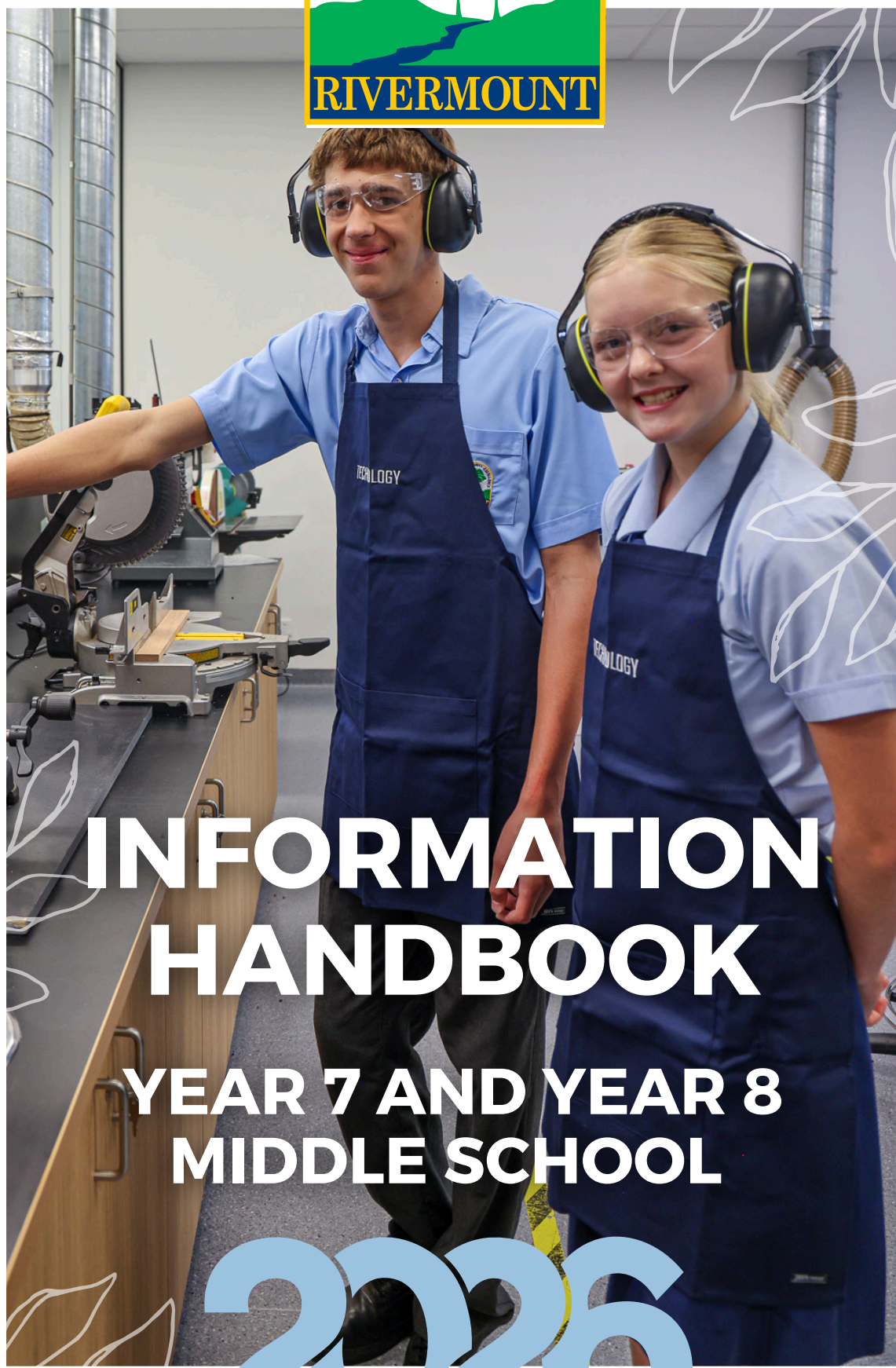


RIVERMOUNT COLLEGE



INFORMATION HANDBOOK

YEAR 7 AND YEAR 8
MIDDLE SCHOOL

2026

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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:

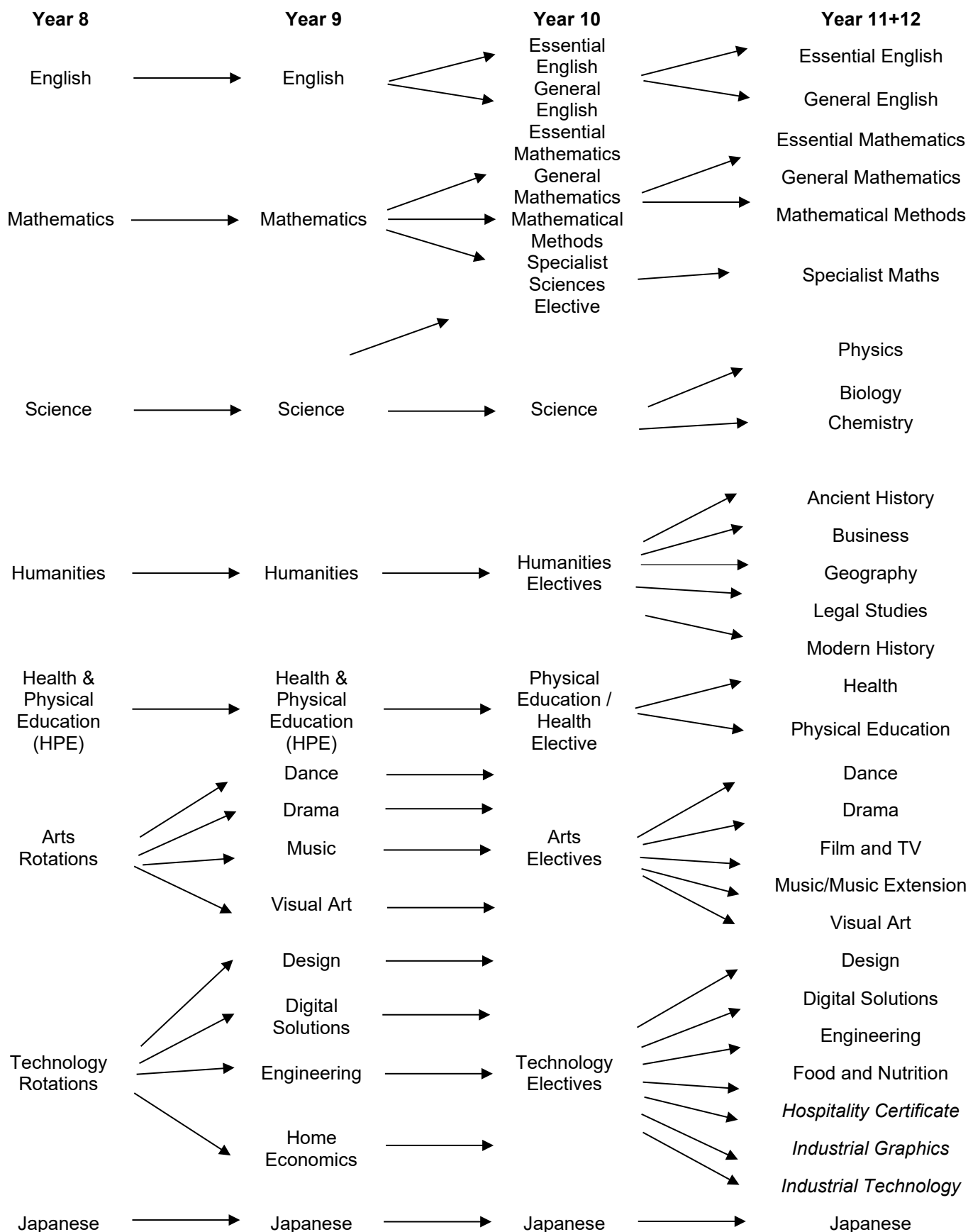
- | | | |
|--|---|---|
| <ul style="list-style-type: none">▪ English▪ Mathematics▪ Science▪ Humanities▪ Health and Physical Education▪ Christian Studies | } | Core/Compulsory
Key Learning Areas |
|--|---|---|

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.



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. 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 outline the expected depth of understanding, extent of knowledge, and sophistication of skills that students should typically demonstrate by 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 and Algebra	Measurement and Space	Statistics and Probability
<ul style="list-style-type: none"> Number and place value (P-9) Additive strategies (P-8) Multiplicative strategies (P-10) Interpreting fractions (2-9) Proportional thinking (5-10) Number patterns and algebraic thinking (P-10) Understanding money (1-10) 	<ul style="list-style-type: none"> Understanding units of measurement (P-10) Understanding geometric properties (P-10) Positioning and locating (P-8) Measuring time (P-9) 	<ul style="list-style-type: none"> Understanding chance (3-10) Interpreting and representing data (P-10)

The strands are introduced at Prep and build sequentially and cumulatively to Year 9. However, not all sub-strands are represented in each year level of the curriculum. As concepts grow in complexity, they are subsumed by other more sophisticated sub-strand concepts (for example, the sub-strands of Number and place value and Fractions and decimals contribute to students' understanding in the sub-strand of Real numbers).

COURSE OUTLINE – Year 7

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Achievement standard: 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

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Achievement standard: 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 topic tests, examinations and problem-solving and modelling tasks.

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.

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

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

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 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: 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.	Astronomy – Earth, Sun and the Moon
Mixtures, Suspensions, Compounds and Solutions	Ecosystems, Food Chains and Webs
Everyday Forces	

Year 8

SEMESTER ONE	SEMESTER TWO
The Rock Cycle	Substances & Chemical changes
Plate Tectonics	Cells
Energy Forms and Changes	Body systems

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.

Inquiry - 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.

Inquiry – Data Processing, 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:

Year 7

- Knowledge and understanding - Students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society.
- Skills - Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments.

Year 8

- Knowledge and understanding - Students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.
- Skills - Students develop questions and locate, select and organise relevant information from different sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They explain the methods or strategies related to civic

participation or action. Students use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.

ECONOMICS AND BUSINESS

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.

Economics and Business integrates a number of practical and theoretical disciplines: business decisions, different types of markets, micro and macro economics, 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 such as 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.

Business is organised into two interrelated strands:

Year 7

- Knowledge and understanding - Students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.
- Skills - Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.

Year 8

- Knowledge and understanding - Students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia’s taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.
- Skills - Students develop a range of questions to investigate an economic and business issue. They locate, select and organise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.

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:

Year 7

- **Knowledge and skills** - Students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past.
- **Skills** - Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.

Year 8

- **Knowledge and understanding** - Students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.
- **Skills** - Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

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:

Year 7

- Knowledge and skills - students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.
- Skills - Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.

Year 8

- Knowledge and understanding - students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.
- Skills - Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.

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 expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and motivating students to reach their creative and expressive potential. Using the body as the instrument of expression and movement as the medium, students represent, celebrate, question and communicate personal, social, emotional, spiritual and physical human experience. Dance is a vibrant and dynamic subject developing both physical performance and creative skills, while improving self-confidence and communication.

Middle School Dance focuses on modern and popular dance styles to develop students' understanding of current trends dominating stages, film and social culture. Activities are both practical and theoretical in nature and explore a wide range of dance performance styles and languages.

The Middle School Dance curriculum gives students the opportunity to develop their:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills, and skills for responding to their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance as active participants and informed audiences.

Dance in Years 7 and 8 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.

While confident performers naturally enjoy Dance, this course benefits all students willing to participate, not just those who identify as 'performance' students. Students complete a variety of learning experiences and assessment tasks, both individually and in groups, that relate to the studied units of work.

ASSESSMENT

Through a mix of choreography projects, performances, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse dance works, choreographers' practices across cultures and times, including the diversity of First Nations Australian dance that demonstrates respect for Indigenous Cultural and Intellectual Property rights.

Developing practices and skills: Students develop creative and critical practices by building genre-specific skills, refining techniques to manipulate the elements of dance, and reflecting on their own and others' work while maintaining safe dance practices.

Creating and making: Students choreograph dance works using elements of dance, choreographic devices and form across various styles.

Presenting and performing: Students perform dance works using technical and expressive skills to effectively communicate ideas and intentions to audiences.

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
- 3D Modelling Skills and 3D Printing Extension Option: 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:

Year 7: Into Orbit Robotics

Students will learn to design, build and program robots using Python and block based coding to complete real-world missions. Students will also complete a research project about the importance of robots and digital innovation in the real-world.

Year 8: Creative Coding with Microbit

Students will learn how to design, build and program Microbits to effectively solve a series of real-world problems, understand their digital footprint and cyber security implications when manipulating data.

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.

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 explain how people design, innovate and produce products, services and environments for preferred futures by selecting appropriate hardware for particular tasks and using a range of digital tools to individually and collaboratively document and manage production processes.

DRAMA

COURSE OUTLINE

Drama is a unique and powerful art form that explores and communicates the human experience through the creation and performance of real and imagined stories. It draws on the human instinct to play, pretend, and explore different perspectives, fostering empathy, creativity, and communication. Through role-play and performance, students engage with the world around them, interpreting and expressing personal, cultural and social experiences in rich and meaningful ways.

Middle School Drama is both an individual and collaborative pursuit, offering students a vibrant and diverse range of practical and theoretical learning experiences. It encourages students to explore their imagination, take creative risks, and develop performance and production skills through a range of drama forms, styles and techniques.

The Middle School Drama curriculum gives students the opportunity to develop their:

- confidence, imagination and creativity through playing roles and exploring dramatic contexts
- ability to work collaboratively and think critically to devise, shape and perform original and scripted works
- knowledge and control of dramatic elements, forms, and conventions to engage and communicate with audiences
- appreciation of drama traditions and innovations, including the significance of First Nations Australian storytelling and performance practices
- understanding of the cultural, historical and contemporary significance of drama as both artists and audiences

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.

Drama welcomes all students, not just confident performers. It provides a supportive environment where students can grow their communication, collaboration and expressive abilities. Students participate in a range of assessment tasks individually and in groups, reflecting their skills and understandings across the studied units.

ASSESSMENT

Through a mix of devised drama projects, performances, extended responses, and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse drama works, performances and practices across cultures and times, including diverse First Nations Australian drama that demonstrates respect for Indigenous Cultural and Intellectual Property rights.

Developing practices and skills: Students develop creative practices using elements of drama (role, situation, language, character, etc.) and critical practices through reflection and evaluation of their own and others' work.

Creating and making: Students create drama through improvised, devised and scripted forms such as process drama, puppetry, and play-building, exploring realism, non-realism, and various historical or contemporary styles.

Presenting and performing: Students present drama in formal and informal settings, adapting their performances for specific target audiences.

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 recognise and describe engineering problems, concepts and principles.

Processes and production skills: The ability to generate prototype solutions to provide data to assess the accuracy of predictions

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 analyse how people in design and technologies occupations consider ethical and sustainability factors to design and produce products, services and environments.

Processes and Production:

Processes and production skills (Investigating and defining)

The ability to analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create design solutions.

Processes and production skills (Producing and implementing)

The ability to select, justify and use suitable materials, components, tools, equipment, skills and processes safely to make designed solutions

Processes and production skills (Collaborating and managing)

The ability to develop project plans to individually and collaboratively manage time, cost and production of designed solutions

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, tourist, economic and political ties.

Possible topics studied are as follows:

Year 7

- Hiragana writing and Introducing Someone
- Samurai - Japanese History
- Obento - Japanese Cuisine and healthy eating
- Going places - Creating short stories in Japanese
- (Hiragana and culture are 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).

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and recognise the relationship between spoken and written forms. They demonstrate understanding that Japanese has conventions and rules for scripts, non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

ASSESSMENT

Students are assessed using the following criteria:

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

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

MUSIC

COURSE OUTLINE

Music is a universal language that combines sound, structure and expression to communicate and evoke ideas, feelings and identity. It is found in every culture, both past and present, and provides a unique medium for understanding and sharing the human experience. Music brings people together, creating connections across time, place and community. Through listening, composing and performing, students build empathy, cultural understanding and a deep appreciation of musical diversity.

Middle School Music is a practical and creative subject that allows students to explore a wide range of musical genres and approaches. Students engage with music as performers, composers and critical listeners, developing their skills in both solo and group contexts. Music learning is hands-on and student-centred, encouraging creativity, collaboration and expression.

The Middle School Music curriculum gives students the opportunity to develop their:

- confidence, creativity and musical skill through active engagement with performance, composition and listening
- ability to use the elements of music in meaningful and expressive ways
- knowledge of music technologies and contemporary music practices
- appreciation of musical styles and traditions from different cultures, times and places, including the music of First Nations Australians
- understanding of music as an evolving art form that shapes and reflects identity and community

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.

Performance instruments include vocals, drums/percussion, guitar, bass, keyboard/piano and some orchestral instruments. This course supports students of all experience levels, offering the chance to explore, create and perform music in a supportive and inclusive environment. Students do not need prior instrumental experience, as basic technique is taught during lessons.

A genuine interest in music and a willingness to perform will serve students well in this subject.

ASSESSMENT

Through a mix of composition projects, performances, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse music and music practices across cultures, times and contexts, including diverse First Nations Australian music that demonstrates respect for Indigenous Cultural and Intellectual Property rights.

Developing practices and skills: Students develop creative and critical practices in listening, performance and composition across various genres, manipulating elements of music (duration, pitch, dynamics, form, timbre, texture) while evaluating their own and others' work.

Creating and making: Students compose music in various forms and genres including songwriting, instrumental music, and music production, using aural skills and digital tools to develop interpretations for performance.

Presenting and performing: Students present musical performances tailored to specific target audiences, demonstrating appropriate technical and expressive skills.

VISUAL ART

COURSE OUTLINE

Visual Art is a dynamic and expressive subject that nurtures students' creativity, imagination and personal voice through practical and conceptual engagement with the world around them. It provides opportunities to communicate ideas, tell stories and explore perspectives using a wide variety of visual forms, styles and materials. Visual Art enables students to make meaning as artists and audiences, building confidence, critical thinking, and cultural awareness through creative exploration.

Middle School Visual Art offers a broad and engaging curriculum where students investigate and respond to visual culture, experiment with techniques and materials, and develop their own resolved artworks. They are introduced to the creative process as a cycle of inquiry, exploration, making, reflecting and refining. Artmaking is linked with critical and historical study, giving students insight into both traditional and contemporary practices.

The Middle School Visual Art curriculum gives students the opportunity to develop their:

- conceptual and perceptual skills through the exploration of visual elements and principles of design
- technical skills and confidence in using a wide range of art materials, tools, techniques and technologies
- understanding of the roles, practices and innovations of artists, craftspeople and designers across cultures, times and locations
- ability to research, plan and evaluate visual ideas, responding to a range of stimuli with creativity and personal expression
- respect for cultural traditions and practices, including the artistic expressions of First Nations Australians and artists of the Asia region
- awareness of sustainability, safe studio practices and responsible use of materials in visual art

Visual Art encourages students to work independently and collaboratively, building valuable skills in problem-solving, communication and decision-making.

ASSESSMENT

Through a mix of projects incorporating development, making and/or displaying artwork/s, extended responses and examinations, students are assessed in the following strands:

Exploring and responding: Students analyse artworks and visual arts practices across cultures, times and contexts, including diverse First Nations Australian visual arts that demonstrate respect for Indigenous Cultural and Intellectual Property rights.

Developing practices and skills: Students develop creative practices for generating ideas and themes, while building critical practices through reflection and evaluation of their own and others' artwork.

Creating and making: Students create 2D, 3D, 4D and/or multi-disciplinary artworks using visual conventions, processes and materials to effectively communicate ideas and intentions.

Presenting and performing: Students present artworks to specific audiences in physical and/or virtual spaces, considering appropriate display and contextual information.