

2024

RIVERMOUNT COLLEGE



SUBJECT INFORMATION HANDBOOK
STUDENTS ENTERING YEAR 7 AND YEAR 8

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FOREWORD

Young adolescents, in the middle years of their development, experience a range of significant physical, cognitive, emotional, social and moral changes. During puberty, young adolescents also experience more hormonal fluctuations than at any other period in their life. The sequence of physical change is generally similar from one person to another, although the onset, rate, and timing of these changes are highly individual, often creating stress and feelings of insecurity for the adolescent.

Recent clinical research also indicates that changes to brain and cognitive developments peak during this period. Apart from the first five years of life, at no other time does the capacity and functioning of the brain undergo such an overhaul. This change affects the learning ability of young adolescents and their success in managing the emotional, social and moral challenges of this stage.

At Rivermount College we recognise the significance of this crucial stage of development and the importance of providing a challenging curriculum within a supportive learning environment. Our teachers work collaboratively to ensure that recognised practices associated with this phase of learning enhances the quality of education for all students. This is achieved by using a variety of curriculum, pedagogical and assessment strategies including:

- Cooperative learning and collaborative teaching
- Emphasis on strong teacher-student relationships through contact with a number of teachers and a consistent student cohort
- Authentic and reflective assessment with high expectations
- Higher order thinking strategies

In developing a challenging and rewarding curriculum, the College has identified the following key needs that underpin curriculum planning and development.

- providing students with a clear identity and purpose
- guiding students in the development of positive relationships and strategies for dealing with peer pressure
- empowering students to actively engage in the learning process and to experience success across the curriculum
- providing a rigorous but safe academic program
- setting clear boundaries and expectations for students
- assisting students to constructively use time
- providing rich learning tasks which are multi-disciplinary and have explicitly stated outcomes
- clearly focussing on students gaining mastery of core competencies, especially in the realm of literacy and numeracy
- aiding students to become autonomous learners
- providing students with time for reflection

CURRICULUM FRAMEWORK

Year 7 and 8

In addition to the Key Learning Areas of English, Mathematics, Science, Humanities, Health and Physical Education and Christian Studies, students in Year 7 and 8 also have the opportunity to study and experience a wide range of specialist subjects. These subjects are taught by specialist teachers and utilise specialist facilities including Science Laboratories, Technology Centre, Home Economics Laboratories, Language Rooms, and Visual Art, Music, Dance and Drama Studios.

Year 7 and 8 students will study:

- English
- Mathematics
- Science
- Humanities (History, Geography and Civics and Citizenship)
- Business
- Health and Physical Education
- Christian Studies
- Technology (including Design, Engineering, Digital Solutions and Home Economics)
- The Arts (including Visual Art, Dance, Drama and Music)
- LOTE (Japanese)

Year 9

All Year 9 students will study the following subjects:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">▪ English▪ Mathematics▪ Science▪ Humanities▪ Health and Physical Education▪ Christian Studies | } | Core/Compulsory
Key Learning Areas |
|--|---|---|

These core subjects enable all students to keep their options open for any future study. These subjects are seen to be of value to all students and combined with their elective choices, provide a well-balanced education for students.

In addition, students study three (3) subjects from the following list:

- Business
- Dance
- Design
- Digital Solutions
- Drama
- Engineering
- Home Economics
- Music
- Visual Art
- Japanese

These subjects will be offered, provided that there is adequate interest to warrant including the subject in the timetable. To enable the College to determine the various choices to be provided, students are asked to select five (5) subjects in order of preference from the above list.

	Middle Phase of Learning				Senior Phase of Learning (Units 1, 2, 3&4)	
KLAs	7	8	9	10	11	12
English	English				English or <i>Essential English</i>	
Mathematics	Mathematics				Mathematical Methods or General Mathematics or <i>Essential Mathematics</i>	
Science	Science				(4 Elective subjects) Biology Chemistry Physics Specialist Mathematics	
Humanities	Humanities		History		Ancient History Business Geography Legal Studies Modern History	
	(3 Elective subjects) BusinessBusiness					
Technology	Rotations of each subject Digital Solutions Design Engineering Home Economics		Digital Solutions Design Engineering Home Economics		Digital Solutions Design Engineering <i>Industrial Technology</i> <i>Industrial Graphics</i>	
Arts	Rotations of each subject Dance Drama Music Visual Art		Dance Drama Music Visual Art		Dance Drama Film TV and New Media Music Visual Art Music Extension (Units 3&4)	
LOTE	Japanese (compulsory)		Japanese		Japanese	
PE	Health & Physical Education				Health Physical Education	
Other	Personal and Social Capability					

SUBJECT SELECTION

The choice of subjects is an important educational decision, as it can influence the continuation of or development of new skills and interests. Appropriate course selection increases student enjoyment of school. It is important to consider factors in two general areas:

- a) the student
- b) the subjects offered

THE STUDENT

Parents and students should consider the following:

Achievement Levels: Students are advised to choose subjects that they enjoy and in which they should be able to achieve personal success. The results gained across subjects in prior years are one of the important indicators in choosing subjects.

Interests/Aptitude: Personal success and/or satisfaction with a subject is highly correlated with interest and enjoyment in a subject. A student's 'best' subjects are normally those in which he/she is interested and enjoys. Many students also have special talents in some areas e.g., good with their hands, art, music, foreign languages or an appreciation of people, places and events.

Ambition: Most students of this age do not have specific career aspirations, nor do they need to, so the best idea is to choose subjects that keep most options open. If there are specific career aspirations, it would be worth discussing with the Careers Coordinator which subjects could best lead to those particular careers. More definite choices leading to possible career pathways can be made as students approach the end of Year 9.

THE SUBJECTS

At Rivermount College the subjects are divided into two categories – core or compulsory subjects and elective subjects. The core subjects are the essential Australian Curriculum requirements and compulsory pre-requisites for future study and pathways in the Senior Phase of Learning. When selecting elective subjects, a detailed look at the assessment and requirements of each subject may assist in making a decision.

Remember that subjects such as Design, Engineering, Dance, Music and Languages in the Senior years can benefit from previous study. It is important that both parents and students read all the relevant subject descriptions in this booklet thoroughly before any subject choice is made.

Although this handbook outlines the subjects traditionally offered, The College reserves the right to withdraw subject offerings dependent upon student interest. More detailed information about courses and/or subjects can be obtained from:

- Dean of Middle School
- Head of Curriculum
- Careers Advisor
- Heads of Department/Subject Coordinators
- Subject Teachers

1 TO 1 LAPTOP PROGRAM

The Rivermount College 1 to 1 Laptop Program is a **compulsory** program for students which allows students the opportunity to use consistent laptops and associated software during lessons to further aid in the educational process. This allows for efficient access to information and development of associated skills.

Students commencing in Year 7, 8 and 9 will be provided with a laptop inclusive of the software and licences required to undertake the suite of subjects on offer. The laptop will be provided for a period of 3 years for Year 7 students and 2 years for Year 8 students, upon which time an updated device will be issued to continuing students, in Year 10.

Having a uniformed device that students can use with confidence enables greater support from teachers to achieve advanced learning outcomes. The laptops will receive unlimited help desk services provided by the College for the duration of the program. The costs associated with this program can be accessed through Parent Lounge, as well as the Administration Office.

ENGLISH

COURSE OUTLINE

The English course is built around the three interrelated strands of Language, Literature and Literacy. The general aim is to teach students how to develop their capacity to use language appropriately and effectively in a variety of contexts and genres. This is achieved by developing their understanding of how language works and encouraging an appreciation of language and its use.

During Year 7 and 8 several novels will be studied in depth. These include *Barrumbi Kids*, *Us Mob Walawurru* and *Trash*. As part of their studies, students will examine elements such as plot, theme, characters and setting and produce a wide range of genre types.

Sample Units

Year Level	Unit	Unit Description
Year 7	Narrative	Students explore all aspects of narrative writing, including plot, setting, character, conflict and theme.
Year 7	Poetry	Students analyse a range of poetry. They also have the opportunity to write poetry in different styles.
Year 8	Informative Writing	Students learn how to produce informative writing and how to adapt their writing to a specific target audience.
Year 8	Podcasts	Students examine the podcast genre and learn how to create a podcast based on their novel study.

Units of work are assessed through a variety of written, spoken and multimedia tasks. With written pieces, there is a balance between assignment-based tasks, in-class assessments and examinations.

The remainder of the English program focuses on grammatical and language development skills. To assist with their learning, students make use of *Writer's Toolbox*, an online platform that helps students to develop their writing and comprehension skills.

The Australian Curriculum achievement standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of each year.

ASSESSMENT

Students are assessed using the following criteria based on the Australian Curriculum v9.0:

Listening, speaking and creating

Reading and viewing

Writing and creating

MATHEMATICS

The Australian Curriculum: Mathematics syllabus focuses on the nature and application of Mathematics in the world around us. The subject investigates the applications of Mathematics in real-life situations, and the use of Mathematics in problem solving.

Australian Curriculum: Mathematics is organised into two sets of strands. Proficiency strands describe the skills, or 'how', of Mathematics and content strands describe the knowledge and understanding, or 'what', of Mathematics.

Proficiency strands			
Understanding	Fluency	Problem Solving	Reasoning

Content strands					
Number	Algebra	Measurement	Space	Statistics	Probability

Natural connections exist between the content of these strands; for example, *Number and Algebra* build on an understanding of number systems and the properties of operations to describe relationships and formulate generalisations. *Statistics and Probability* have strong connections that rely on and build upon the important links between them. *Measurement* relates not only to *Space* but is foundational to all strands, enhancing their practical relevance. Combined with *Number*, it provides a means to quantify, compare, communicate and make meaning of situations.

The 6 content strands also specify content aimed at progressively developing students' knowledge and use of mathematical, statistical and computational thinking through the processes of mathematical modelling, computational thinking, statistical investigation, probability experiments and simulations.

Years 7 to 9 Rivermount College

Years 7 to 9 students will follow a common course based on the syllabus. All students in a particular year group will be assessed using the same items.

COURSE OUTLINE – YEAR 7

By the end of Year 7, students represent natural numbers in expanded form and as products of prime factors, using exponent notation. They solve problems involving squares of numbers and square roots of perfect square numbers. Students solve problems involving addition and subtraction of integers. They use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies. Students choose between equivalent representations of rational numbers and percentages to assist in calculations. They use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios, in financial and other applied contexts, justifying choices of representation. Students use algebraic expressions to represent situations, describe the relationships between variables from authentic data and substitute values into formulas to determine unknown values. They solve linear equations with natural number solutions. Students create tables of values related to algebraic expressions and formulas, and describe the effect of variation.

They apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons. Students use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems. They describe the relationships between the radius, diameter and circumference of a circle. Students classify polygons according to their features and create an algorithm designed to sort and classify shapes. They represent objects two-dimensionally in different ways, describing the usefulness of these representations. Students use coordinates to describe transformations of points in the plane.

They plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Students interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. They decide which measure of central tendency is most suitable and explain their reasoning. Students list sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. They conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results.

COURSE OUTLINE – YEAR 8

By the end of Year 8, students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.

ASSESSMENT

Each semester students in Years 7 and 8 are assessed with examinations and problem-solving and modelling tasks. The examinations cover two topics at a time and are held during class. The problem-solving and modelling tasks, which are completed as classwork, are practical and open ended in nature.

Students are assessed using the following criteria:

Understanding: The ability to demonstrate, adapt and transfer knowledge and make connections between related concepts, facts and procedures.

Fluency: The ability to use specific techniques, strategies and processes. The ability to demonstrate application of mathematical processes to generate solutions and check for reasonableness.

Problem Solving: The ability to make choices, interpret, formulate, model and investigate problem situations and communicate solutions effectively.

Reasoning: Analysing, proving, evaluating, explaining, inferring, justifying and generalising.

SCIENCE

COURSE OUTLINE

Years 7 and 8 provide a firm grounding in a variety of scientific disciplines from which students are shown how to investigate the universe in which we live. Year 9 progresses on from this developmental stage to specialise more in specific areas of Science.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, the contribution Science to our culture and society and its applications in our lives. The curriculum allows students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

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.

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.

Three Interrelated Science Strands

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. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. This strand provides the content through which the key ideas of science and skills are developed within contexts appropriate to the learners. It is split into four sub-strands; Biological, Chemical, Earth and Space and Physical sciences.

Science Inquiry Skills: aims to train students to formulate questions that can be investigated scientifically through well conducted investigations. Students will experience appropriate methods and equipment to investigate these questions both in the laboratory and in the field, and then process and analyse that data and communicate this data to an appropriate audience.

Science as a Human Endeavour: shows students that scientific models have developed over long periods of time, often through the influence of significant individuals. Students will also learn that while science can create solutions to problems, an increased knowledge, understanding and control of our world may create moral issues that need to be considered.

Topics covered

Year 7

SEMESTER ONE	SEMESTER TWO
Laboratory Work and Investigations	Types and Uses of Energy & Machines
Identifying and Classifying Organisms.	Managing Resources
Mixtures, Suspensions, Compounds and Solutions	Astronomy – Earth, Sun and the Moon
Everyday Forces	Ecosystems, Food Chains and Webs

Year 8

SEMESTER ONE	SEMESTER TWO
States of Matter	Energy Forms and Changes
Elements, Compounds and Mixtures	The Rock Cycle
Chemical Properties and Reactions	Systems of the Body
Cells	Birth and Reproduction

ASSESSMENT:

This takes the form of:

- Progressive assessment (which may include mini-projects, practical reports, topic tests and class worksheets).
- Projects/Assignment Tasks (one per semester)
- Written Tasks/Examinations (one per semester)

Students are assessed using the following criteria:

Understanding: The ability to describe, explain examine and use scientific knowledge to generate solutions and explanations in a range of situations and contexts. This includes the ability to examine the effect of Science on our lives and evaluation of current scientific models.

Skills - Investigating: The ability to identify questions and problems and to carry out scientific investigations. This includes the ability to reason, plan and conduct investigations, accurately collect, analyse and review data, review of the validity of experiments and develop justified conclusions.

Skills - Evaluating and Communicating: The ability to evaluate, communicate, explain and reflect upon investigations or scientific issues. This includes the ability to develop reasoned explanations, identify trends in data, evaluate knowledge, propose areas of uncertainty and communicate methods and findings using appropriate language.

HUMANITIES

COURSE OUTLINE

Humanities introduce young people to a world of ideas and experiences which will enhance their knowledge and assist them to participate in their world. Young people need to understand how people's life experiences are the result of particular social, cultural, economic and environmental relationships which characterise communities at particular times and places. If they can see how their own lives are influenced in this way, and if they can develop the processes, skills and values needed to sustain and improve these relationships, they are better able to participate effectively in society, and contribute to the creation of positive social and environmental futures for themselves and others.

The values, concepts and skills of the learning area in Year 7 and 8 are drawn from a range of traditional areas of inquiry. These include the disciplines of history, geography, economics, business skills, politics, sociology, anthropology, law, psychology and ethics, as well as fields such as futures, the environment, peace, gender, Indigenous, Asian and other cultural studies.

CIVICS AND CITIZENSHIP

The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The Civics and Citizenship curriculum is designed to foster students' commitment to national values of democracy, equity and justice. This curriculum will develop students' appreciation of Australia's diversity and, overall, "what it means to be a citizen". It explores ways in which students participate in Australia's civic life and make a positive contribution as local and global citizens.

Civics and citizenship is organised into two interrelated strands:

Civics and citizenship knowledge and understanding

The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers. How Australia is a secular nation and a multi-faith society with a Christian heritage. How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society.

Civics and citizenship skills

Develop a range of questions to investigate Australia's political and legal systems.

Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.

Present evidence-based civics and citizenship arguments using subject-specific language.

Reflect on their role as a citizen in Australia's democracy.

Year 7

The Australian Constitution	Why do we have a constitution? Sharing the power How do we change the constitution? How hard is it to change the constitution?
Parliament and Government	Role of State and Federal Governments Elections and winning power

Year 8

Where do our laws come from	How laws are made Roles of the courts Criminal and civil law
Australia's national identity	Traditional society Reconciliation immigration

HISTORY

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

History is organised into two interrelated strands:

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Year 10. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Year 7

	The ancient world
Overview	The theory that people moved out of Africa. The evidence for the emergence and establishment of ancient societies. Key features of ancient societies
Depth Studies - General	Depth Study- specific study option
Year level focus	Historians, Archaeologists and the Ancient Past
The Mediterranean world	Ancient Egypt. Ancient Greece and Rome.
The Asian World	Ancient China

Year 8

Year level focus	The ancient to modern world
Overview	The transformation of the Roman world and the spread of Christianity and Islam. Key features of the medieval world. The emergence of ideas about the world and the place of people in it.
Depth Studies - General	Depth Study - specific study option

The Western and Islamic World	Medieval Europe
The Asia-Pacific World	Japan under the Shoguns
Expanding contacts	The Spanish Conquest of the Americas

GEOGRAPHY

Geography is the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline which includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there
- the ecological dimension, which considers how humans interact with environments

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change as an integral part of geographical understanding. Geography is organised into two interrelated strands: One - Geographic Knowledge and Understanding. Two – Geography Inquiry Skills

Geographical Knowledge and Understanding

Geographical Knowledge refers to the facts, generalisations, principles, theories and models developed in geography. This knowledge is dynamic and its interpretation can be contested, with opinions and conclusions supported by evidence and logical argument. Geographical Understanding is the ability to see the relationships between aspects of knowledge and construct explanatory frameworks to illustrate these relationships. It is also the ability to apply this knowledge to new situations or to solve new problems.

Geographic Inquiry Skills

Geographical Inquiry is a process by which students learn about and deepen their understanding of geography. It involves individual or group investigations that start with geographical questions and proceed through the collection, evaluation, analysis and interpretation of information to the development of conclusions and proposals for actions. Inquiries may vary in scale and geographical context.

Year 7

Year level focus	Water in the World Place and Livability
Overview	People's reliance on places and environments. Factors that influence the decisions people make about where to live and their perceptions of the liveability of places. The effect of uneven distribution of resources. What approaches to improve the availability of resources and access to services?
Depth Studies - General	Water as a natural resource Local places and its livability
Water sustainability, Weather and Drought, Atmospheric Hazards, Flood management	Accessibility to services and facilities, influence of environmental quality, strategies used to enhance the liveability of places
Place and liveability	'Place and liveability' focuses on the concept of place through an investigation of liveability.

Year 8

Year level focus	Landforms and landscapes Changing nations
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Overview	Spatial variation between places and environmental changes. Management options for sustaining human and natural systems. The influence of World Views on environmental decisions.
Depth Studies - General	Landscapes formed by water. Urbanisation
Different landscapes, erosion, coastal landscapes, management and change of landscapes.	Coastal landforms, changing land use and beach management
Changing nations	Urbanisation, where do most people live, sustainability and management of sustainable cities

ASSESSMENT

Students are assessed using the following criteria:

Knowledge and Understanding: Describing terms and concepts and the interrelationships between them

Skills: Locate, compare and use information from a variety of sources, analysis of sources to identify patterns and relationships. Evaluation to identify different perspectives and explanations and presentation of findings and arguments using a range of communication forms.

BUSINESS

COURSE OUTLINE

Business activity affects the daily lives of all people, as they work, spend, save, invest, travel, and play. Business influences jobs, incomes, and opportunities for personal enterprise and development. The primary aim of any business is to make a profit and this is completed under the umbrella of being a “good corporate citizen.” Businesses look to the future, live in the present and learn from the past. The entrepreneurs of the future need to be able to be problem solvers, creative thinkers and innovators.

Business integrates a number of practical and theoretical disciplines: business decisions, different types of markets, key economic questions of business, government involvement, business ownership and opportunities. The students will have contact with theoretical disciplines via the academic program and practical business fundamentals via various entrepreneurial projects, business simulation programs, Office of Fair-Trading workshops, the Buy Smart competition, case studies, investment with the ASX Share market game and the ESSI Money financial literacy program.

Year 7	
Semester One - Entrepreneurship	
• Business concepts • Rights of Consumers and Business Owners • Market System • Rights and responsibilities in the Market Place • Business decisions – case studies • Investing in the ASX – ASX Share market game	
Semester Two – Financial Literacy	
• Goals and objectives • Income and Budgeting • Investing and Banking • Banking • Taxation • ESSI Money – Financial decision making • ASX – Share market game	
Year 8	
Semester One – Producers and Consumers	
• Rights of Consumers and Business Owners • Business Ownership • ASX – Share market game • Governments and Markets	
Semester Two – Business Ownership	
• Advertising a business product/service • Developing a business idea • ASX share market game • ESSI Money – Financial literacy • Civics and Citizenship – introduction to Legal Studies	

ASSESSMENT

Assessment will consist of examinations, projects, assignments and verbal presentations.

Students are assessed using the following criteria:

Knowledge & Understanding: The ability to comprehend and understand information.

Business Skills:

Questioning and Researching: The ability to locate, use and reference information from a variety of different sources.

Analysing and Interpreting: The ability to synthesise ideas and perspectives, and to draw conclusions based on relevant criteria.

Communication: The ability to organise and convey information and ideas clearly, concisely and appropriately in both written and oral forms.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

In a contemporary society where issues such as adolescent health concerns, particularly overweight and obese teenagers related to sedentary leisure pursuits are causing concern, Year 7 and 8 Health and Physical Education at Rivermount College focuses on experiences that foster positive lifestyle choices.

In this compulsory subject, students will also experience a diverse range of sports and activities. As a result, the attainment of skills and knowledge will assist your teenagers to value active and healthy lifestyles.

The program is also designed in such a way that both seasoned competitors and beginners in various sports are provided with a pathway to enter the extensive sporting co-curricular program.

Units of work are selected from core programs in pursuits such as Hockey, Tennis, Netball, Basketball, Volleyball, Soccer, Touch, Futsal and Cricket and will include units on Aquatics, Cross-country and Athletics.

ASSESSMENT

Students are assessed using the following criteria:

Performance and practical application: The ability to perform individual movement skills, movement sequences and strategies and promote fair play and inclusivity within a sporting environment.

Investigating: The ability to plan, collect, interpret, draw conclusions and make justified recommendations about data and information in a health and sporting context.

DANCE

COURSE OUTLINE

Dance is an activity of ancient tradition, and a fundamental and evolving form of expression using the human body. Dance movement is shaped and structured in order to capture and convey ideas, images and feelings within cultures or for given audiences. It is a vibrant and dynamic subject developing both physical and performance skills, creative skills, whilst improving self-confidence and communication skills.

Middle School Dance focuses on modern and popular dance styles to provide an overview of what current styles and trends dominate the stages, film-clips and social culture of today. Activities are both practical and theoretical in nature and explore a wide range of dance performance styles and languages.

The Middle School Dance curriculum at Rivermount College gives students the opportunity to develop as:

- a more knowledgeable person with a deeper understanding of the work around them
- a reflective and self-directed learner
- a responsive creator
- a co-operative yet independent learner

Dance aims to introduce students to the “Elements of Dance” while giving them practical experience performing in front of others. It is purposefully designed to boost the students’ levels of self-confidence and the ability to work co-operatively with others. The course explores many basics of Dance including learning dance routines, creating their own dance routines, analysing the elements of dance in professional performance and performance itself.

The Year 7 course aims to be very practical in nature. Students will learn and participate in a variety of social dances, including line dancing and partner dancing, which are designed to stimulate and explore their creativity. Students will learn about interpreting dance works by exploring the intention and meaning behind movements to communicate ideas, themes and messages. They will also have the opportunity to choreograph, rehearse and present their own social dance work in small groups.

In Year 8, students will be introduced to the Elements of Dance. They will study Commercial Dance, exploring the styles of music artists such as Baker Boy and Bruno Mars. Students will also discuss, analyse and evaluate various choreographic and performance techniques used in performance work, particularly venturing into different cultural dances. Similar to Year 7 Dance, this subject is highly practical in nature.

The development and enhancement of spatial awareness, group work skills and performance skills are integral components of the Dance course. Dance also aligns with and extends written literacy skills (including analysis, evaluation, creative exploration and reflection), all of which complement and improve the work covered in other Key Learning Areas.

Dance allows students the opportunity to explore, understand, communicate and respond to their own ideas, feelings, values, and those of others. Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences. Students complete a variety of learning experiences and assessment tasks that relate to the studied units of work.

Although confident and creative students enjoy and benefit from this course, it is important to note that Dance is in no way limited to those who consider themselves ‘performance’ students. With a willingness to participate, all students can benefit from the opportunities to explore a wide range of

skills associated with Dance, the language and development, both written and performed, and confidence that is fostered throughout the course.

ASSESSMENT

Students are assessed using the following criteria using both practical and non-practical assessment instruments:

Making: Choreography: The ability to create dance works to express ideas by selecting and combining arts elements, techniques, skills and processes.

Making: Performing: The ability to present dance works using arts elements and languages.

Responding: The ability to respond to dance works using arts elements and languages.

DESIGN

COURSE OUTLINE

A study of Design aims to:

- Introduce students to the practical experience of applying design to real-world design problems. Students are introduced to the breadth of the design profession and asked to create design briefs in response to design problems
- Students will explore and develop both virtual and real-world modelling skills through the use of rapid prototyping equipment and CADD programs
- Expose students to different design styles and different design mediums and allow them the exploration of knowledge and design skill as they solve a real human need
- Students will seek out individual design problems and create a tailored brief to solve the problem using the design process. Students will create a physical solution and an evidenced folio of learning will accompany their practical work
- Students will engage with emerging technology and look for application in individual design problems

Year 7 and 8 Design may include the study of:

- Problem solving
- Design process
- Material processing
- 3D printing
- Laser cutting
- CAD software
- Bluetooth speaker
- Electronics
- Safety

Practical projects may include:

- A personalised clock
- Bluetooth portable speaker

ASSESSMENT

Students are assessed using the following criteria:

Knowledge and understanding: The ability to investigate and analyse the ways in which products, services and environments evolve and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Processes and production skills: The ability to critique needs or opportunities for designing and investigating, analysing and selecting from a range of materials, components, tools, equipment and processes to develop, communicate and safely make and evaluate design ideas.

DIGITAL SOLUTIONS

COURSE OUTLINE

Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies. In Digital Solutions, students learn about algorithms, code, and user interfaces through generating digital solutions to simple problems. They engage with data, information and applications to visualise digital information and investigate new and emerging fields in digital technologies. Students learn creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal and global impact of computing and the issues associated with ethically integrating technology into our daily lives.

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs, processes and solutions. They understand that solutions enhance their world and benefit society. Students analyse and critique problems, and apply computational, design and systems thinking approaches to structure and model digital solutions. Students apply a user-centred approach to the development of digital solutions, appreciating that progress is driven by people and their needs.

Course content may include:

Computer Awareness

Students gain some insight and understanding of the nature of cyber safety.

Creative Coding

Students learn to use code and manipulate data by designing, building and programming robots using Microbit, Sphero and Python.

Digital Innovation

Students will look at how databases drive things like games and robots.

Application and data solutions

Students learn how to make an interactive website.

Augmented Reality

Students develop holographic products allowing users to physically hold and interact with 3D objects using a Merge Cube.

Digital Impacts

Students explore how digital technologies are being used and experienced in everyday life.

ASSESSMENT

The primary skill of Digital Solutions is problem solving. Technology is utilised to solve many problems. The students are encouraged to analyse scenarios, develop skills, generate solutions and evaluate outcomes. The subject is primarily an assignment-based subject. Assessment may also consist of extended written work and examinations.

The subject is primarily an assignment-based subject. Assessment may also consist of extended written work and examinations.

Students are assessed using the following criteria:

Processing and Production Skills: The ability to synthesise ideas by combining and integrating components of possible solutions for the user interface and algorithms to generate low-fidelity prototypes.

Knowledge and Understanding: The ability to make decisions about and use mode-appropriate features, language and conventions when developing digital solutions for a technical audience.

DRAMA

COURSE OUTLINE

Drama is an artistic process that can enhance how students interact with and make meaning of the world around them.

In Year 7, students will be introduced to the Elements of Drama while giving them practical experience performing in front of others. It is purposefully designed to boost the students' levels of self-confidence and the ability to work co-operatively with others. The course explores many basics of Drama including, speaking, acting, characterisation, script-work, improvisation and performance. The Year 7 course aims to be very practical in nature. Students will participate in a variety of drama games and activities designed to stimulate and explore their creativity. Students will learn about interpreting scripted text by exploring the characters and context of a published play text.

Year 8 students will work towards developing the skills from Year 7 and adding ensemble and improvisation skills to their repertoire. Students will also have the opportunity to develop their own scripted work and view and respond to live or recorded live performance.

Throughout the course of each unit, students develop and practise a variety of different skill sets, including, those associated with writing, workshopping, performing, improvising and responding to dramatic work. Students engage in a comprehensive course with a focus on laying the foundations for developing, improving and extending their skills in the creation and presentation of dramatic works, whilst also utilising higher order thinking, critical and analytical skills when responding to their own work and the work of others. Activities are both practical and theoretical in nature and explore a wide range of performance contexts, dramatic styles and dramatic languages. Throughout the course of each unit, students develop and practise a variety of different skill sets, including, those associated with writing, workshopping, performing, improvising and responding to dramatic work.

Although confident and creative students enjoy and benefit from this course, it is important to note that Drama is in no way limited to those who consider themselves 'performance' students. With a willingness to participate, all students can benefit from the opportunities to explore a wide range of skills associated with Drama, the language development, both written and spoken, and confidence that is fostered throughout the course.

ASSESSMENT

Students are assessed using the following criteria using both practical and non-practical assessment instruments.

Making - Forming: The ability to use knowledge, skills, techniques, processes, materials and technologies to explore arts practices

Making – Performing: The ability to make artworks that communicate ideas and intentions.

Responding: The ability to explore, respond to, analyse and interpret artworks.

ENGINEERING

COURSE OUTLINE

A study of Engineering aims to:

- Introduce students to the role of an engineer within society by solving global and local problems in order to improve human conditions. Students will learn the fundamental applications of mechanics and material science through specific application to an engineering problem
- Explore the history of engineering through ancient civilisations and their role in shaping our modern society
- Introduce students to the importance of technical engineering drawing to communicate to technical and non-technical audiences
- Engage in practical engineering activities using engineering concepts to demonstrate understanding
- Discover new and emerging technologies as applied to biomedical, space, energy and electrical and apply these to real-world engineering problems
- Expose students to machines and mechanisms and the concepts of statics and dynamics of structures including the distribution of force

Year 7 and 8 Engineering may include the study of:

- Force
- Materials
- Rocketry
- Sustainability
- Environmental
- Structures
- Engineering communication
- Laser cutting
- 3D printing
- CADD software

Practical projects may include:

- Structures
- Mars Rover vehicles
- Rocket fuel powered rocket
- Electronic control

ASSESSMENT

Students are assessed using the following criteria:

Knowledge and understanding: The ability to investigate and analyse the ways in which products, services and environments evolve and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures.

Processes and production skills: The ability to critique needs or opportunities for designing and investigating, analysing and selecting from a range of materials, components, tools, equipment and processes to develop, communicate and safely make and evaluate design ideas.

HOME ECONOMICS

COURSE OUTLINE

Home Economics focuses on the well-being of individuals and families in everyday activities. In all cultural contexts, people need to have food, clothing and shelter, as well as satisfactory ways of meeting social, emotional and intellectual needs. The meeting of basic needs presents challenges in the face of the evolving nature of the private and public domains. The skills, attitudes and understanding developed in this course are those which are fundamental to effective functioning in a wide range of life roles. Home Economics recognises the importance of a practical approach to solving everyday living problems, and provides students with the opportunity to develop the practical and managerial skills involved in the selection and manipulation of resources, and the planning and execution of complex practical tasks. Home Economics provides balance between theoretical understandings and practical capacities. The units of the course of study are built around the underpinning theme of the well-being of individuals and families and encompass the broad areas of food studies and textile studies. Units include:

Year 7 Units of Work include:

Food Studies

- Safety and hygiene
- Management of equipment and resources
- Healthy eating
- Practical activities – food preparation

Textile Studies

- Safety in the sewing room, uses of textiles
- Sewing tools and equipment, use and care
- Designing and making a pencil case

Year 8 Units of Work include:

Food Studies

- Food requirements of adolescents and families
- Healthy eating guidelines for adolescents and families
- Food preparation and presentation of a variety of meals
- Evaluation of prepared meals
- Designing a stir-fry

Textile Studies

- Uses of textiles in everyday life
- Sewing tools and equipment
- Environmental sustainability
- The design process in action
- Designing and making a tote bag

ASSESSMENT

Assessment includes:

- practical assessment
- written assignments
- end of semester examinations

Students are assessed using the following criteria:

Knowledge and Understanding: The ability to identify and explain the key concepts relevant to the task requirements.

Processes and Production: The ability to plan, justify and produce practical items which meet task requirements.

Evaluating and Reflecting: The ability to evaluate, modify and reflect on the management of resources required to meet task requirements.

Communicating: The ability to communicate, document and reference key concepts relevant to the task requirements.

JAPANESE

COURSE OUTLINE

Asian Languages have taken a hold in Australia and the Australian school curriculum because of Australia's position in the Asia-Pacific region. In Queensland, the study of Japanese is especially important given the strong cultural, economic and political ties.

Possible topics studied are as follows:

Year 7

- Manga - Describing People
- Samurai - Japanese History
- Famous - Japanese Cuisine and sushi making
- Going places - Creating short stories in Japanese
- (Hiragana is integrated into the above topics).

Year 8

- Time and Daily Routine
- School and Subjects
- Japanese Homes
- Weather and Seasons
- (Hiragana, Katakana and Kanji are integrated into the above topics).

The course requires students to learn/revise the Hiragana and Katakana and Kanji script to enable them to read and write the language. Vocabulary and sentences are explored in themes for effective learning. Students are involved in a variety of written and oral activities including development and presentations, listening/reading activities and creating their own written pieces of communication.

The aim of the Japanese program is to provide students with the knowledge, skills, communication strategies and confidence to start using a second language in real life situations. Communication is through the four macro-skills listening, speaking, reading and writing. Speaking tasks will be in the form of short rehearsed presentations or dialogues of several turns. Where possible, learning through games and team competitions will be employed.

The lessons also include cultural elements. This gives students a wider perspective from which they may view the world, and promotes an appreciation of the diversity of one's own culture and the feeling of being participants in the global community.

ASSESSMENT

Students are assessed using the following criteria:

Understanding: The ability to analyse language and culture as resources for interpreting and shaping meaning in intercultural exchange

Communicating: The ability to use language for communicative purposes in interpreting, creating and exchanging meaning.

MUSIC

COURSE OUTLINE

The music industry in Australia is a billion-dollar industry representing a business with a wide range of areas from performers, composers, technicians and managers, to the diversity of areas in film, television and multimedia concepts. Rivermount College aims to cover areas of growth in music technology and composition, whilst maintaining a high level of practical performance, so that students will be equipped for the technological age in music .

The aims of the Year 7 and 8 Music program are:

- to give a basic understanding of the nature of Music
- to give all students an opportunity to learn a classroom musical instrument
- to develop ensemble skills
- to provide students with performance opportunities
- to introduce students to contemporary styles and forms of music
- to develop aural and listening skills
- to develop an understanding of basic theoretical concepts
- to develop a basic understanding of composing techniques

The course aims to be highly practical in nature, with an emphasis on performance. All students will be given the opportunity to learn an instrument and play that instrument in a contemporary ensemble group.

Instruments include: guitar (electric and acoustic), bass guitar, percussion/drums, keyboard/piano and vocals. The course gives a broad range of experiences both in practical application and musical knowledge. It is not essential that students have learnt a musical instrument to complete this course as basic instrumental technique will be taught during the class, though many students may have studied an instrument during some stage of their primary or high school life. Performance instruments include: vocals, drums/percussion, guitar, bass guitar, keyboard/piano and some orchestral instruments.

ASSESSMENT

Assessment includes written and listening examinations and performance presentations on their selected instrument and basic composition assignments.

Students will be assessed using the following criteria:

Making: Performing: The ability to present music works using arts elements and languages.

Making: Composing: The ability to create music works to express ideas by selecting and combining arts elements, techniques, skills and processes.

Responding: The ability to respond to music works using arts elements and languages.

VISUAL ART

COURSE OUTLINE

Visual Art is a preparation for life. Visual Art trains students in decision-making and is one of the areas of the College curriculum where students are encouraged to make decisions and work within the constraints of those decisions. Visual Art, as a subject, teaches students how to research by reacting to a variety of stimuli, develop solutions to art problems and resolve individual ideas by communicating in visual, written and spoken forms. This is invaluable for many vocations.

Emphasis is to be placed on extending students' knowledge of visual elements and discovering the relevance of design elements and principles in Visual Art. Each unit prescribes specific learning experiences involving making, researching and experimenting, display and evaluation. The units provide a range of 2D and or 3D media and learning experiences.

The aims of the Middle School Visual Art Program are to:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- extend their thinking, understanding and use of perceptual and conceptual skills
- technologies and processes and combine these to create and produce solutions to their artworks
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- document the evolution of selected art styles and associated theories and/or ideologies
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies

ASSESSMENT

Students are assessed on their 2D and or 3D Creating tasks, Visual Diary and their Knowledge and Understanding of art concepts.

Students are assessed using the following criteria:

Making: The ability to create and present art works to express ideas by selecting and combining arts elements, techniques, skills and processes.

Responding: The ability to respond to arts works using arts elements and languages.



2024

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