systems. They describe a situation where scientific knowledge has been used to solve a real-world problem and demonstrate an awareness of how the application of science can affect people in different ways.

YEAR 9 SCIENCE

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Science Achievement Standard

By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society.

YEAR 10 SCIENCE

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by

applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Science Achievement Standard

By the end of year 10 students develop questions and hypotheses and independently design and carry out appropriate methods of investigation. When designing and undertaking investigations they take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

Students demonstrate an understanding of the scientific theories that explain the origin of the universe and the evolution of life on Earth. They use relationships between force, mass and acceleration to predict changes in the motion of objects. They explain the basis of the periodic table and use this organiser to distinguish between elements, and use knowledge of chemical change to predict the products of chemical reactions. They explain and predict how change, including that caused by human activity, affects the sustainability of systems at a local and global level. They describe factors that have guided scientific developments, predict how future applications of science and technology may affect people's lives, and evaluate information from a scientific perspective.

Content strands

| Science Understanding | Science as a Human Endeavour | Science Enquiry Skills |
|---|--|--|
| <p>Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations.</p> <p><u>Sub-strands</u></p> <ul style="list-style-type: none"> • Biological sciences • Chemical sciences • Earth and space sciences • Physical sciences | <p>This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving.</p> <p><u>Sub-strands</u></p> <ul style="list-style-type: none"> • Nature and development of science • Use and influence of science | <p>This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.</p> <p><u>Sub-strands</u></p> <ul style="list-style-type: none"> • Questioning and predicting • Planning and conducting • Processing and analysing data and information • Evaluating • Communicating |

What are the students of year 7 going to learn in Science?

Science Understanding

1. Biological Sciences:

There are differences within and between groups of organisms; classification helps organise this diversity. Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

2. Chemical Sciences:

Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques.

3. Earth and space Sciences:

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. Some of Earth's resources are renewable, but others are non-renewable. Water is an important resource that cycles through the environment?

4. Physical Science:

Change to an object's motion is caused by unbalanced forces acting on the object. Earth's gravity pulls objects towards the centre of the Earth.

Science as a Human Endeavour

5. Nature and development of science:

Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.

6. Use and influence of science:

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations. Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management. People use understanding and skills from across the disciplines of science in their occupations.

Science Enquiry Skills

7. Questioning and predicting:

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

8. Planning and conducting

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.

9. Processing and analysing data and information

Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate. Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.

10. Evaluating

Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifies improvements to the method. Use scientific knowledge and findings from investigations to evaluate claims.

11. Communicating

Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.

Assessment

Written: Collection of work

- graphs and tables
- labelled diagrams
- written explanations
- science journal entries
- reports

Written: Response to practical investigation

- Collaboratively plan and conduct a fair investigation to explore the use of friction in everyday situations.

Resources:

<http://www.australiancurriculum.edu.au/Year7>

What are the students of year 8 going to learn in Science?

Science Understanding

1. Biological Sciences:

Cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

2. Chemical Sciences:

The properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

3. Earth and space Sciences:

Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

4. Physical Science:

Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

Science as a Human Endeavour

1. Nature and development of science:

Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science knowledge can develop through collaboration and connecting ideas across the disciplines of science.

2. Use and influence of science:

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations. Science understandings influence the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management. People use understanding and skills from across the disciplines of science in their occupations.

Science Enquiry Skills

1. Questioning and predicting:

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

2. Planning and conducting:

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task.

3. Processing and analysing data and information

Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate. Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions.

4. Evaluating

Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifies improvements to the method. Use scientific knowledge and findings from investigations to evaluate claims.

5. Communicating

Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.

Assessment

Multimodal: Cells concept map

- Create a mind map (on paper or electronically) using a list of terms relating to the structure and function of plant and animal cells. This assessment can be written, cut and paste or electronic.

Written: Folio of work

- Written: supervised assessment with a focus on science understanding of reproduction
- Science journal: record research notes and entries about reproductive technologies
- Response to stimulus scientific literacy: revisit new understandings and apply them in a context of reproductive technologies.

Resources:

<http://www.australiancurriculum.edu.au/Year8>

What are the students of year 9 going to learn in Science?

Science Understanding

1. Biological Sciences:

Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.

2. Chemical Sciences:

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

3. Earth and space Sciences:

The theory of plate tectonics explains global patterns of geological activity and continental movement.

4. Physical Science:

Forms of energy can be transferred in a variety of ways through different mediums.

Science as a Human Endeavour

1. Nature and development of science:

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.

2. Use and influence of science:

People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions. Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities.

Science Enquiry Skills

1. Questioning and predicting:

Formulate questions or hypotheses that can be investigated scientifically.

2. Planning and conducting

Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.

3. Processing and analysing data and information

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies.

Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.

4. Evaluating

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems.

5. Communicating

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

Assessment

Written: Collection of work

- graphs and tables
- labelled diagrams
- written explanations
- science journal entries
- Practical reports.

Written: Response to practical investigation

- Plan and conduct a fair investigation to evaluate the nutritional content claims of MREs.

Resources:

<http://www.australiancurriculum.edu.au/Year9>

What are the students of year 10 going to learn in Science?

Science Understanding

1. Biological Sciences:

The transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

2. Chemical Sciences:

The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates.

3. Earth and space Sciences:

The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin the universe. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

4. Physical Science:

Energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

Science as a Human Endeavour

1. Nature and development of science:

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.

2. Use and influence of science:

People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions. Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities. The values and needs of contemporary society can influence the focus of scientific research.

Science Enquiry Skills

1. Questioning and predicting:

Formulate questions or hypotheses that can be investigated scientifically.

2. Planning and conducting

Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data.

3. Processing and analysing data and information

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Use knowledge of scientific concepts to draw conclusions that are consistent with evidence.

4. Evaluating

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems.

5. Communicating

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.

Assessment

Written: Supervised assessment

Constructed using:

- short-response items
- extended response items.

Focusing on knowledge and understanding of:

- properties and structures of matter
- patterns of interactions of matter
- representation of chemical reactions.

Multi-modal presentation: Non-experimental investigation

- Present a timeline and explanation of the significant evidence and people involved in the historical development of a scientific theory.

Resources:

<http://www.australiancurriculum.edu.au/Year10>

Why are you studying Science?

Science is everywhere in today's world. It is part of our daily lives, from cooking and gardening, to recycling and comprehending the daily weather report, to reading a map and using a computer. Advances in technology and science are transforming our world at an incredible pace, and our children's future will surely be filled with leaps in technology we can only imagine. Being "science literate" will no longer be just an advantage but an absolute necessity. We can't escape from the significance of science in our world.

What's in it for you?

You live in an advanced, highly technical world where the skills and knowledge we acquire will need frequent updating. To be a success and keep getting the best jobs and promotions in our constantly changing world, you will need to have a good set of skills that allows you to make the most of the challenges that lay ahead of you. Science can provide you with the necessary skills to analyse and thinking logically.

What are the possible career pathways?

As the basis of all scientific understanding, science is the ultimate common language. Studying science is about training you to think logically, solve problems and apply analytical approaches to complex situations. These skills are highly valued in the workplace and will allow you to kick-start a career in any field where problem-solving, analytical thinking and research is required, including mathematics, chemistry, physics, engineering, computing and the medicine.

Facilities in Science at AIIC

Australian International Islamic College is going to provide following facilities for the science students:

- Safety in Science classroom
- Professional teaching staff
- Brand new dry and wet chemical laboratory with modern equipments
- Latest technology
- Collaboration with different Universities for research work and
- Advise how to build up their scientific career in future

English

PURPOSE

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

EQUIPMENT

- Students are required to have the following equipment in every English lesson:
 - English notebook
 - Student diary
 - Blue, black and red pens
 - Ruler
 - Highlighters
 - Pencils
 - Sharpener
 - Eraser
 - A4 Display folder to store handouts

HOMEWORK

- Students are given homework in each lesson which is an extension of classroom activities. In most cases, the homework is due in the next lesson unless specified by the teacher.
- In addition, students will be assigned a worksheet each week from the English Rules! or Skillworks homework booklets. Students are given a pre-test of the spelling words before getting the worksheet and must complete a post-test of the same spelling words the following week. Check with your classroom teacher for the days when these homework sheets are distributed and collected.

STANDARDISED TESTING

- Students in Years 7 and 9 will be participating in the NAPLAN tests held in May. Students are prepared for these tests through the content of the English curriculum and through the homework sheets. More specific NAPLAN work (ie. practice tests) is also administered in the lead up to the tests.
- Five times a year, students will complete a language conventions test from the Oxford Big Ideas resource package. These tests are completed at the start of term one and then at the end of each term. The results of these tests will inform the teaching of the following term.
- Students will also participate in online diagnostic testing at least once a year. These tests are conducted through the Australian Council for Educational Research (ACER) and the results are used to map the progress of students across year levels. The data will then be used to inform and improve whole school pedagogy.

Students will study three units in the first semester and two units in the second semester. The English department have worked collaboratively to ensure continuity and increasing complexity across the junior secondary English curriculum.

YEAR 7

UNIT ONE: Creating Imaginative Worlds

In this unit students understand how narratives are written for certain purposes and audiences. They are able to identify some of the common patterns of language used in narratives and how to use these patterns to create particular responses in the readers.

Assessment:

- Oxford Big Ideas Language Conventions Test 1 (Formative/Diagnostic)
- Written Short Story – Seen Prepared Task (Productive Mode)

UNIT TWO: Can you persuade me?

Students investigate how persuasive text structures, language features and appropriate vocabulary shape meaning and influence others to understand a particular point of view.

Students compare a range of persuasive texts and explain how they are effective in influencing audiences.

Assessment:

- Oxford Big Ideas Language Conventions Test 2 (Formative/Diagnostic)
- Spoken Classroom Debate (Productive mode)

UNIT THREE: Alive with Poetry

Students develop an understanding of how protest poetry, songs and multimodal texts represent historical, cultural and social perspectives over time. Students use the ideas and perspectives in a text to create a transformation to a different text type.

Assessment:

- Oxford Big Ideas Language Conventions Test 3 (Formative/Diagnostic)
- Analysis of Poetry (Receptive Mode)

UNIT FOUR: Media and Film- Rabbit Proof Fence

In this unit, students will learn about the language and text of the media. By studying print, visual, multimodal texts, students will be able to learn how media uses language to entertain, inform and to persuade its audience.

Assessment:

- Oxford Big Ideas Language Conventions Test 4 (Formative/Diagnostic)
- Imaginative Written Task (Receptive Mode)

UNIT FIVE: Myths, Legends and Fairy Tales

In this unit, students draw conclusions about the ideas and issues in myth and legends from across the world. They interpret a written text dramatically, create a written script and represent a myth or legend as spoken text that will evoke a particular response from an audience.

Assessment:

- Oxford Big Ideas Language Conventions Test 5 (Formative/Diagnostic)
- Imaginative Classroom Performance (Productive)

YEAR 8

UNIT ONE: Alive with Horror!

In this unit, students will develop their imaginative writing skills through the genre of horror. They will examine and respond to horror fiction writing in narrative and visual texts.

Assessment:

- Oxford Big Ideas Language Conventions Test 1 (Formative/Diagnostic)
- Multi-modal text (Productive mode)

UNIT TWO: Crime and Punishment

Persuasive writing and speaking skills are addressed in this unit through exploring how heroes and villains are portrayed in texts. Students will respond to texts which have persuasive purposes.

Assessment:

- English Rules! 2 Test 1 (Formative)
- Oxford Big Ideas Language Conventions Test 2
- Oral presentation (Productive mode)

UNIT THREE: The World in Pictures

This unit will focus on the language features of visual texts. Students will analyse the ways in which authors communicate messages through visual forms.

Assessment:

- English Rules! 2 Test 2 (Formative)
- Oxford Big Ideas Language Conventions Test 3
- Written Assignment (Receptive mode)

UNIT FOUR: Children and War

Students will read and view texts (including one novel) which address the theme of 'Children and War'.

Assessment:

- English Rules! 2 Test 3 (Formative)
- Oxford Big Ideas Language Conventions Test 4
- Analytical Essay (Receptive mode)

UNIT FIVE: Humour and Satire

In this unit, students develop performance skills through the exploration of humour and satire. They will read, view and respond to humorous texts, satirical cartoons and stand-up comedians.

Assessment:

- English Rules! 2 Test 4 (Formative)
- Oxford Big Ideas Language Conventions Test 5
- Performance (Productive mode)

YEAR 9

UNIT ONE: Investigating Stories

In this unit, students will develop their imaginative writing skills in the form of short stories. Students will respond to short stories in a variety of genres.

Assessment:

- Oxford Big Ideas Language Conventions Test 1 (Formative/Diagnostic)
- Written Assignment (Productive mode)

UNIT TWO: Information and Persuasion

In this unit, students will investigate the differences between informative and persuasive texts. They will explore a variety of texts which commentate on issues such as social media.

Assessment:

- English Rules! 3 Test 1 (Formative)
- Oxford Big Ideas Language Conventions Test 2
- Oral presentation (Productive mode)

UNIT 3: Transformations

Students will investigate the journey of a transformation from one text type to another. They will respond to texts which have been transformed.

Assessment:

- English Rules! 3 Test 2 (Formative)
- Oxford Big Ideas Language Conventions Test 3
- Written Assignment (Receptive mode)

UNIT 4: Teen Worlds

Students will read and view texts (including one novel) which address the theme of 'Teen Worlds'.

Assessment:

- English Rules! 3 Test 3 (Formative)
- Oxford Big Ideas Language Conventions Test 4
- Analytical Essay (Receptive mode)

UNIT 4: Slam Poetry and Spoken Word

In this unit, students develop performance skills through the exploration of slam poetry and spoken word. They will view and respond to performances of poetry texts.

Assessment:

- English Rules! 3 Test 4 (Formative)
- Oxford Big Ideas Language Conventions Test 5
- Performance (Productive mode)

YEAR 10

UNIT ONE: Science Fiction – Science Versus Humanity

In this unit students develop an appreciation for the genre of science fiction by examining the earliest example of science fiction literature. Students will read Mary Shelley's *Frankenstein* as well as a range of other texts and films from modern times.

Assessment:

- Imaginative Writing Task
- Seen Analytical Essay under Exam Conditions
- Skillworks 4 Test 1

UNIT TWO: Visual, Digital and Multi-modal Texts

In this unit, students will respond to various forms of visual, Digital and multi-modal texts including political cartoons, newspaper photography, propaganda posters, advertisements, social media, websites etc. Students will also be required to create a multi-modal text in order to persuade and inform a wide audience.

Assessment:

- Feature Article in response to multi-modal texts
- Production and presentation of a multimodal advertisement
- Skillworks 4 Test 2

UNIT THREE: Travel Writing

In this unit, students are exposed to the ways in which language is used in the world of travel writing. They will gain an appreciation of how travel changes the perception an individual has of the world. Students will study a variety of texts including: travel memoirs, essays, guidebooks, reviews, articles, and even cookbooks or travel cooking shows.

Assessment:

- Group Spoken Task - Interview
- Skillworks 4 Test 3
- Oxford English 10 Test 1

UNIT FOUR: Perceptions and Prejudice

Students will explore themes of prejudice and perceptions through times and places. Themes explored will look at the affirmation of human goodness, overcoming adversity, appeal of childhood innocence. Students will conduct this study through close reading of a novel e.g. “To Kill a Mockingbird” by Harper Lee.

Assessment:

- Novel Study Workbook
- Analytical Essay – Unseen Question under Exam conditions
- Skillworks 4 Test 4

UNIT FIVE: The World of Shakespeare

Students will read and respond to a well known Shakespearean play. They will gain an understanding of the language, life and times of Shakespeare and the context of his major works.

Assessment:

- Analytical response to a selected scene
- Performance of a selected scene
- Skillworks 4 Test 5

Mathematics

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Mathematics Content Descriptions

| Year level | Number & algebra | Measurement & Geometry | & | Statistics & Probability |
|----------------|--|---|----|--|
| Year 7 | -Number and place value -Real numbers - Money and financial mathematics -Patterns and algebra -Linear and non-linear relationships | -Using units of measurement -Shapes -Location and transformation - Geometric reasoning | of | -Chance -Data representation and interpretation |
| Year 8 | -Number and place value -Real numbers - Money and financial mathematics -Patterns and algebra -Linear and non-linear relationships | -Using units of measurement -Geometric reasoning | of | -Chance -Data representation and interpretation |
| Year 9 | -Real numbers - Money and financial mathematics -Patterns and algebra -Linear and non-linear relationships | -Using units of measurement -Geometric reasoning -Pythagoras and trigonometry | of | -Chance -Data representation and interpretation |
| Year 10 | -Money and financial mathematics -Patterns and algebra -Linear and non-linear relationships | -Using units of measurement -Geometric reasoning -Pythagoras and trigonometry | of | -Chance -Data representation and interpretation |

Assessment

Written: Short response

Test:

- whole numbers, decimals and percentages
- straight-line graphing and calculations
- graphing on the Cartesian plane Substitution
- associative, commutative and distributive laws
- Straight-line geometry.

History

The *Australian Curriculum in Queensland* provides an overview of the Australian Curriculum learning area within the context of a Kindergarten to Year 12 approach.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and achievement standards.

YEAR 7 HISTORY

In Year 7, students will study the following in depth areas in Semester 1

| Historical Knowledge and Understanding | | | Historical Skills |
|---|--|---|---|
| <p>Overview</p> <p><i>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya)</i></p> | | | <p>Chronology, terms and concepts</p> |
|  | | | <p>Historical questions and research</p> |
| <p>Depth study 1 <u>Historians, archaeologists and the ancient past</u></p> <p>Students will focus on the following learning areas:</p> <ul style="list-style-type: none"> • Sources of information • Evidence based history | <p>Depth study 2 <u>The Mediterranean world</u></p> <p>In this elective unit, students will study Ancient Egypt and their area of study will include:</p> <ul style="list-style-type: none"> • Society • Religion • Politics • The rise, expansion and fall | <p>Depth study 3 <u>The Asian world</u></p> <p>Students will study Ancient India in this elective are and will develop their learning around:</p> <ul style="list-style-type: none"> • Geography of Ancient India • Early Indian Civilisations • Mauryan Empire • Significant Rulers | <p>Analysis and use of sources</p> <p>Perspectives and interpretations</p> <p>Explanation and communication</p> |

YEAR 8 HISTORY

In year 8, students will study the following in depth areas in Semester 1

| Historical Knowledge and Understanding | | | Historical Skills |
|---|---|---|--|
| <p>Overview</p> <p><i>Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca)</i></p> | | | |
|  | | | |
| <p>Depth study 1 <u>The Western and Islamic World</u></p> <p>Students will study Medieval Europe and will focus on the following learning areas:</p> <ul style="list-style-type: none"> • Society • Religion • Politics | <p>Depth study 2 <u>The Asia-Pacific World</u></p> <p>Students will study Japan under the Shoguns in this elective in depth study focusing on:</p> <ul style="list-style-type: none"> • Ancient and classical Japan • Japanese society • Beliefs and values • Art and artisans | <p>Depth study 3 <u>Expanding Contacts</u></p> <p>Students will study The Black Death addressing the following learning areas:</p> <ul style="list-style-type: none"> • Living conditions and medical science • Religion • Society in the 14th century | <p>Chronology, terms and concepts</p> <p>Historical questions and research</p> <p>Analysis and use of sources</p> <p>Perspectives and interpretations</p> <p>Explanation and communication</p> |

YEAR 9 HISTORY

In year 9, students will study the following in depth areas in Semester 1

| Historical Knowledge and Understanding | | | Historical Skills |
|---|--|--|---|
| <p>Overview</p> <p><i>Overview content identifies important features of the period (1750-1918) in the making of the modern world.</i></p> | | | <p>Chronology, terms and concepts</p> |
|  | | | <p>Historical questions and research</p> |
| <p>Depth study 1 <u>Making a Better World?</u></p> <p>In this elective area of study the year 9 students will be studying The Industrial Revolution, focusing on technology and progress as well as how The Industrial Revolution has had an impact on people.</p> | <p>Depth study 2 <u>Australia and Asia</u></p> <p>The area of study that students will be studying in this in depth unit is Making a Nation, focusing on Colonisation and conflict from colonies to nationhood.</p> | <p>Depth study 3 <u>World War I</u></p> <p>Students will be studying the following areas in WW1:</p> <ul style="list-style-type: none"> • The causes of WW1 • The world at war • Australians and WW1 • Aftermath of WW1 | <p>Analysis and use of sources</p> <p>Perspectives and interpretations</p> <p>Explanation and communication</p> |

YEAR 10 HISTORY

In year 10, students will study the following in depth units in Semester 1

| Historical Knowledge and Understanding | | | Historical Skills |
|--|---|--|---|
| <p>Overview</p> <p><i>Overview content identifies important features of the Modern World and Australia for the period 1918 to the present.</i></p> | | | <p>Chronology, terms and concepts</p> |
|  | | | <p>Historical questions and research</p> |
| <p>Depth study 1 <u>World War II</u></p> <ul style="list-style-type: none"> • Overview • Causes • Australians involvement in WW2 | <p>Depth study 2 <u>Rights and Freedoms</u></p> <ul style="list-style-type: none"> • Indigenous History • Land Rights • Struggle for Equity | <p>Depth study 3 <u>The Globalising World</u></p> <p>The elective area that students will focus on in this in depth area</p> <ul style="list-style-type: none"> • Post war Australia • Fashion • Sport • Film and TV • Continuity and Change | <p>Analysis and use of sources</p> <p>Perspectives and interpretations</p> <p>Explanation and communication</p> |

The content descriptions at each year level set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. They do not prescribe approaches to teaching.

In History, the content descriptions are organised using two interrelated strands:

- **Historical Knowledge and Understanding** provides the contexts or focuses for historical inquiries and for developing historical understanding through the Historical Skills.
- **Historical Skills** focus on processes. Historical Skills have been described in bands of schooling (over three years at Foundation to Year 2 and at two-year intervals in subsequent year levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Geography

1. In 2014, Queensland schools will teach, assess and report using the P–10 Australian Curriculum: Geography.

In Geography, the content descriptions are organised in two strands that are taught in an integrated manner.

The *Geographical Knowledge and Understanding* strand describes the knowledge and understanding, or the ‘what’ of Geography. It provides focus for geographical inquiries and a context for the development of the geographical concepts, place, space, environment, interconnection, sustainability, scale and change. Geographical Knowledge and Understanding is developed year-by-year.

The *Geographical Inquiry and Skills* strand describes the skills, or the ‘how’ of Geography. Geographical inquiry is a process by which students learn about and deepen their understanding of Geography. Following Foundation, *the Geographical Inquiry and Skills* strand has common content descriptions across two years.

YEAR 7 GEOGRAPHY

In year 7 students will study 2 units:

1. **Water in the world**

- a. The classification of [environmental resources](#) and the forms that water takes as a resource
- b. The ways that flows of water connect places as it moves through the [environment](#) and the way this affects place
- c. The quantity and variability of Australia’s water resources compared with those in other continents
- d. The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa
- e. The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia [region](#)
- f. The causes, impacts and responses to an atmospheric or hydrological hazard

2. **Places and liveability**

1. The factors that influence the decisions people make about where to live and their perceptions of the [liveability](#) of places
2. The influence of accessibility to services and facilities on the [liveability](#) of places
3. The influence of [environmental quality](#) on the [liveability](#) of places
4. The influence of [social connectedness](#), community identity and perceptions of crime and safety on the [liveability](#) of places
5. The strategies used to enhance the [liveability](#) of places, especially for young people, including examples from Australia and Europe

YEAR 8 GEOGRAPHY

In year 8 the following units will be covered in Semester 2

1. Unit 1 Landforms and landscapes

- The different types of landscapes and their distinctive [landform features](#)
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander People
- The geomorphic processes that produce landforms, including a case study of at least one [landform](#)
- The human causes and effects of [landscape](#) degradation
- The ways of protecting significant landscapes
- The causes, impacts and responses to a geomorphological hazard

2. Unit 2: Changing nations

- The causes and consequences of [urbanisation](#), drawing on a study from Indonesia, or another country of the Asia [region](#)
- The differences in [urban concentration](#) and urban settlement patterns between Australia and the United States of America, and their causes and consequence
- The reasons for and effects of [internal migration](#) in Australia
- The reasons for and effects of [internal migration](#) in China
- The reasons for and effects of international migration in Australia
- The management and planning of Australia's urban future

YEAR 9 GEOGRAPHY

In year 9 students will study the following units:

1. Unit 1: Biomes and food security

- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- The human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations
- The environmental, economic and technological factors that influence crop yields in Australia and across the world
- The challenges to food production, including [land and water degradation](#), shortage of fresh water, competing land uses, and [climate change](#), for Australia and other areas of the world
- The capacity of the world's environments to sustainably feed the projected future population to achieve food security for Australia and the world

2. Unit 2: Geographies of interconnections

- The perceptions people have of [place](#), and how this influences their connections to different places
- The way transportation and information and communication technologies are used to connect people to services, information and people in other places

- The ways that places and people are interconnected with other places through trade in goods and services, at all scales
- The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia
- The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

YEAR 10 GEOGRAPHY

In year 10, students cover the following units in semester 2

1. Unit 1: Environmental change and management

- The human-induced environmental changes that challenge [sustainability](#)
- The environmental worldviews of people and their implications for environmental management
- The Aboriginal and Torres Strait Islander Peoples’ approaches to [custodial responsibility](#) and environmental management in different regions of Australia
- The application of [human-environment systems thinking](#) to understanding the causes and likely consequences of the environmental [change](#) being investigated
- The application of geographical concepts and methods to the management of the environmental [change](#) being investigated
- The application of environmental economic and social criteria in evaluating management responses to the change

2. Unit 2: Geographies of human wellbeing

- The different ways of measuring and mapping [human wellbeing](#) and [development](#), and how these can be applied to measure differences between places
- The reasons for [spatial variations](#) between countries in selected indicators of human wellbeing
- The issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or [region](#) in Africa, South America or the Pacific Islands
- The reasons for and consequences of spatial variations in human wellbeing on a regional [scale](#) within India or another country of the Asia [region](#)
- The reasons for and consequences of spatial variations in human wellbeing in Australia at the [local](#) scale
- The role of international and national government and non-government organisations’ initiatives in improving [human wellbeing](#) in Australia and other countries

Business Studies

Business Studies is offered to students from years 7 to 10 in the Junior Secondary College.

How does Business Studies affect our daily lives?

Business activity affects the daily lives of all Australians as they work, spend, save, and invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise.

Business refers to enterprising endeavours undertaken to meet human needs and wants. Business, economic and legal activity impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

THESE CHALLENGES MAY INCLUDE:

- Participating as an active and responsible citizen in business environments in response to individual, group, local, national and global needs
- Making consumer decisions to meet the needs and wants of self and others
- Managing scarcity of resources to meet the necessary business, economic and legal requirements for sustainability
- Entering into contractual agreements and managing personal finances, investments and records.
- Owning or managing a business, enterprise or venture.

Why should students study Business Studies?

Business Studies is important for students in the later years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances make decisions about goods and services, and acquire legal rights and responsibilities as citizens. Students studying Business will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

The ways in which wealth and income in a society are distributed depend on the types of **business, economic and legal systems** in place. The nature of an economic system affects basic decisions about what to produce, how to produce it and how to allocate the proceeds of production. Businesses are influenced and regulated by the economic system. Understandings of economics contribute to socially responsible and informed decision making within a dynamic economy.

Business practices continue to evolve. *Information procedures* and information and communication technologies (ICTs) impact upon the ways people do business — for example, the ways that people interact, communicate trade and manage records. ICTs can be used to enhance business activities and produce high-quality outcomes.

Individuals, groups and organisations use business practices to achieve their goals. Business practices refer to the ways people work in business environments. Business practices involve the use of innovation, entrepreneurial creativity, strategic planning, management, marketing, communication and ICTs to create successful *enterprises and ventures*. The changing nature of work will require individuals to work in new ways and in diverse *work environments*.

Year 10 Units and topics to be covered by end of the year

Unit: Consumers

- Consumer Choice
- Promoting and Selling
- Travel
- Towards Independence

Unit: Finance and the Economy

- Personal Finance
- Investing
- E- Commerce
- Our Economy
- Global Links

Unit: Work and Enterprise

- Employment Issues
- Running a Business

Unit: Politics and the Law

- Law and Society
- Law in Action
- Political Involvement
- Community Participation

Technologies

Rationale

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Aims

Technologies aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, components, tools and equipment – when designing and creating solutions
- critique, analyse and evaluate problems, needs or opportunities to identify and create solutions.

At AICC the students are taught the following subject:

Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

Topics include: **Digital Citizenship; Internet; Desktop Publishing; Digital Graphics; Web Design; Film Making; Animation; Programming; Word Processing; Spreadsheets; Databases; and Multimedia.**

YEAR 7 AND 8 TECHNOLOGIES (ICT)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 8 students will have had the opportunity to create designed solutions at least once in Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

YEAR 9 AND 10 TECHNOLOGIES (ICT)

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 10 students will have had the opportunity to design and produce at least two designed solutions focused on Materials and technologies specialisations. Students should have opportunities to experience creating designed solutions for products, services and environments.

In Year 9 and 10 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Business

Year 7–10 curriculum focus is on:

During these years, students begin to see themselves as active members in community, business and economic life, and are often concerned about and further develop their awareness of local, national, regional and global social and environmental issues.

Specific economics and business skills in Years 7–10 emphasise interpretation and analysis of economic and business data and/or information, economic reasoning and decision making, the application of concepts to new situations, drawing conclusions based on evidence, the communication of these conclusions in different formats, and reflecting on the consequences of economic and business decisions.

Achieved standards by the following year levels:

Year 9

By the end of Year 9, students [explain](#) the role of the Australian economy in allocating and distributing resources, and [analyse](#) the interdependence of participants in the global economy. They [explain](#) the importance of managing financial risks and rewards and [analyse](#) the different strategies that may be used. They [explain](#) why businesses seek to create a competitive advantage and [evaluate](#) the strategies that may be used. Students [analyse](#) the roles and responsibilities of participants in the workplace

When researching, students [develop](#) questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and [analyse](#) relevant data and information from different sources to answer questions, [identify](#) trends and [explain](#) relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They [apply](#) economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students [develop](#) and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They [analyse](#) the effects of economic and business decisions and the potential consequences of alternative actions.

Year 10

By the end of Year 10, students [explain](#) why and how governments manage economic performance to improve living standards. They provide explanations for variations in economic performance and standards of living within and between economies. They [analyse](#) factors that influence major consumer and financial decisions and [explain](#) the short- and long-term effects of these decisions. They [explain](#) how businesses improve productivity and [respond](#) to changing economic conditions. Students [evaluate](#) the effect of workforce management on business performance.

When researching, students [develop](#) questions and formulate hypotheses to frame an investigation of an economic or business issue or event. They gather and [analyse](#) reliable data and information from different sources to [identify](#) trends, [explain](#) relationships and make predictions. Students generate alternative responses to an issue, taking into account multiple

perspectives. They use cost-benefit analysis and appropriate criteria to propose and [justify](#) a course of action. They [apply](#) economics and business knowledge, skills and concepts to familiar, unfamiliar and complex hypothetical problems. Students [develop](#) and present evidence-based conclusions and reasoned arguments incorporating different points of view. They use appropriate texts and subject-specific language, conventions and concepts. They [analyse](#) the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

Topics to be covered:

Unit 1: Managing financial responsibilities, risks and rewards

Unit 2: Competing as a business in the global economy

Unit 3: Managing economic performance and standard of living

Unit 4: Improving business productivity

Types of assessments:

- Examinations (short response tests, case studies)
- Multimodal presentations
- Projects

In years 7–10 the curriculum focus is on:

During these years of schooling, students typically develop a broader awareness of and concern with civics and citizenship issues. Students are developing their capacities to think, act and engage with more abstract concepts, follow more complex explanations, and challenge and debate ideas. Students develop increasing independence in critical thinking and skill application. They further develop their awareness of global, regional, national and community issues and have a broader awareness of individual and group civic identity, the rights and responsibilities of being a citizen, and how citizens can influence governments.

Through the civics and citizenship curriculum, in Years 7 and 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. Students also learn about the diversity of Australian society and the importance of a national identity. In Years 9 and 10 students develop their understanding of how Australia's democracy operates and enables change, the key features and role of the court system and a critical perspective on the influence of the media, including social media, within society. Students develop an understanding of Australia's roles and responsibilities at a global level and its international legal obligations. Students learn about the values and practices that enable a resilient democracy to be sustained.

Year 7 level descriptors are:

The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian [Constitution](#) and how its features, principles and values shape Australia's [democracy](#). They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's [secular](#) system of government supports a diverse society with shared values.

The [civics](#) and [citizenship](#) content at this year level involves two strands: [civics](#) and citizenship knowledge and understanding, and [civics](#) and [citizenship](#) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' [civics](#) and [citizenship](#) knowledge, understanding and skills at this year level is provided by the following **key questions**:

- How is Australia's system of democratic government shaped by the [Constitution](#)?
- 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

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their [democracy](#). Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national [identity](#).

The [civics](#) and [citizenship](#) content at this year level involves two strands: [civics](#) and citizenship knowledge and understanding, and [civics](#) and citizenship skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' [civics](#) and [citizenship](#) knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What are the freedoms and responsibilities of citizens in Australia's [democracy](#)?
- How are laws made and applied in Australia?

What different perspectives are there about national [identity](#)?

Year 9

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, [media](#) and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian [law](#). Students also examine global connectedness and how this is shaping contemporary Australian society.

The [civics](#) and [citizenship](#) content at this year level involves two strands: [civics](#) and [citizenship](#) knowledge and understanding, and [civics](#) and [citizenship](#) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' [civics](#) and [citizenship](#) knowledge, understanding and skills at this year level is provided by the following **key questions**:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Year 10

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students

examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

The [civics](#) and [citizenship](#) content at this year level involves two strands: [civics](#) and [citizenship](#) knowledge and understanding, and [civics](#) and [citizenship](#) skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' [civics](#) and [citizenship](#) knowledge, understanding and skills at this year level is provided by the following **key questions**:

- How is Australia's [democracy](#) defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?

What are the features of a resilient [democracy](#)?

(Extracted from QCAA website)

Types of assessments in Civics:

- Examinations (short response tests, case studies)
- Assignments/projects
- Multimodal presentations
- Group work and presentations

Health & Physical Education

| YEAR LEVEL | YEAR OVERVIEW | THEORY TOPICS | PRACTICAL |
|---------------|--|--|---|
| Year 7 | Students use their interests in health and physical activity to explore how the dimensions of health are interrelated and are influenced by the interaction of personal, social, cultural and environmental factors. They understand how to promote health and wellbeing, active engagement in physical activity and enhance personal development. They recognise people who work in occupations related to health, physical activity and personal development. Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to promote health and wellbeing, movement capacities and personal development of individuals, groups and communities. They reflect on their learning and ways to capitalise on the benefits of positive influences on their health and wellbeing. | <u>TERM 1</u> ACCIDENTS, SAFETY AND RISK TAKING (10 weeks) FIRST AID <u>TERM 2</u> LIFE BE IN IT -diet and lifestyle <u>TERM 3</u> BULLYING <u>TERM 4</u> BODY IMAGE AND SELF-ESTEEM | Soccer Cross Country Athletics Touch football AFL Netball Basketball Badminton Speedminton Softball Cricket Hockey |
| Year 8 | Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and | <u>TERM 1</u> Sociology of Sport My Fitness <u>TERM 2</u> Smoking <u>TERM 3</u> You Are What You Eat <u>TERM 4</u> Resilience | Soccer Fitness Testing Cross Country Athletics Touch Football Badminton AFL/Gaelic Football Volleyball |
| Year 9 | Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Students use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and | <u>TERM 1</u> Good Health, Good Habits <u>TERM 2</u> Barriers to Participation Health & Illness in Australia <u>TERM 3</u> Body Systems and Energy <u>TERM 4</u> Nutrition for Physical Activity | Soccer Cross Country Athletics Touch Football AFL Netball/Basketball Handball Ultimate Frisbee Softball Cricket Badminton |

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|----------------|---|---|--|
| | personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts. | | |
| Year 10 | <p>The overarching goals for HPE in Year 10 are for students to:</p> <p>individually and collaboratively make decisions, apply skills and take action to promote and advocate their own and others' health and safety</p> <p>enhance their own and others' participation and performance in physical activity through acquiring, applying and evaluating movement skills, concepts and strategic awareness</p> <p>develop and refine personal and interpersonal skills and strategies to promote positive relationships</p> <p>reflect on how physical, social, cultural and environmental factors influence a person's health, physical activity and personal development.</p> | <p><u>TERM 1</u> Anatomy & Skill Acquisition</p> <p><u>TERM 2</u> Fitness First (training principles, methods & energy systems)</p> <p><u>TERM 3</u> Diet Analysis</p> <p><u>TERM 4</u> Health & Illness In Australia</p> <p>Drugs in Sport</p> | <p>Soccer</p> <p>Cross Country</p> <p>Athletics</p> <p>General Fitness/gym</p> <p>AFL/Gaelic Football</p> <p>Touch Football</p> <p>European Handball</p> |

English as a Second Language (ESL):

We will focus on preparing students for life situations by improving their understanding of basic life skills using the resources we have and real life situations. Students will cover topics that include Time, Body and Health, Animals, Colors, Personal Identification and the Classroom Situation. They will learn skills like recognizing sounds, reading sight words, reading appropriate books, handwriting and many more classroom activities that will help them with the transition into the classroom learning environment and life in Australia.

Students will also be given time to participate in HPE/Sport, ICT, Islamic, Quran, Arabic and Home economics. Students are not required to complete assessment but will be graded in ESL classes using the NLLIA ESL Band scales and DELTA testing. Students are welcome to participate in testing for experience.

NLLIA Band scales include

- ***Listening and Speaking***
- ***Reading***
- ***Writing***

Being able to interact in society is very important. In Learning Support and ESL we also focus on the social aspect of life and encourage our students to mingle with their peers so they can establish friends and will communicate with students of their age group. They are given opportunities to mingle in ESL too.

General:

We always welcome volunteers to come in and assist in our learning support unit so see one of the Learning Support Team and we can accommodate you easily.

Keep watch in the school newsletter for updates and support.

We will be issuing ESL learners with a simple homework task every week to be checked when they bring it back completed.

If you are able to provide you child with an English translation dictionary, please do so.

Do you need more information?

Please contact:

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