



# Charles Campbell College

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LEARNING

RESPECT

EXCELLENCE

Department for Education and Child Development T/A South Australian  
Government Schools CRICOS provider number 00018A



Government of South Australia  
Department for Education and  
Child Development



WE ARE AN  
ACCREDITED  
SCHOOL

## MIDDLE YEARS 7 – 9 HANDBOOK

2018

**SUBJECT SELECTION COUNSELLING**

**TUESDAY 26 SEPTEMBER**

**8:30am – 7.00pm**

Book online at: <https://www.schoolinterviews.com.au/>

Use the code: e226w

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## COURSE COUNSELLING

At Charles Campbell College, we encourage all students to take an active part in their own career planning through the Course Counselling process. This handbook provides information to assist that process. Students and families are encouraged to use this handbook, in conjunction with other support available, to plan a course that suits the needs of the individual student.

We support every student in deliberately and explicitly planning for their future through:

- reflecting on their previous learning; identifying their unique strengths and abilities
- planning flexible and achievable pathways to enable them to reach their goals
- and, ultimately, exploring options beyond school: University, TAFE, apprenticeships, employment

Year 8 Home Group Teachers will work with students throughout the Personal Global Learning program (PGL) to guide students through the Course Counselling process.

On Tuesday 26 September, you and your child will be involved in a course confirmation interview, as part of Report Day. The purpose of this interview is to provide an opportunity for you and your child to reflect on their achievements, discuss strategies for improvement and to make plans for the future, including finalising subject selection for 2018.

You can make your bookings NOW, up until Monday 25 September. To make your booking go to:

**[www.schoolinterviews.com.au](http://www.schoolinterviews.com.au)**

**Event Code: e226w**

## MIDDLE YEARS – TEACHING & LEARNING

The Middle Years School at Charles Campbell College encompasses Years 7, 8 and 9. The Middle Years teachers at Charles Campbell College provide opportunities for students to achieve excellence in all areas of their learning:

- Science
- Technologies
- Maths
- STEM
- English / English as an Additional Language
- Humanities & Business Education
- Languages
- Arts
- Health & Physical Education

The Middle Years at Charles Campbell College aims to provide a transitional phase between primary school and the more traditional 'high school' setting of the Senior Years.

Students in Year 7 have a Home Group teacher who teaches them for some of their subjects. They follow a 'high school' timetable and have access to specialty teachers and facilities, such as Tech Studies, Science labs, Dance studios and Home Ec kitchens.

Students in Year 8 have a Home Group teacher who also teaches them for one of their areas of learning, where possible. Students then have the same Home Group teacher in Year 9. The aim of this is to:

- decrease the number of teachers the Middle Years students come into contact with on a daily basis
- ensure that they have a 'significant adult' responsible for their wellbeing and pastoral care.

## AUSTRALIAN CURRICULUM

The Australian Curriculum has been introduced in all South Australian secondary schools. At Charles Campbell College all eight Learning Areas now have *Learning and Assessment Plans* written in accordance with the Australian Curriculum and these are available to parents, via *Daymap*:

- English
- Humanities
- Mathematics
- Science
- The Arts
- Technologies
- Health and Physical Education
- Languages

The Australian Curriculum also describes ...

... seven General Capabilities:	... and three Cross Curriculum Priorities:
<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Information &amp; Communication Technology</li> <li>• Critical &amp; Creative Thinking</li> <li>• Personal &amp; Social Capability</li> <li>• Ethical Behaviour</li> <li>• Intercultural Understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander histories and cultures</li> <li>• Asia and Australia's engagement with Asia</li> <li>• Sustainability</li> </ul>

All of the eight Curriculum areas at Charles Campbell College have these General Capabilities and Cross Curriculum Priorities woven throughout them and are explicit in the learning programmes. At Charles Campbell College, we currently have a high priority focus on Literacy and Numeracy.

## 2018 DAY / LINE STRUCTURE

All students in Years 7-10 study seven subjects each semester; the distribution of these lessons across the week is shown in the table below. Students in Year 11 (Stage 1) study six subjects and Year 12 students (Stage 2) study five subjects. For these senior students, their timetable incorporates study time and some flexibility in contact time.

	Monday	Tuesday	Wednesday	Thursday	Friday
H/Gp					
1	7   6	5	3	4	1
2	7   6	5	3	4	5
R					
3	2	1	6	2	PGL
4	4	1	6	2	3
L					
5	3	7   7 *	1	6   7 *	2
6	<i>Staff Mtg</i>	6   7 *	5	7   7 *	4

- \* Year 11 & 12 students will be dismissed at lunchtime on Tuesdays and Thursdays, unless otherwise required at school for assemblies, appointments, support lessons, VET, etc..

## YEAR 7 SUBJECT REQUIREMENTS

All students in Year 7 study seven subjects each semester, according to the following pattern:

Full Year Subjects:	Single Semester Subjects:
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities, HASS, Literacy</li> <li>• Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Design &amp; Technology</li> <li>• The Arts</li> <li>• Languages (Italian <i>or</i> Chinese)</li> <li>• STEAM (PBL)</li> </ul>

## YEAR 8 SUBJECT REQUIREMENTS

All students in Year 8 study seven subjects each semester, according to the following pattern:

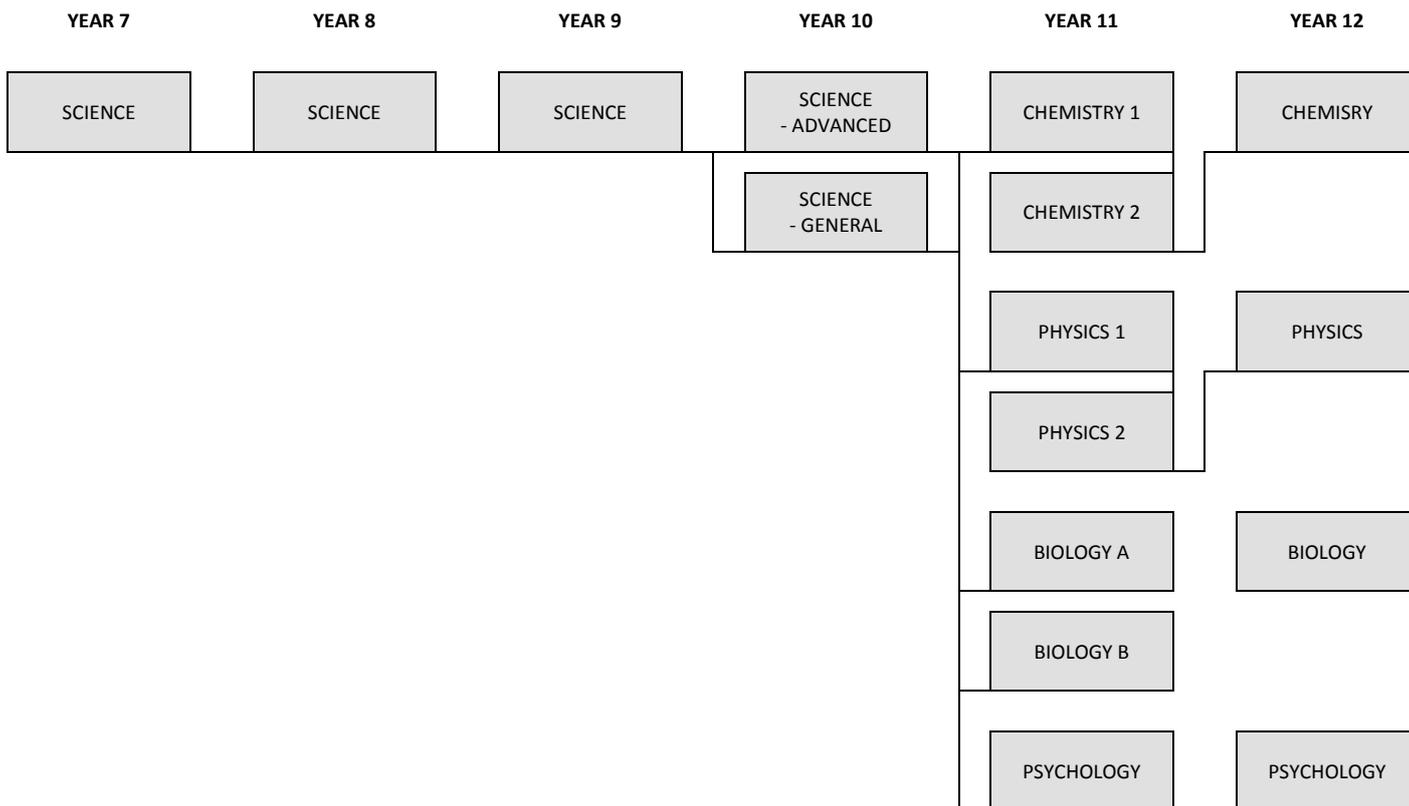
Full Year Subjects:	Single Semester Subjects:
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities (History &amp; Geography)</li> <li>• The Arts (MMADD: Music, Media Arts (Visual) Dance, Drama)</li> </ul>	<ul style="list-style-type: none"> <li>• HPE ( PE and Home Ec)</li> <li>• Design &amp; Technology</li> <li>• Specialist Sport (choice)</li> <li>• STEAM (PBL)</li> <li>• Italian Language &amp; STEAM</li> <li>• Languages (Italian OR Chinese)</li> <li>• Advanced Chinese</li> </ul>

## YEAR 9 SUBJECT REQUIREMENTS

All students in Year 9 study seven subjects each semester, according to the following pattern:

Full Year COMPULSORY Subjects:	
<ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities (History &amp; Geography)</li> <li>• HPE - one semester of each:               <ul style="list-style-type: none"> <li>- PE – Core</li> <li>- Home Economics – Core</li> </ul> </li> </ul>
Single Semester CHOICE Subjects:	
<p><i>Students can choose 4 from the following: (but must choose at least one <b>Arts</b> subject &amp; one <b>Design &amp; Technology</b> subject)</i></p>	
<ul style="list-style-type: none"> <li>• Languages               <ul style="list-style-type: none"> <li>- Italian 1 &amp; 2</li> <li>- Chinese 1 &amp; 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• HPE               <ul style="list-style-type: none"> <li>- Physical Education - Specialist</li> <li>- Food, Glorious Food</li> <li>- Specialist Sport</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Design &amp; Technology               <ul style="list-style-type: none"> <li>- Computer Control / CAD</li> <li>- Programming &amp; Electronics</li> <li>- Welding &amp; Machining</li> <li>- Woodwork</li> </ul> </li> <li>• Interdisciplinary               <ul style="list-style-type: none"> <li>- STEM</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Arts               <ul style="list-style-type: none"> <li>- Art A &amp; B</li> <li>- Dance A &amp; B</li> <li>- Dance 1 &amp; 2 – Selective Entry</li> <li>- Drama A &amp; B</li> <li>- Drama 1 &amp; 2 – Selective Entry</li> <li>- Media Studies</li> <li>- Music A &amp; B</li> </ul> </li> </ul>

# SCIENCE



<b>SCIENCE</b> <b>Full Year Course</b>	<b>Year 7</b>
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**Assumed Knowledge**

Students need to have gained a satisfactory achievement in Year 6 Australian Curriculum Science.

**Course Description**

This course is designed to expose students to a wide range of scientific areas. Emphasis is on the development of manipulative skills necessary for the study of science at higher levels. Topics covered include: Biological Sciences (classification, habitats and interactions), Chemical Sciences (mixtures and properties of substances), Physical Sciences (forces and machines), Earth and Space Science (the Earth's resources and the Earth in space). Students also undertake two scientific literacy assessment tasks over the course of the year.

**Assessment Components**

Topic tests, notebook marks and assignments, research investigations, orals and scientific literacy tasks.

<b>SCIENCE</b> <b>Full Year Course</b>	<b>Year 8</b>
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**Assumed Knowledge**

Students need to have gained a satisfactory achievement in Year 7 Australian Curriculum Science.

**Course Description**

This course is designed to expose students to a wide range of scientific areas. Emphasis is on the development of manipulative skills necessary for the study of science at higher levels. Topics covered include: laboratory safety and skills, Biological Sciences (cells and multicellular organisms), Chemical Sciences (states of matter and chemical reactions), Physical Sciences (force and energy), Earth and Space Science (rocks and exploring space). Students also undertake two scientific literacy assessment tasks over the course of the year.

**Assessment Components**

Topic tests, notebook marks and assignments, research investigations, orals and scientific literacy tasks.

<b>SCIENCE</b> <b>Full Year Course</b>	<b>Year 9</b>
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**Assumed Knowledge**

Students need to have gained a satisfactory achievement in Year 8 Australian Curriculum Science.

**Course Description**

This course is designed to expose students to a wide range of scientific areas. Emphasis is on the development of manipulative skills necessary for the study of science at higher levels. Topics covered include: Biological Sciences (ecosystems and multicellular organisms), Chemical Sciences (structure of atoms and chemical reactions), Physical Sciences (energy - heat, electricity, light and sound), Earth and Space Science (plate tectonics, earthquakes and volcanoes). Students also undertake two scientific literacy assessment tasks over the course of the year.

**Assessment Components**

Topic tests, notebook marks and assignments, research investigations, orals and scientific literacy tasks

# TECHNOLOGIES

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
<b>DESIGN &amp; TECHNOLOGY</b>					
MATERIALS & DIGITAL TECHNOLOGY	MATERIALS & DIGITAL TECHNOLOGY	WOODWORK	WOODWORK	FURNITURE	FURNITURE
		WELDING & MACHINING	WELDING & MACHINING	WELDING A & MACHINING B	WELDING & MACHINING
			AUTOMOTIVE TECHNOLOGY	AUTOMOTIVE TECHNOLOGY	CERT 2 AUTOMOTIVE
				TECH DRAWING	
<b>FOOD TECHNOLOGIES</b>					
HOME ECONOMICS Inc PE	HOME ECONOMICS Inc PE	FOOD - CORE	FOOD SKILLS	FOOD & HOSPITALITY - ENTERTAINING	FOOD & HOSPITALITY
		FOOD, GLORIOUS FOOD	FOODS OF THE WORLD	FOOD & HOSPITALITY - CATERING	
<b>DIGITAL TECHNOLOGIES</b>					
		COMPUTER CONTROL / CAD	COMPUTER CONTROL / CAD	CAD / CAM	CAD / CAM
		ELECTRONICS & ROBOTICS			

## TECHNOLOGIES – COMPULSORY SUBJECTS

Years 7 & 8

<b>MATERIALS TECHNOLOGY</b> <b>One Semester Course</b>	<b>YEAR 7</b>
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**Assumed Knowledge:**

No previous experience is required

**Course Description:**

Students have the opportunity to explore a range of materials and workshop tools through the design and construction of simple projects in a workshop environment. These students learn fine motor skills through a tactile approach to the materials they use. Examining how and why technology is used through a critiquing process is fundamental in any products made and strengthens student's problem solving skills. All students evaluate their own work to reflect on their experiences. Tasks based on materials include working with timber, safety around electricity. Design and construction of Solar Car project and the use of computer based software to introduce students to digital technologies. Students use Information Technology, the Internet and Computer Aided Design programs to assist their learning and planning. Drawing and writing tasks are important components of the program.

**Assessment Components:**

Assessment of students' performance and abilities is based on practical projects, homework, drawings and product evaluation in the form of a student folio.

<b>HOME ECONOMICS inc PE</b> <b>One Term Course</b>	<b>YEAR 7</b>
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**Assumed Knowledge**

No previous experience required.

**Course Description**

This introductory Home Ec course includes safety and hygiene in the kitchen, identifying and using equipment, recipe interpretation, basic management and food preparation skills.

**Assessment Components**

This includes a range of practical activities and directed investigations.

<b>MATERIALS TECHNOLOGY</b> <b>One Semester Course</b>	<b>YEAR 8</b>
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**Assumed Knowledge:**

No previous experience is required

**Course Description:**

Students will be involved in problem solving through the design process while working with a variety of tools and materials in a workshop. They will critique existing products, make projects to their specifications and evaluate outcomes. Tasks are based on materials, systems and themes which include children's toys, packaging and basic electronics. A range of projects are made, developing skills in manipulating wood, plastics, metals and electronics components. Students use Information Technology, the Internet and Computer Aided Design programs to assist their learning and planning. Drawing and writing tasks are important components of the program.

**Assessment Components:**

Assessment of students' performance and abilities is based on practical projects, homework, drawings and product evaluation.

<b>HOME ECONOMICS inc PE</b> <b>One Term Course</b>	<b>YEAR 8</b>
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**Assumed Knowledge**

No previous experience required.

**Course Description**

This introductory Home Ec course includes safety and hygiene in the kitchen, identifying and using equipment, recipe interpretation, basic management and food preparation skills.

**Assessment Components**

This includes a range of practical activities and directed investigations.

## TECHNOLOGIES – COMPULSORY SUBJECTS Year 9

### FOOD CORE YEAR 9 One Semester Course

#### Assumed Knowledge

A pass in Year 8 Home Economics.

#### Course Description

This course aims to develop skills and knowledge in food preparation, presentation and management. Practicals are based on the Australian Dietary Guidelines and encourage healthy food and lifestyle choices.

#### Assessment Components

Students will undertake a variety of assessment tasks including kitchen practicals and directed investigations.

## TECHNOLOGIES – CHOICE SUBJECTS Year 9

### WOODWORK YEAR 9 One Semester Course

#### Assumed Knowledge

Successful achievement at Year 8 is recommended.

#### Course Description

Students learn about wood and plastic materials as they work through a range of design based tasks. Using both CAD software and hand drawing techniques students will produce a number of individual projects as they learn to work with materials and to use the tools and equipment safely and accurately.

#### Assessment Components

Practical activities, homework and tests, designing and drawing use of CAD software.

#### Additional Information

Students can choose either Technology for Girls or Woodwork, but not both subjects.

### WELDING AND MACHINING YEAR 9 One Semester Course

#### Assumed Knowledge

Successful completion of Year 8 Materials Technology.

#### Course Description

Welding and Machining enables students to learn about metals and how to work with them. Students solve problems and create products by shaping and joining metals. Students will develop oxyacetylene welding and metal machining skills as they work on individual products. Safe working techniques are emphasised. Computer Aided Design (CAD) is introduced for students to design and manufacture parts using the Computer Numeric Controlled (CNC) plasma cutter.

#### Assessment Components

Practical activities, homework and tests, designing and drawing.

### COMPUTER CONTROL/CAD YEAR 9 One Semester Course

#### Assumed Knowledge

Successful completion of Year 8 Materials Technology.

#### Course Description

Computer Control/Computer Aided design (CAD) is about the use of computers to solve problems. Students will learn about Computer Aided Design and use 3D Solid Modelling software. They will learn how CAD may be used to create realistic designs and present them in different ways. Computer Control, which may include robotics and Computer Numerical Control, will enable students to make interesting projects as they learn about the process.

#### Assessment Components

Practical activities, homework and tests, designing and drawing.

### ELECTRONICS & ROBOTICS YEAR 9 One Semester Course

#### Assumed Knowledge

Successful completion of Year 8 Materials Technology.

#### Course Description

Electronics enables students to learn in a practical way about electrical and electronic systems. Students make a range of exciting projects as they learn about electrical and electronic components and basic circuit design.

#### Assessment Components

Practical activities, homework and tests, designing and drawing, use of CAD software.

**FOOD GLORIOUS FOOD**  
**One Semester Course**

**YEAR 9**

**Assumed Knowledge**

No previous experience required.

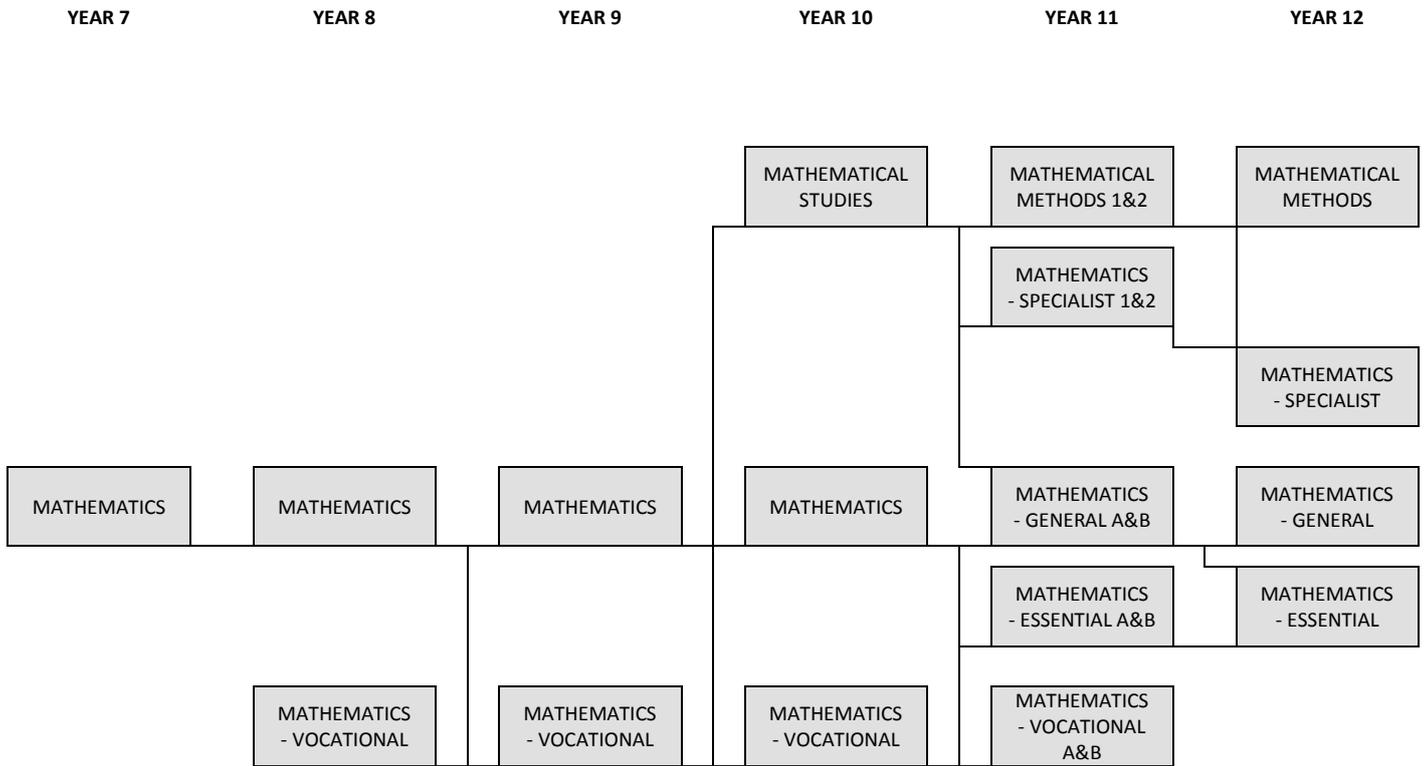
**Course Description**

This course aims to further develop skills and knowledge in food preparation and management. It provides opportunities to students to explore and develop yeast cookery, Gourmet burger and pasta challenge, pastry, pasta and general food presentation

**Assessment Components**

Includes a range of practical activities and directed investigations.

# MATHEMATICS



<b>MATHEMATICS</b>	<b>Year 7</b>
<b>Full Year Course</b>	

**Assumed Knowledge**

Students need to have gained a satisfactory achievement in the Australian Mathematics Curriculum at Year 6.

**Course Description**

This course consists of topics drawn from the content strands: Number and Algebra, Statistics and Probability and Measurement and Geometry. Topics usually take 3 to 4 weeks.

**Assessment Components**

Assessments include topic tests, investigations and homework assignments

<b>MATHEMATICS</b>	<b>Year 8</b>
<b>Full Year Course</b>	

**Assumed Knowledge**

Students need to have gained a satisfactory achievement in the Australian Mathematics Curriculum at year 7.

**Course Description**

This course consists of the topics: Number and Integers, Coordinate Geometry, Measurement, Congruence, Percentages, Statistics, Algebra, Sets and Probability, Solving Equations, Rates and Ratios. Topics usually take 3 to 4 weeks.

**Assessment Components**

Assessments include topic tests, directed investigations and homework assignments.

**Additional Information**

Students must have their own scientific calculator.

<b>VOCATIONAL MATHEMATICS</b>	<b>Year 8</b>
<b>Full Year Course</b>	

**Assumed Knowledge**

Students need a basic understanding of the Australian Mathematics Curriculum at Year 7. Entry to this course is via teacher recommendation and negotiation.

**Course Description**

This course places greater emphasis on the Mathematics required for everyday life. Topics covered include: Number and Integers, Coordinate Geometry, Measurement, Congruence, Percentages, Statistics, Algebra, Sets and Probability, Solving Equations, Rates and Ratios. Topics usually take 3 to 4 weeks.

**Assessment Components**

Assessments include topic tests, directed investigations and homework assignments.

**Additional Information**

Students must have their own scientific calculator

<b>MATHEMATICS</b>	<b>Year 9</b>
<b>Full Year Course</b>	

**Assumed Knowledge**

Students need to have an understanding of the basics in Year 8 mathematics.

**Course Description**

This course consists of the topics: Simple Interest, Algebra, Indices, Pythagoras, Linear and Non-Linear Relationships, Transformations, Congruence and Similarity, Trigonometry, Probability, Statistics, Measurement. Topics usually take 3 to 4 weeks.

**Assessment Components**

Assessments include topic tests, directed investigations and homework assignments.

**Additional Information**

Students must have their own scientific calculator.

<b>VOCATIONAL MATHEMATICS</b>	<b>Year 9</b>
<b>Full Year Course</b>	

**Assumed Knowledge**

Students need to have an understanding of the basics in Year 8 mathematics. Entry to this course is via teacher recommendation and negotiation.

**Course Description**

This course places greater emphasis on the mathematics required for everyday life. Topics are drawn from the content strands: Number and Algebra, Statistics and Probability and Measurement and Geometry. Topics usually take 3 to 4 weeks.

**Assessment Components**

Assessments include topic tests, directed investigations and homework assignments.

**Additional Information**

Students must have their own scientific calculator

# STEM

YEAR 7

YEAR 8

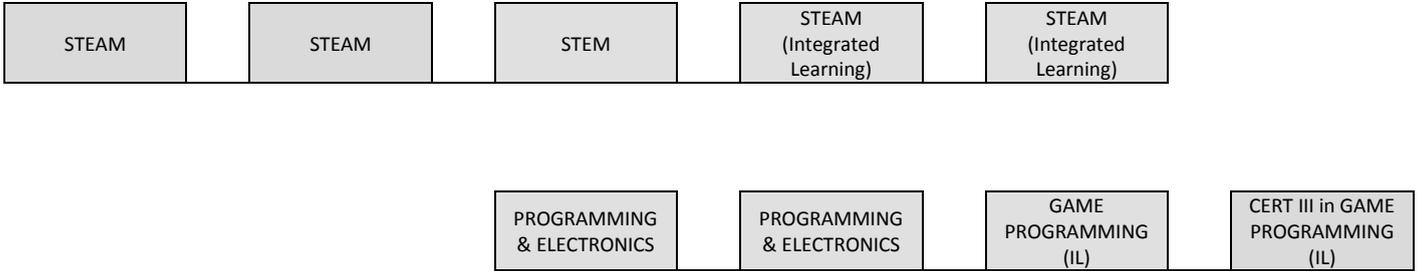
YEAR 9

YEAR 10

YEAR 11

YEAR 12

STEM



<b>STEAM PBL</b>	<b>Year 7 and 8</b>
<b>Full Year Course</b>	

STEAM is addressed in the Australian Curriculum through the learning areas of Science, Technologies, Arts and Mathematics, as well as through general capabilities, particularly Critical and Creative Thinking, Information and Communication Technology (ICT) capability, Personal and Social Capability and Numeracy.

In STEAM PBL students will engage in interdisciplinary learning with a strong focus on collaboration and problem solving. The projects undertaken will vary and could include anything from weather to medicine, from robotics to video games, biofuel to mousetrap dragsters, Rube Goldberg machines to sustainability, app design and tons more. The STEM Projects will be team delivered by a group of teachers from different learning areas. Each project will focus on improving students STEM dispositions and capabilities and will result in a Presentation of Learning with the assessment focusing on the Capabilities.

<b>STEM PBL</b>	<b>Year 9</b>
<b>Full Year Course</b>	

The learning in this exciting new subject will be project based. The projects undertaken will vary and could include anything from weather to medicine, from robotics to video games, biofuel to mousetrap dragsters, Rube Goldberg machines to sustainability, app design and tons more. Studying Year 9 STEM will help students recognise the importance of knowledge, understanding and skills across STEM subjects and improve their capacity to transfer knowledge, make connections and solve problems. Students will develop their capabilities with respect to critical and creative thinking, critical analysis, collaboration, team work and communication. There will be a strong focus on real world connection and authentic learning. Each project will involve a Presentation of Learning.

<b>ITALIAN LANGUAGE and STEAM</b>	<b>Year 8</b>
<b>Project-based Learning and Critical Thinking</b>	

Students will engage in a project to research a famous Italian and their significant contribution to Science, Technology, Engineering, Maths or Art. They will be asked to think critically about how the person's work has influenced today's world.

Students will learn the Italian vocabulary and terminology associated with the person and their area of expertise.

They will develop an understanding of how some of the terminology and language used in today's Science, Technology, Engineering, Maths and Art relates to the original Italian.

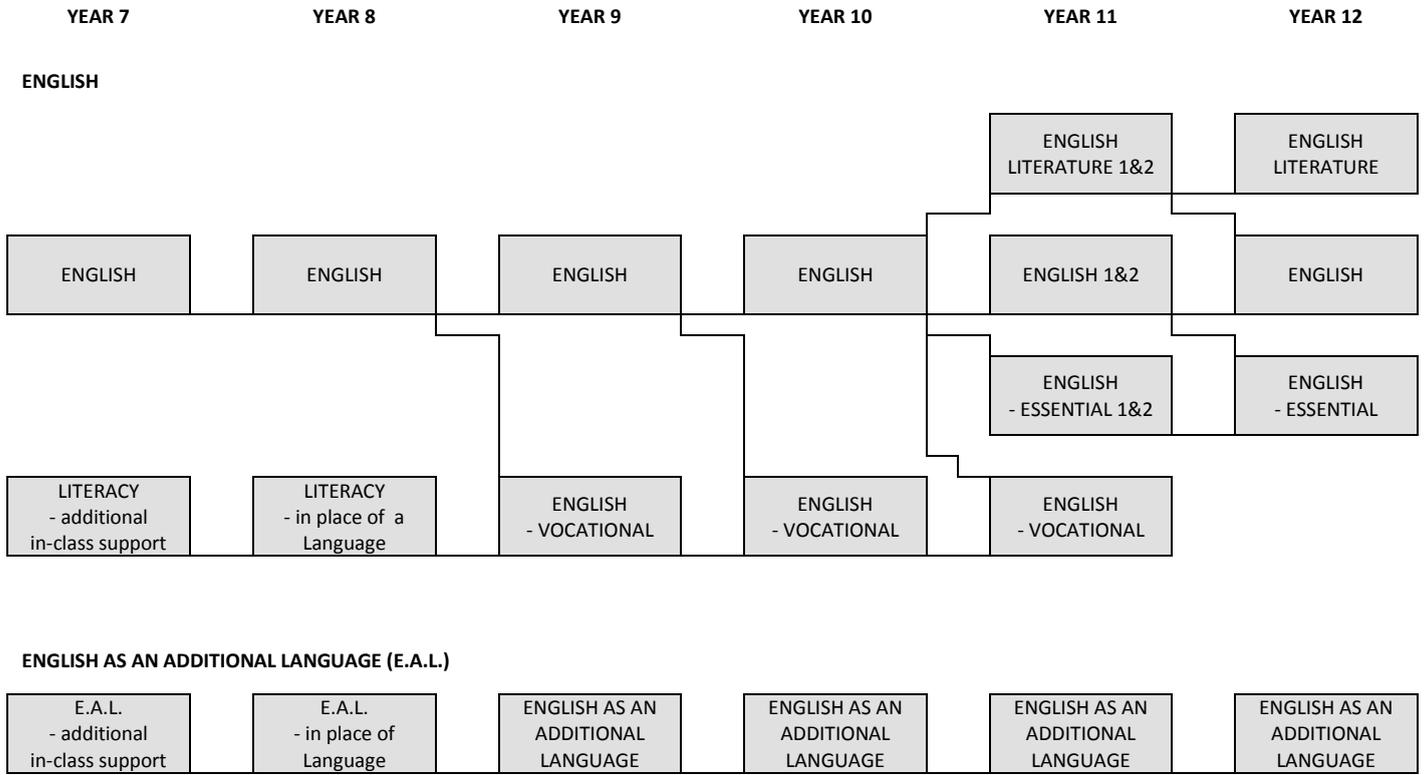
The outcome will involve students presenting their findings in Italian in an oral presentation in Italian with appropriate Italian presentation resources.

<b>PROGRAMMING &amp; ELECTRONICS</b>	<b>Year 9</b>
<b>Full Year Course</b>	

Electronics and Programming enables students to learn in a practical way about electrical and electronic systems. Students make a range of exciting projects as they learn about electrical and electronic components and basic circuit design. Students will use the key concepts of:

Investigating and Defining, Generating and Designing, Producing and Implementing, Evaluating, Collaborating and Managing, Abstraction, Data collection, Specification and Interactions.

## ENGLISH and ENGLISH AS AN ADDITIONAL LANGUAGE



**ENGLISH** **Year 7**  
**Full Year Course**

**Assumed Knowledge**

Students need to have gained a satisfactory achievement in the Australian Curriculum English at Year 6.

**Course Description**

English courses are based on the Australian Curriculum which organises content into the inter-related strands of Language, Literature and Literacy. There is a particular focus on the development of students' writing across a range of genres. Spelling and Language are also developed further. Students are encouraged to become familiar with a broad range of reading strategies which they can confidently utilise with a variety of text types.

**Assessment Components**

Assessment tasks are designed to allow students to meet the Achievement Standards of the Australian Curriculum.

**ENGLISH** **Year 8**  
**Full Year Course**

**Assumed Knowledge**

Students need to have gained a satisfactory achievement in the Australian Curriculum English at Year 7.

**Course Description**

English courses are based on the Australian Curriculum, which organises content into the inter-related strands of Language, Literature and Literacy. Students will develop their reading, listening and viewing skills, as well as their speaking, writing and creating skills. Students study a range of texts from literary to everyday texts in print and visual forms. There is a focus on creating written and oral texts for different purposes and audiences.

**Assessment Components**

Assessment tasks are designed to allow students to meet the Achievement Standards of the Australian Curriculum. Students present a range of tasks which demonstrate their ability to organise their ideas and use language accurately.

**Additional Information**

All year 8 students, under the guidance of their English teachers, will make a Personal Achievement Book of their written work across the curriculum. The purpose is to showcase their literacy development over the course of their Year 8 studies.

**ENGLISH** **Year 9**  
**Full Year Course**

**Assumed Knowledge**

Students need to have gained a satisfactory achievement in the Australian Curriculum English at Year 8.

**Course Description**

Students interpret, create, evaluate and discuss a wide range of texts ranging from literary to everyday texts in print, digital and multimodal forms. Themes of human experience and interpersonal relationships as well as ethical and global dilemmas extend students' abstract thinking and understanding of a range of viewpoints. Students study and use more complex text structures and language features. Students will focus on purpose and audience as they create imaginative, informative and persuasive texts.

**Assessment Components**

Assessment tasks are designed to allow students to meet the Achievement Standards of the Australian Curriculum. Students present a range of tasks which demonstrate their ability to organise their ideas and use language accurately.

**ENGLISH LITERACY** **Year 9**  
**Full Year Course**

**Assumed Knowledge**

Entry to this course is only via teacher recommendation only.

**Course Description**

The course is designed to meet the needs of students who require extra support to develop their written and oral language skills. There is a strong focus on the applications of English in everyday situations, with individualised planning to develop the literacy skills of each student.

**Assessment Components**

Some tasks will be individually negotiated to meet particular learning needs of students. The range of tasks includes short responses, oral presentations, different types of writing and responses to texts. Students present a range of tasks which demonstrate their ability to organise their ideas and use language accurately.

**ENGLISH as an ADDITIONAL LANGUAGE Year 9  
Full Year Course**

**Assumed Knowledge**

Students must have one parent born in a non-English speaking country and demonstrate a need for instruction in the use of English to enable them to participate in the wider curriculum.

**Course Description**

The course aims to help recently arrived students and other students of non-English speaking background to develop their skills in listening, speaking, reading and writing; to develop the language skills necessary for their other school subjects and to appreciate and enjoy literature. Teaching emphasises comprehension of spoken and written English, pronunciation and fluency, grammatical accuracy, study and writing skills.

**Assessment Components**

There is a range of assessment tasks, such as written and oral responses to different text types. Oral exercises may include role-plays, conversations, discussions and debates.

**Additional Information**

Selection of students is on the recommendation of secondary English as Additional Language (EAL) teachers. Students can move in and out of EAL classes on the recommendation of EAL and English teachers.

# HUMANITIES & BUSINESS EDUCATION

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
<b>INTERDISCIPLINARY STUDIES</b>					
			PERSONAL LEARNING PLAN (PLP)	RESEARCH PROJECT	
				COMMUNITY STUDIES	COMMUNITY STUDIES
<b>HUMANITIES</b>					
HASS	HASS	HISTORY	HISTORY	MODERN HISTORY	MODERN HISTORY
HASS	HASS	GEOGRAPHY	GEOGRAPHY	LEGAL STUDIES	LEGAL STUDIES
				ANCIENT STUDIES	ANCIENT STUDIES
<b>BUSINESS, ENTERPRISE &amp; TECHNOLOGY</b>					
				BUSINESS & ENTERPRISE	
				INFO PROCESSING & PUBLISHING	INFO PROCESSING & PUBLISHING
				WORKPLACE PRACTICES	WORKPLACE PRACTICES

<b>HASS</b> <b>Full Year Course</b>	<b>YEAR 7</b>
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**Assumed Knowledge**

Year 6 HASS knowledge and understanding

**Content**

HASS is a combination of four subjects, History, Geography, Civics and Citizenship and Economics and Business. In year 7, students will complete three historical depth studies looking at the Ancient World, they will look at two areas of geographical enquiry, Water in the World and Place and Liveability. Students will begin investigating the purpose of budgets and the importance of the Australian Constitution.

**Assessment Components**

Students will be assessed against all four sets of achievement standards, they will complete a folio of work demonstrating their knowledge and understanding and skills from the four subject areas.

<b>HASS</b> <b>Full Year</b>	<b>YEAR 8</b>
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**Assumed Knowledge**

Year 7 HASS knowledge and understanding

**Content**

HASS is a combination of four subjects, History, Geography, Civics and Citizenship and Economics and Business. In year 8, students will complete three historical depth studies looking at the Ancient to the Modern World, they will look at two areas of geographical inquiry. Landforms and Landscapes and Changing Nations. Students will begin investigating the relationships between consumers and markets and will examine Australia's democratic system of government while investigating some of the processes involved in creating laws.

**Assessment Components**

Students will be assessed against all four sets of achievement standards, they will complete a folio of work demonstrating their knowledge and understanding and skills from the four subject areas.

<b>GEOGRAPHY</b> <b>One Semester Course</b>	<b>YEAR 9</b>
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**Assumed Knowledge**

Year 8 Geographical knowledge and understanding; and Geographical inquiry and skills.

**Content**

This is a compulsory component of the Year 9 course: There are two units of study in the Year 9 curriculum for Geography. They are made up of '*Biomes and food security*' and '*Geographies of interconnections*.'

*Biomes and food security*' focuses on investigating the role of the biotic environment and its role in food and fibre production. Students study biomes of the world, their alteration and significance as a source of food and fibre, and the environment challenges and constraints on expanding food production across Australia and in the world for the future.

*Geographies of interconnections*': focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways. Students examine the interconnections between people, transport, information and communication technologies and places through the products people buy, and the effects of their production on the places that make them.

**Assessment Components**

By the end of the semester course, students will have conducted critical evaluative research, short response and extended writing, visual and/or fieldwork assignments, and an oral component.

<b>HISTORY</b> <b>One Semester Course</b>	<b>YEAR 9</b>
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**Assumed Knowledge**

Year 8 Historical knowledge and understanding and Historical skills.

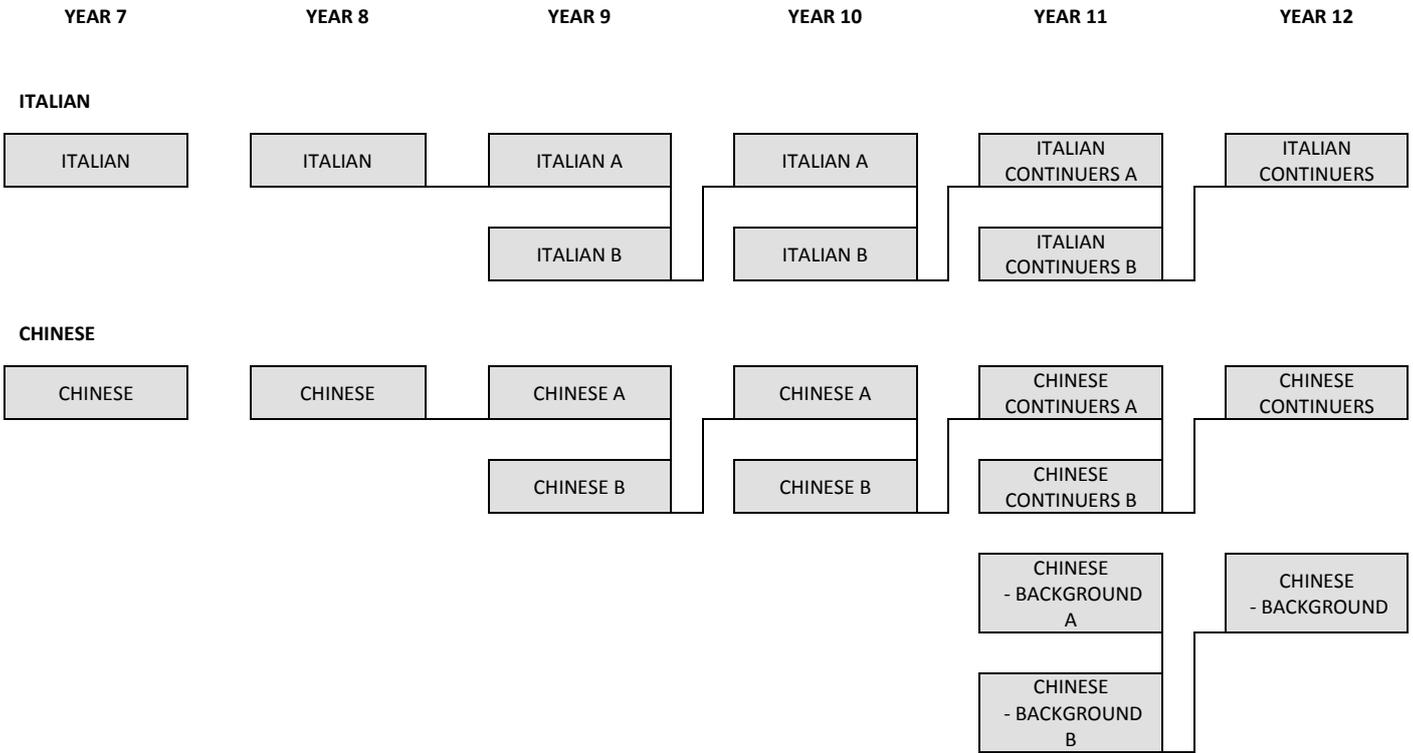
**Content**

This is a compulsory component of the Year 9 course: The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. The course includes 3 depth studies; the content of each depth study is designed to allow detail investigation of specific periods of industrialisation and rapid change in the ways people lived, worked and thought, through the period ending in World War 1 (1914-1918), the 'war to end all wars'.

**Assessment Components**

By the end of the semester course, students will have conducted critical evaluative research, short response and extended writing, visual and/or practical assignments and an oral component.

# LANGUAGES



**LANGUAGES – COMPULSORY SUBJECTS**  
**Years 7 & 8**

**Year 8 students must choose one of the following Languages to study:**

LANGUAGES	YEAR 7
<b>Semester Course</b>	

**Assumed Knowledge**

None

**Course Description**

Topics relate to the personal world of the student.

**Assessment Components**

Communication, Understanding, Language and Culture are the areas of assessment.

**Additional Information**

Teacher availability will determine the Language offered in Year 7, in 2018.

CHINESE	YEAR 8
<b>Semester Course with the option of a Full Year</b>	

**Assumed Knowledge**

None required. Adjustments are made for background knowledge learners.

**Course Description**

Students learn basic communication in Chinese through a range of listening, speaking, reading and writing activities and computer-based learning. Topics include self, greetings, numbers, families, animals, hobbies, celebrations, Chinese food, Chinatown, sports and school. Chinese cultural, historical and geographical awareness is developed throughout the year, as is an understanding of the structure and grammar of the Chinese Language.

**Assessment Components**

Tasks will be assessed in the Communicating and Understanding strands according to the Australian Curriculum. By the end of Year 8, students can use spoken and written Chinese to interact in a range of familiar contexts.

**Additional Information**

Students will participate in Chinese excursions and workshops at school that will provide authentic cultural experiences eg. Chinatown and workshops on calligraphy, Opera Mask painting, Chinese knotting and paper cutting.

ITALIAN	YEAR 8
<b>Semester Course with the option of a Full Year</b>	
<b>Italian STEAM</b>	

**Assumed Knowledge**

None.

**Course Description**

Students learn basic communication in Italian covering such topics as self, family, friends, school, sport, basic numbers, age and colours. Attention will be focused on listening, speaking, reading and writing skills. Background studies include aspects of history and geography, traditions, general culture and comparison of education systems with Australia.

**Assessment Components**

Tasks will be assessed in the Communicating and Understanding strands according to the Australian Curriculum.

**Additional Information**

Students participate in excursions that will provide authentic cultural experiences.

## LANGUAGES – CHOICE SUBJECTS

### Year 9

<b>CHINESE</b>	<b>YEAR 9</b>
<b>Full Year Course</b>	

#### **Assumed Knowledge**

Completion of Year 8, either in the second language (IB) or background learner's course (2A).

#### **Course Description**

Students advance their skills in learning and recognizing Chinese characters. Topics include expressing likes/dislikes, describing clothes types and identifying locations of objects.

#### **Assessment Components**

Tasks will be assessed in the Communicating and Understanding strands according to the Australian Curriculum.

<b>ITALIAN</b>	<b>YEAR 9</b>
<b>Full Year Course</b>	

#### **Assumed Knowledge**

Students have knowledge equivalent to Year 8 Italian.

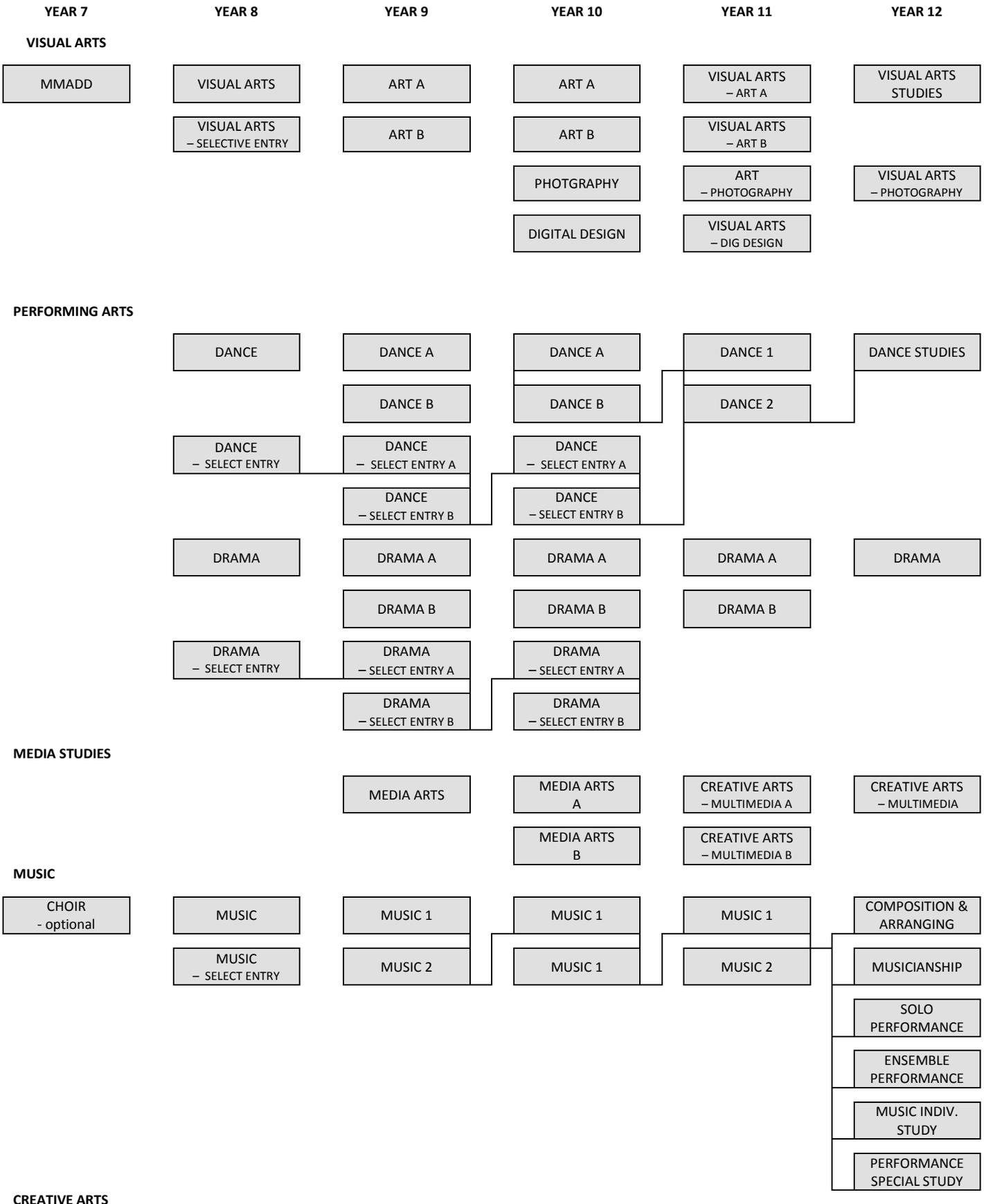
#### **Course Description**

Students continue to develop their speaking and writing skills. Listening and reading are practised to an increasing degree. Topics include clothes, numbers, colours, countries, languages, weather, sports, dates, professions and foods. Students will be able to describe people, use polite forms of address, talk about the past, state their likes/dislikes, ask and give directions and order food in a restaurant. Cultural studies focus on Italian sport, some forms of transport, a capital city and a comparison of education systems between Italy, Australia and Japan.

#### **Assessment Components**

Tasks will be assessed in the Communicating and Understanding strands according to the Australian Curriculum.

# THE ARTS



## THE ARTS – COMPULSORY SUBJECTS

Years 7 & 8

### MMADD! Year 7

#### One Semester Course

##### Course Description

MMADD! Is a semester course that encompasses the multi-disciplines of the Arts which will include a fusion of Visual Art, Music, Dance, Drama and Media. The course outcome will be presented as a MMADD performance which reflects a global intention. The Arts curriculum is built around the two interrelated strands of the Australian Curriculum, Making and Responding. Making involves the development of practical skills related to the art forms and the creation of visual, audio and performance arts products. Responding includes the analysis, evaluation and observation of the arts through investigative folios, planning and the making process. An awareness of social cultural contexts underlies Arts Making and Responding and students will develop skills in problem solving, team work and citizenship. As a specialist program school in the Performing Arts, students will have access to a unique collaborative Arts program, resources and opportunities.

##### Assessment Components

70% Arts Making

30% Arts Responding

### THE ARTS Year 8

#### Full Year Course

##### Assumed Knowledge

There are no pre-requisites for the Arts at year 8.

##### Course Description

The Arts curriculum is built around the two interrelated strands of the Australian Curriculum, Making and Responding. Charles Campbell College students will have the opportunity to study the areas of Dance, Drama, Music and Visual Art with specialist staff. All students will study a term of each of the described Arts areas.

##### Assessment Components

Arts Making 70%

Arts Responding 30%

##### Additional Information

As we are a specialist school, students will have access to unique resources, such as performance spaces, studios and labs. Small costs may be associated in relation to excursions. Students will be required to wear the College PE Uniform for Dance.

## THE ARTS – SELECTIVE ENTRY

Year 8

### THE ARTS Year 8

#### Full Year Course

##### Assumed Knowledge

This course will be open to students who have completed the audition process for the Selective Entry program in year 7 and where spaces occur, to new applicants who audition or are identified through the usual Year 8 Dance course.

##### Course Description

Students will follow courses that reflect the Australian Curriculum strands of Making and Responding. As this is a focus class for the Arts students study the four Arts areas of Dance, Drama, Music and Visual Art for a full semester. Selective Entry students will have a variety of public performance opportunities and be expected to show a high standard either in an off stage or onstage role. Students will be expected to develop knowledge of Arts terminology that will be reflected in their responses, evaluations and discussions. Students will explore social cultural contexts in which the Arts evolve in more detail. Students will be made aware of career pathways in the performing arts.

##### Assessment Components

Arts Making 70%

Arts Responding 30%

##### Additional Information

Selective Entry students are invited to attend many workshops, performances and other Arts related events during the year. Some of these events will be an additional cost and vary slightly each year.

All year 8 and Year 9 students are required to participate in the biannual College Production, as part of their study; this has a contribution fee of \$100 and may be paid in instalments.

##### Costume Contribution:

\$40 per semester

## THE ARTS - CHOICE SUBJECTS

### Year 9

#### ART A Year 9

##### One Semester Course

###### Assumed Knowledge

Passing grade in the previous year's study.

###### Course Description

There is an emphasis on exploring creative applications of painting and drawing practices and connected innovative 2D techniques emphasising process as well as product. A theory component will include individual research into their own works and contemporary and historical concepts and practices from Western, Asian and Indigenous Art. An Art Gallery of SA tour and workshop is included.

###### Assessment Components

70%- Creating/Making Folio and Tasks

30%- Responding Research/Written Tasks

#### ART B Year 9

##### One Semester Course

###### Assumed Knowledge

Passing grade in the previous year's study.

###### Course Description

In this course there is an emphasis on exploring creative applications and producing innovative 2D and 3D techniques emphasising process as well as product. A theory component will include individual research into their own works and contemporary and historical concepts and practices from Western, Asian and Indigenous Art. An Art Gallery of SA tour and workshop is included.

###### Assessment Components

70%- Creating/Making Folio and Tasks

30%- Responding Research/Written Tasks

#### MEDIA ARTS

Year 9

##### One Semester Course

###### Assumed Knowledge

Basic computer literacy. Experience in creative digital programs is desirable.

###### Course Description

This course introduces students to the exciting world of Multimedia production. Students develop an understanding of technical and symbolic principles and conventions in a variety of creative media. Media Arts provides the opportunity to explore:

- Film Making
- Animation
- Game Design and Creation

###### Assessment Components

Assessment will be based on multiple media projects that provide students the capacity to successfully represent and communicate ideas through creative digital mediums. Students will be graded on their technical and communicative skills.

#### DANCE A

Year 9

##### One Semester Course

###### Assumed Knowledge

No previous experience required.

###### Course Description

The course aims for students to experience many facets of dance as a performing art, in a way that is current and relevant. Students learn and develop the fundamentals of dance technique, explore their own creativity through movement composition tasks, and develop their confidence through presenting work to others. They will have opportunities to enjoy dance as an audience member and comment constructively on the work of others using appropriate terminology. The practical component will consist of jazz/contemporary technique, composition and performance. The theoretical topics include basic anatomy, dance history, dance-related occupations and staging a production.

###### Assessment Components

20%- Skill development tasks

20%- Movement compositions

40%- Presentation/ performances

20%- Written assignments, tests

###### Costume Contribution:

\$40 per semester

**DANCE B****Year 9****One Semester Course****Assumed Knowledge**

No previous experience required.

**Course Description**

This course aims for students to experience the many facets of dance as a performing art, in a way that is current and relevant. Students learn and develop the fundamentals of dance technique, explore their own creativity through improvisation and movement composition tasks, learn basic partnering skills, and develop their confidence through presenting work to others. They will have opportunities to enjoy dance as an audience member and respond through review writing. The practical component will consist of contemporary technique, composition and performance. The theoretical topics include dance styles, dance in other cultures, approaches to choreography, and writing a review of a live performance.

**Assessment Components**

20%- Skill development tasks

20%- Movement compositions

40%- Presentation/performances

20%- Written assignments, review writing, tests

**Costume Contribution:**

\$40 per semester

**DANCE SELECTIVE ENTRY A & B****Year 9****Full Year Course****Assumed Knowledge**

This course will be open to students who have completed the first year of the Selective Entry program and, where spaces occur, to new applicants who audition or are identified through the usual Year 8 Dance course.

**Course Description**

This course aims to give students a wide range of performance opportunities. Students will explore the many facets of Dance as a performing art, in a way that is current and relevant. Students will learn and develop their dance technique to a high level. They will explore their own creativity through improvisation and movement composition tasks. They will have the opportunity to create a short choreographic study and film project. They will be encouraged to attend live performances and respond through review writing. The practical component will consist of contemporary technique, composition and performance. The theoretical topics include dance styles, dance in other cultures, approaches to choreography, and writing a review of a live performance. All Selective Entry Dance students perform in the Year 12 Performance Exam in term 3.

**Assessment Components**

20%- Technique

30%- Composition/choreographic study

30%- Presentations/performances

20%- Written assignments and reviews

**Costume Contribution:**

\$40 per semester

**DRAMA A****Year 9****One Semester Course****Assumed Knowledge:**

No previous experience required.

**Course Description**

This course aims for students to experience the elements of Drama as a performing art in a way that is current and relevant. Students learn to explore their own creativity through an understanding of the fundamentals of performing arts theory, practice and performance techniques. Students work collaboratively in improvisational and group-devised activities and undertake a scriptwriting project. They demonstrate their understanding of play analysis and develop confidence in their own skills by participating in a whole group performance to a peer audience, either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. They will also view live theatre as an audience member as part of their studies and learn to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

**Assessment Components**

30%- Drama Practice

40%- Group performance

30%- Report and Review

**Additional Information:**

Theatre excursion cost approximately \$20 per semester

They will also view and review live theatre as an audience member and learn to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

**Assessment Components**

30%- Drama Practice and Theory

40% -Group Presentation

30%- Report and Review

**DRAMA SELECTIVE ENTRY A & B****Year 9****Full year or Semester Course****Assumed Knowledge:**

This course will be open to students who have completed the first year of the Selective Entry program and, where spaces occur, to new applicants who audition or are identified through the usual year 8 Drama course.

**Course Description:**

This course aims for students to extend their performance skills and knowledge of the elements of Drama as a performing art. Students learn to express their own creativity with confidence in practical work and are able to explore a wide range of performance opportunities at an advanced level. Students learn to articulate their knowledge and understandings of the dramatic arts through a variety of practical and theoretical tasks and undertake the study of dramatic theory and practice, examining the history of world theatre and exploring the diversity of theatre styles/genres in other cultures. They will explore their own creativity through group devised play making, script-writing, theatre arts studies, small group presentations and a whole group performance to a school and/or community audience, participating either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. Students are also required to view and review live theatre as an audience member and to document the page to stage process to critically evaluate, analyse and reflect upon the dramatic works created by themselves and others in written and oral theoretical tasks.

**Assessment Components**

30%- Drama Practice and Theory

40%- Group Performance/Presentation

30%- Report and Review

**Additional Information**

Theatre visits and attendance at out of school hours rehearsals is expected. Theatre excursion costs approximately \$20 per semester

**DRAMA B****Year 9****One Semester Course****Assumed Knowledge**

No previous experience required.

**Course Description**

This course aims for students to experience the elements of Drama as a performing art in a way that is current and relevant. Students learn to explore their own creativity through an understanding of the fundamentals of performing arts theory, practice and performance techniques. Students learn how to apply their skills of play analysis through performing dramatic works in small group presentations to a peer audience, participating either in an on-stage role as an actor, or an off-stage role as a theatre practitioner. Additionally, they undertake an in-depth theoretical/practical/multimodal study of a chosen area of the dramatic arts within the world theatre.

<b>MUSIC 1</b>	<b>Year 9</b>
<b>One Semester Course</b>	

**Assumed knowledge**

Year 8 Music or equivalent.

**Course Description**

All students who choose music in Year 9 are expected to learn an instrument or voice. The College provides instrumental lessons and most lessons are small group tuition. Tuition is available for woodwind, brass, string and percussion instruments as well as classical, modern and bass guitar, voice percussion and drum kit. Most instruments are available for hire, with the exception of guitar. The course is performance orientated and a variety of ensembles are formed in each music class with class rehearsal lessons each week. All students will be assessed as soloists and as ensemble members. Students gain theoretical and aural skills through regular weekly lessons and associated written work. An appreciation of the diversity of music is developed through accessing live performances where possible and exploring a variety of music from different genres and cultures.

**Assessment Components**

60%- Solo Performance and Ensemble Performance

20%- Music Theory and Aural Work

20%- Music Assignment and Presentation

**Additional Information**

Students will be able to access our Instrumental/Vocal program and vacancies will be available for beginners. Students wishing to avail themselves of lessons should contact the department at the beginning of the school year. A wide range of extra-curricular ensembles is offered and it is expected that students will join appropriate ensembles such as the Concert Band, Jazz Band, String Ensemble, Contemporary Band, Classical Guitar Ensemble, Choir or Senior Vocal Ensemble. Students are encouraged to participate in the Whole College Production and be involved in public performances.

<b>MUSIC 2</b>	<b>Year 9</b>
<b>One Semester Course</b>	

**Assumed Knowledge**

Students need to have successfully completed Year 9 Music 1 or have auditioned with the Music department staff.

**Course Description**

All students who choose music in Year 9 are expected to learn an instrument or voice. Students may choose to learn privately or access school instrumental and vocal lessons. (For details see Year 9 Music A).The course is performance orientated and a variety of ensembles are formed in each music class with class rehearsal lessons each week. All students will be assessed as soloists and as ensemble members. Students gain theoretical and aural skills through regular weekly lessons and associated written work. Students will access music based software programs to enhance their theoretical and creative skills. An appreciation of music composition is developed through accessing live performances where possible and exploring a topic on Music and Song Writing.

**Assessment Components**

60%- Solo Performance and Ensemble Performance

20%- Music Theory and Aural Work

20%- Music Assignment and Presentation

**Additional Information**

Students will be able to access our Instrumental/Vocal Program and vacancies will be available for beginners. Students wishing to avail themselves of lessons should contact the department at the beginning of the school year. A wide range of extra-curricular ensembles is offered and it is expected that advanced students will join appropriate ensembles such as the Concert Band, Jazz Band, Orchestra, String Ensemble, Contemporary Band, Classical Guitar Ensemble, Choir or Senior Vocal Ensemble. Students are encouraged to participate in the Whole College Production and be involved in public performances.

# HEALTH & PHYSICAL EDUCATION

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
<b>HEALTH &amp; PHYSICAL EDUCATION</b>					
HEALTH & PE inc HOME ECONOMICS	HEALTH & PE - CORE Inc HOME ECONOMICS	HEALTH & PHYSICAL ED - CORE	HEALTH		
				COMMUNITY & HEALTH - IPP	COMMUNITY & HEALTH - IPP
			CARING FOR CHILDREN	CHILD STUDIES	CHILD STUDIES
<b>PHYSICAL EDUCATION</b>					
		PHYSICAL EDUCATION EXTENSION	PHYSICAL EDUCATION A - TEAM SPORTS	PHYSICAL EDUCATION A	PHYSICAL EDUCATION
			PHYSICAL EDUCATION B - INDIVID SPORTS	PHYSICAL EDUCATION B	
			PHYSICAL EDUCATION C - REC SPORTS		
				COMMUNITY SPORTS A	SPORTS STUDIES
				COMMUNITY SPORTS B	
				OUTDOOR EDUCATION	OUTDOOR EDUCATION
<b>SPECIAL ENTRY SPORTS PROGRAM</b>					
AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	AUSTRALIAN RULES FOOTBALL	CERT II – SPORT & RECREATION	CERT III – SPORT & RECREATION

**H.P.E. – COMPULSORY SUBJECTS**  
**Years 7, 8 & 9**

**HEALTH & PHYSICAL EDUCATION /  
HOME EC** **YEAR 7**  
**One Semester Course**

**Assumed Knowledge**

No previous experience required

**Course Description**

This course aims to develop skills and knowledge in a variety of practical activities, including catching, throwing, hitting and kicking. Students will have the opportunity to develop a range of team and individual movement skills as well as personal skills.

**Assessment Components**

This includes a range of practical activities and directed investigations.

**HEALTH & PE CORE / HOME EC** **YEAR 8**  
**One Term Course**

**Assumed Knowledge**

No previous experience required.

**Course Description**

Students will participate in a variety of practical activities with the aim of further developing their physical skills, understanding of rules and safety and working together as a team.

**Assessment Components**

This includes a range of practical activities and directed investigations.

**HEALTH & PE CORE** **YEAR 9**  
**One Semester Course**

**Assumed Knowledge**

No previous experience required.

**Course Description**

All students will participate in activities related to developing a healthy lifestyle. Theory and practical sessions will cover topics from both the physical and health education areas. Activities include Volleyball, Netball, Touch, Table Tennis and Softball. The theory topic will be on sexual health.

**Assessment Components**

This includes a range of practical activities and directed investigations.

**H.P.E. – CHOICE SUBJECTS**  
**Years 7 & 8**

**SPECIALIST SPORT PROGRAM** **YEAR 8**  
**FOOTBALL (ALF) MALE AND FEMALE**  
**Full Year course**

**Assumed Knowledge**

Students should have an interest in football and have a desire to improve their skills and game play in these sports. A selection process will occur for this subject.

**Course Description**

Students will have the opportunity to develop their skills and game play in football.

The programme will include:

- Specific skill and technique development
- Game play and tactical awareness
- Fitness development and understanding of a conditioning programme.
- Various awareness programmes such as injury prevention, nutrition, and sports psychology

Students will be made aware of career pathways in the sporting field

**Assessment Components**

This includes a range of practicals activities centred on football and directed investigations

**Additional Information**

Coaches and facilitators other than the teaching staff may be used and therefore there is a cost of \$160 for students in this specialist sport programme. This includes a \$20 uniform levy.

**Community Partners**

Norwood Football Club

## H.P.E. – CHOICE SUBJECTS

### Year 9

#### PHYSICAL EDUCATION - EXTENSION YEAR 9

##### One Semester Course

###### Assumed Knowledge

No previous experience required.

###### Course Description

Students will participate in a variety of team and individual practical activities that may include Golf, Ten-pin bowling, Badminton, Gaelic football, Soccer, Korfbal, Hockey, and Soft Crosse. The theory topic will be on sports injuries and rehabilitation.

###### Additional Information

There may be a cost of approximately \$30 to cover the entrance fees and bus fares for golf and ten-pin bowling.

###### Assessment Components

This includes a range of practical activities and directed investigations.

#### SPECIALIST SPORT PROGRAM YEAR 9

##### FOOTBALL (ALF) MALE AND FEMALE

##### Full Year course

###### Assumed Knowledge

This course will be open to students who have completed the first year of the Specialist Sports program and, where spaces occur, to new applicants who try out or who are identified through the usual Year 8 PE course. Students should have a C pass or better in Year 8 Physical Education and have a desire to improve their skills and game play in football. A selection process will occur for this subject.

###### Course Description

Students will have the opportunity to develop their skills and game play football.

The programme will include:

- Specific skill and technique development
- Game play and tactical awareness
- Fitness development and understanding of a conditioning programme.
- Various awareness programmes such as injury prevention, nutrition, and sports psychology

Students will be made aware of career pathways in the sporting field

###### Assessment Components

This includes a range of practical activities centred on football and directed investigations

###### Additional Information

Coaches and facilitators other than the teaching staff may be used and therefore there is a cost of \$100 for students in this specialist sport programme. This includes a \$20 uniform levy.

###### Community Partners

Norwood Football Club

- Charles Campbell College students are able to access this handbook from their Daymap – attached to PGL.
- Access is also available via our website.  
[www.ccc.sa.edu.au](http://www.ccc.sa.edu.au)