



PEDARE



Updated: 12 September 2022

Middle School

Curriculum Handbook



Pedare's Vision

Fostering partnerships with families that enable students to:

- excel in learning
- be globally focused
- have a strong sense of self-worth
- make a difference in the community.



IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.



BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.



PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Principal's Message

At Pedare our vision is to work in partnership with families to provide an exceptional program of learning, inclusive of every student. We aspire to develop confidence, resilience and a strong sense of self-worth in our students by prioritising wellbeing. Through the establishment of respectful relationships between staff and students we ensure the individual needs of each young person is at the core of their Pedare experience.

Through our focus on exceptional learning and teaching, and the commitment of our dedicated staff, Pedare has a proud history of outstanding academic achievement. Senior School students experience a curriculum that is broad, flexible, challenging and diverse. We inspire our students to develop knowledge, skills, capabilities and attitudes relevant to their aspirations, and we take pride in offering pathways to success for all students. In Years 11 and 12 students complete Stages 1 and 2 of the South Australian Certificate of Education (SACE). Our focus on academic success is underpinned by exceptional staff who challenge students to push the limits of what they believe to be possible.

Our rigorous academic program is complemented by a broad and diverse range of co-curricular opportunities. This allows every student to explore their passions creatively, in an environment where they are encouraged to unlock and grow their unique gifts and talents.

The College motto is *Let your Light Shine*, and every student is provided with the opportunity to explore what this means for them.

We are united by our common goal of fostering inquisitive minds and developing compassionate, respectful young people who encapsulate our Anglican and Uniting Church values. Students are encouraged to contribute meaningfully to society, making a difference to others by imagining better ways.

James Tamblyn



James Tamblyn
College Principal



**At Pedare, our
vision is to work
in partnership with
families to provide an
exceptional program
of learning...**



From the Deputy Principal - Teaching and Learning

The knowledge, skills, attributes and experiences garnered throughout an International Baccalaureate education, are a child's forever.

The International Baccalaureate Primary Years Programme (IB PYP) and the International Baccalaureate Middle Years Programme (IB MYP) promotes a solid foundation that empowers Pedare students to be global thinkers and creators, ready to solve challenges and build a better world for the future.

We prioritise literacy and numeracy learning at Pedare.

Children need to be literate and numerate to actively and successfully participate in the world. Literacy transcends all subject areas, thus literacy learning at Pedare is given utmost importance to every learner, within every classroom.

A major feature of the PYP and MYP programmes is the development of the 'Learner Profile'. It describes a broad range of human capabilities and responsibilities that go beyond academic success. The Learner Profile aims to develop learners who are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

The IB PYP and MYP programmes perfectly complement and prepare students for their SACE studies in the Senior School.

We have high academic expectations of all students at Pedare.

We have a strong focus on exceptional teaching and learning through committed, expert and caring staff. Students have the choice to study a myriad of different subject options and different structured pathways to create a personalised learning journey throughout their final educational years at Pedare.

Students at Pedare explore a rigorous academic curriculum with a focus on knowledge, understanding, skills and capabilities that focus on developing the whole person, in preparation for life after school.

Within our classroom settings that challenge students and perpetuate high academic expectations, we understand the importance of a nurturing and supportive environment. Therefore, positive relationships are the cornerstone of learning at Pedare providing a culture of learning that is responsive and individualised.

Lauren Brooks



Lauren Brooks

Deputy Principal -
Teaching & Learning



**We prioritise
literacy and
numeracy
learning at
Pedare.**



Introduction

This Curriculum Handbook has been prepared to provide parents and students with subject information for learning pathways from Year 6 through to Year 9.

The curriculum is organised according to The Australian Curriculum (ACARA) and the framework provided by the International Baccalaureate Middle Years Programme (IB MYP).

The Middle Years Programme, for students aged 11-16, encourages students to think critically, creatively and independently, whilst also having opportunities to develop collaboration and leadership skills. We believe that our students can have an impact now, not just into the future. We seek to break down classroom walls to give our students the opportunity for real world experiences, problem solve current global issues, provide genuine service and a positive impact within our local and global community and feel inspired to love learning.

We look forward to working in partnership as a team of students, teachers and parents to support our young people to develop into wonderful global citizens.



YEAR 6

Year 6 Curriculum

Our Middle School Core structure is designed to offer the nurture and care from a Junior School and gently support our learners to be able to cope with greater independence and opportunities as they move towards Senior School.

Our Year 6 students spend a significant portion of their day with one Core teacher, with a strong focus on relationships and care.

Students engage in a range of subjects including

-  **Mathematics**
-  **Language and Literature (English)**
-  **Sciences**
-  **Individuals and Societies (Humanities)**
-  **Physical and Health Education**
-  **Language Acquisition (German or Chinese)**
-  **SPARK (Innovation and Agency)**
-  **Christian Life**
-  **Music**
-  **Art**
-  **Food Technology**
-  **Design**



Mathematics

In Year 6 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **One Year** ||  **Compulsory**

Subject Description: Students extend their knowledge of numbers and recognise the properties of prime, composite, square and triangular numbers. They are introduced to the use of integers in everyday contexts and can locate integers and fractions on a number line. Students connect fractions, decimals and percentages as different representations of the same number. Students make connections between capacity and volume and solve problems involving length and area. Students solve problems using the properties of angles and construct simple prisms and pyramids. Students interpret and compare a variety of data displays including those displays for two categorical variables. They describe probabilities using simple fractions, decimals and percentages.

Assessment: Students are assessed on these strands through end of topic tests and directed investigations.



Language and Literature (English)

In Year 6 Language and Literature students have a significant focus on reading, creative writing, film study, poetry and character perspective.

 **One Year** ||  **Compulsory**

Subject Description: Students explore creativity through the reading and writing of stories. This complements their study of Ballad poetry in which they focus on telling stories with rhyme and rhythm. They compare ideas presented in different films, and study character and perspective through a shared novel study. Students also practise their skills in persuasion through integrated units involving the creation of businesses and persuasive speeches.

Assessment: Students are assessed through creative writing tasks, persuasive speaking and writing, a comparative essay and analytical text response.



Sciences

In Year 6 Sciences students have a significant focus on climate, states of matter, electricity, change and our environment.

 **One Year** ||  **Compulsory**

Subject Description: In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and the value of accuracy in these measurements. They learn how to look for patterns and to use these to identify and explain relationships by drawing on evidence.

Assessment: Students are assessed through guided inquiry tasks, practicals, research tasks, tests and invention experiments.



Individuals and Societies (Humanities)

In Year 6 Individuals and Societies students have a significant focus on Asia, Indigenous rights, Australia's Federation and Business and Economics.

 **One Year** ||  **Compulsory**

Subject Description: In Year 6, students study History, Geography and Business and Economics, gaining a breadth of understanding to enable them to think critically about the world around them. They learn to read and interpret maps, develop entrepreneurial skills in creating, marketing and managing their own business, and critically analyse the validity of primary and secondary sources. Students develop their understanding of different historical perspectives through their study of Australian Indigenous history, and learn to justify their own opinions. Students conduct their own inquiry into various aspects of migration to Australia.

Assessment: Students are assessed through guided inquiry tasks, research tasks, source analysis and oral speaking tasks.



Physical and Health Education

In Year 6 Physical and Health Education students have a significant focus on relationships, developing self esteem, puberty, mindfulness, invasion games, movement and energy.

 **One Year** ||  **Compulsory**

Subject Description: Physical and Health Education forms lifelong learning with students exploring numerous mainstream sports such as cricket, netball, golf and physical activities like jump rope and mindfulness exercises. The wide variety of activities allows students to continue to develop motor skills, gain confidence in their performance and create communication pathways with their peers. Through Health topics on relationships, smart decisions, and sexual health, students will develop a stronger understanding on the effects of positive connections with others and an introduction to the changes that they will be going through physically and mentally throughout their adolescent life.

Assessment: Students are assessed through various portfolios of learning.

- Technique Analysis in Athletics
- Movement Concepts and Strategies within Invasion Games
- Mindfulness and Physical Activity
- Planning for Performance in Jump Rope



Christian Life

In Year 6 Christian Life students have a significant focus on new beginnings, creation, worship, advent and Christmas.

 **One Year** ||  **Compulsory**

Subject Description: In Year 6 students begin their journey in Christian Life by understanding the importance of faith in a Global Environment. In a multicultural society, the aim is to raise awareness of the diverse nature of Religion and to recognize the key elements of each religion. Students will endeavour to understand the importance of family, tradition and culture.

Assessment: Students are assessed through various research and analysis tasks.



YEAR
6

SPARK (Innovation and Agency)

In Year 6 SPARK students have a significant focus on 'learning how to learn' through individualised, innovative and creative learning experiences. Students solve real problems and engage in rich, thematic learning that inspires them.

 **One Year** ||  **Compulsory**

Subject Description: Year 6 SPARK students will engage in deep, authentic, individualised learning experiences; giving students the licence to innovate, create and solve real world problems. This style of learning gives students the chance to develop collaborative skills, independence, self-motivation and deep levels of engagement due to studying areas they have chosen that inspire them. This subject gives students the platform to have an impact now and consider how they can contribute to the world around them.

Assessment: Students are assessed through various collaborative and formative tasks throughout the year.



YEAR
6

Language Acquisition (Students choose to study German or Chinese)

In Year 6 Language Acquisition students have a significant focus on greetings, family, identity, relationships, shopping, food, pets, colours and Christmas.

 **One Year** ||  **Compulsory**

Subject Description: The study of an additional language fosters internationally minded students who are engaged in their community both locally and globally. It strengthens communication and literacy as well as expanding students' cognitive and analytical skills. Learning a language helps students to learn how to learn.

In Year 6, students choose to study German or Mandarin Chinese for the whole year, gaining perspectives into an Asian or a European language system and culture.

They learn to introduce themselves in these languages and to conduct basic conversations.

Assessment: Students are assessed in the skills of Listening, Reading, Speaking and Writing.

At the end of the year, students continue with their chosen language into Year 7.



Music

In Year 6 Music students are part of an exciting and special Instrument Journey program at Pedare which gives the students the opportunity to learn various Woodwind, Brass and String instruments with Specialist teachers.

 **One Year** ||  **Compulsory**

Subject Description: In Year 6 students participate in a practical instrument journey throughout the year. They learn the saxophone, trombone, rhythm section instruments and vocal for a term each to experience performing music and developing skills. They explore World Music from various cultures including Aboriginal music and they compose their own lyrics to a song as a parody.

Assessment: Students are assessed through various theoretical and practical tasks.



Visual Art

In Year 6 Visual Art students have a significant focus on different art movements and techniques; including pattern, sculpture and Indigenous art.

 **One Year** ||  **Compulsory**

Subject Description: In Year 6 the students are introduced to the Middle School Art studios. They learn about art movements, materials, processes and techniques. Year 6 Visual Art is a foundation course that focuses on developing creative thinkers who are globally and culturally aware. The course exposes students to the visual conventions and encourages them to make connections with artists and their own work. Students are encouraged to take creative risks and build their artistic confidence. They develop planning skills for art-making by exploring the techniques and processes used by different artists. Students learn how to enhance their intentions as artists by exploring the use of materials, and processes related to the artworks of significant artists.

Assessment: Students are assessed through process journals, practical tasks and reflections.



Food Technology

In Year 6 Food Technology students are inducted into the kitchen classroom exploring nutrition, cooking and a variety of recipes.

 **One Semester** ||  **Compulsory**

Subject Description: Students are introduced to Food Technology and the One Plus Kitchen Facilities and inducted into the kitchen classroom. Students undergo a process where they address the multiple hazards in the kitchen and how they can be successfully avoided. Students explore healthy eating strategies and become familiar with the Australian Guide to Healthy Eating and create a food product by applying the full design cycle. This equips students with knowledge of food groups and the nutritional value of different foods in order to encourage them to make healthy choices. Students experiment with a number of different recipes in the kitchen and gain confidence with using a knife.

Assessment: Students are assessed through various theoretical and practical tasks.



Design

In Year 6 Design students undertake the design cycle to produce the boat with an introduction into data manipulation.

 **One Semester** ||  **Compulsory**

Subject Description: In Year 6 students design and build a solar powered cargo boat. Its goal is to transport goods between two ports. Students undertake the design cycle to produce the boat with an introduction into data manipulation. As students select goods to take on the boat, adjustments are made to the value of transport. Using Google Sheets students manipulate total mass carried with the value of goods, beginning to learn various computational skills.

Assessment: Students are assessed through various theoretical and practical tasks.





Year 7 Curriculum

Our Middle School Core structure is designed to offer the nurture and care from a Junior School and gently support our learners to be able to cope with greater independence and opportunities as they move towards Senior School.

Our Year 7 students spend a significant portion of their day with one Core teacher, with a strong focus on relationships and care.

Students engage in a range of compulsory subjects including Mathematics, Language and Literature (English), Sciences, Individuals and Societies (Humanities), Physical and Health Education, Language Acquisition (German or Chinese), SPARK (Innovation and Agency) and Christian Life.

Students can choose **two** out of the following five Technology electives (and will study one per semester);



Design Technology



Digital Technologies



Food Technology



Sustainability



AIR (Automated Intelligence Response)

All Year 7 students will complete a full year of Visual Art and of Music.

Students are strongly encouraged to study Digital Technologies for a semester at least once in either Year 7 or Year 8.



Mathematics

In Year 7 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **One Year** ||  **Compulsory**

Subject Description: Students solve problems involving comparison, addition and subtraction of integers. They learn to make connections between whole numbers and index notations and the relationship between perfect squares and square roots. Students use formulas to calculate the area and perimeter of rectangles and to calculate the volumes of rectangular prisms. Students classify triangles and quadrilaterals and learn to name different types of angles. Students identify issues involving the collection of continuous data. They learn to calculate the mean, median, mode and range of data sets and describe the relationship between the median and mean of data displays.

Assessment: Students are assessed on these strands through end of topic tests and mathematical investigations.



Language and Literature (English)

In Year 7 Language and Literature students have a significant focus on reading, narrative, personal and cultural expression and poetry.

 **One Year** ||  **Compulsory**

Subject Description: Students have a significant focus on reading through an independent reading program and novel studies as well comparing folklore from around the world. They practise their creating skills with memoir writing and persuasive writing. Students explore the significance that land and place has to a person's identity through their oral storytelling. Finally, students study and write poetry with a focus on structure, style and rhythm.

Assessment: Students are assessed through narrative tasks, essays, digital storytelling and poetry.



Sciences

In Year 7 Sciences students have a significant focus on food, forces, forensics, space and classification.

 **One Year** ||  **Compulsory**

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

Assessment: Students are assessed through guided inquiry tasks, practicals, research tasks, tests and experiments.



Individuals and Societies (Humanities)

In Year 7 Individuals and Societies students have a significant focus on economics and business, history, rights and responsibilities, ancient worlds and geographical skills.

 **One Year** ||  **Compulsory**

Subject Description: In Year 7 History, students study and compare the religion, culture, economy and technology of ancient worlds including Australian Indigenous history. In Geography, students learn about liveable places and the variable distribution and access to fresh water across the earth. Students explore how governments balance rights with responsibilities, using the pandemic as a focal point. In the Economics and Business unit, students explore basic business principles and the concept of entrepreneurship.

Assessment: Students are assessed through guided inquiry tasks, research tasks and source analysis.



Physical and Health Education

In Year 7 Physical and Health Education students have a significant focus on working in teams, coaching methodologies, developing key motor skills, movement concepts and strategies, sexual health, and smart decision.

 **One Year** ||  **Compulsory**

Subject Description: Physical and Health Education forms lifelong learning with students exploring numerous mainstream sports such as soccer, basketball, touch football, volleyball and physical activities including gymnastics and floor hockey. The wide variety of activities allows students to continue to develop motor skills, gain confidence in their performance and build communication pathways with their peers. With Health topics such as; nutrition, racism, and sexual health. The students will develop a stronger understanding on each of the topics, to make better decisions that have a positive impact on themselves and others.

Assessment: Students are assessed through various portfolios of learning.

- Technique Analysis in Athletics
- Effective Teams in Touch Football
- Movement Concepts and Strategies in Hockey
- Planning for Performance in Gymnastics



Christian Life

In Year 7 Christian Life students have a significant focus on God's rescue plan, Old testament, being wise and discipleship.

 **One Year** ||  **Compulsory**

Subject Description: In Year 7 students continue their personal journey of faith in a safe and supportive environment emphasising that each student is unique and significant. The holistic approach is encouraged to build a sense of Identity with Physical, Emotional and Spiritual Health being addressed.

Assessment: Students are assessed through various research and analysis tasks.



YEAR
7

SPARK (Innovation and Agency)

In Year 7 SPARK students have a significant focus on individualised, innovative and creative learning experiences. Students solve real problems and engage in rich, thematic learning that inspires them.

 **One Year** ||  **Compulsory**

Subject Description: Year 7 SPARK students will engage in deep, authentic, individualised learning experiences; giving students the licence to innovate, create and solve real world problems. This style of learning gives students the chance to develop collaborative skills, independence, self-motivation and deep levels of engagement due to studying areas they have chosen that inspire them. This subject gives students the platform to have an impact now and consider how they can contribute to the world around them.

Assessment: Students are assessed through various collaborative and formative tasks throughout the year.



YEAR
7

Language Acquisition (German or Chinese)

In Year 7 Language Acquisition students have a significant focus on introductions, family, friends, nationalities, food, clothes, jobs, hobbies, sports, shopping and Christmas.

 **One Year** ||  **Compulsory**

Subject Description: The study of an additional language fosters internationally minded students who are engaged in their community both locally and globally. It strengthens communication and literacy as well as expanding students' cognitive and analytical skills. Learning a language helps students to learn how to learn.

In Year 7, students continue to study the language of their choice, either German or Mandarin Chinese. They develop an understanding of a different language system, as well as gaining insights into the related culture.

Basic topics, such as self-introduction and numbers, are covered. Students learn through a range of activities, such as role-plays, watching videos and reading short texts. As well, a range of on-line resources add to the dynamic nature of the class and help with vocabulary learning.

Assessment: Students are assessed in the skills of Listening, Reading, Speaking and Writing.



Music

In Year 7 Music students develop their understanding of Music through various practical and engaging activities.

 **One Year** ||  **Compulsory**

Subject Description: In Year 7 Music students develop their understanding of Music through various practical and engaging activities. They participate in Class Band, developing their skills on Drums, Bass Guitar, Keyboard, Tuned Percussion and Vocals. They explore various styles of music, analysing and responding. They learn about Hip Hop culture and compose and perform their own raps live to backing tracks. They compose Electronic Dance Music on a computer program and learn how to collaborate to present a student driven, whole class performance in the Battle of the Choirs.

Assessment: Students are assessed through various theoretical and practical tasks.



Visual Art

Year 7 Visual Art builds on the students prior learning and introduces them to an aesthetic appreciation for the many different styles of art.

 **One Year** ||  **Compulsory**

Subject Description: Year 7 Visual Art builds on the students prior learning and experiences in the art studio. The students create artworks influenced by prominent artists, focusing on specific styles and artistic application. Students have the opportunity to challenge themselves artistically and broaden their global understanding of art. They refine their skills in planning for art-making by exploring the techniques and processes used by different artists. Students practise art techniques and processes to enhance representation of their own ideas for art-making. Students expand their skill set working with sculpture and applying knowledge of the visual conventions.

Assessment: Students are assessed through process journals, practical tasks and reflections.



Design Technology

In Year 7 students explore contemporary, real world problems that are linked to a local or international event by investigating the related market trends.

 **One Semester** ||  **Elective**

Subject Description: At Year 7, students investigate a range of topics such as sustainability, business and enterprise as well developing skills in basic coding. They explore contemporary, real world problems that are linked to a local or international event by investigating the related market trends. A range of products can be created such as models of businesses, collaborative board games or small coding projects to expose students to the innovative application of the design cycle.

Assessment: Students are assessed through various theoretical and practical tasks.



Digital Technologies

Students in Year 7 Digital Technologies investigate and experiment with the fundamental concepts of Digital Technologies including: computers, networks, binary, algorithms, programming, internet and programmable circuits.

 **One Semester** ||  **Elective**

Subject Description: Students in Year 7 Digital Technologies investigate and experiment with the fundamental concepts of digital technology including: computers, networks, binary, algorithms, programming, internet and programmable circuits. Students create a range of digital solutions such as network design briefs, interactive programs and websites with multimedia assets. Learning text based programming to create their own digital images, students develop key skills for future study in the field.

Assessment: Students are assessed through various theoretical and practical tasks.



YEAR
7

Food Technology

In Year 7 students explore healthy eating, disease, kitchen skills and creating recipes and meal guides.

 **One Semester** ||  **Elective**

Subject Description: Students continue to expand on their understanding of the Australian Guide to Healthy Eating, increasing their depth of knowledge in the food groups and investigate how the consumption of certain foods can help to prevent dietary related diseases. Students are exposed to more challenging recipes consisting of two components to develop skills and confidence whilst working in the kitchen as part of a team. Students are given the opportunity to complete a design cycle to create a healthy lunch option to demonstrate their understanding of what it means to make healthy choices.

Assessment: Students are assessed through various theoretical and practical tasks.



YEAR
7

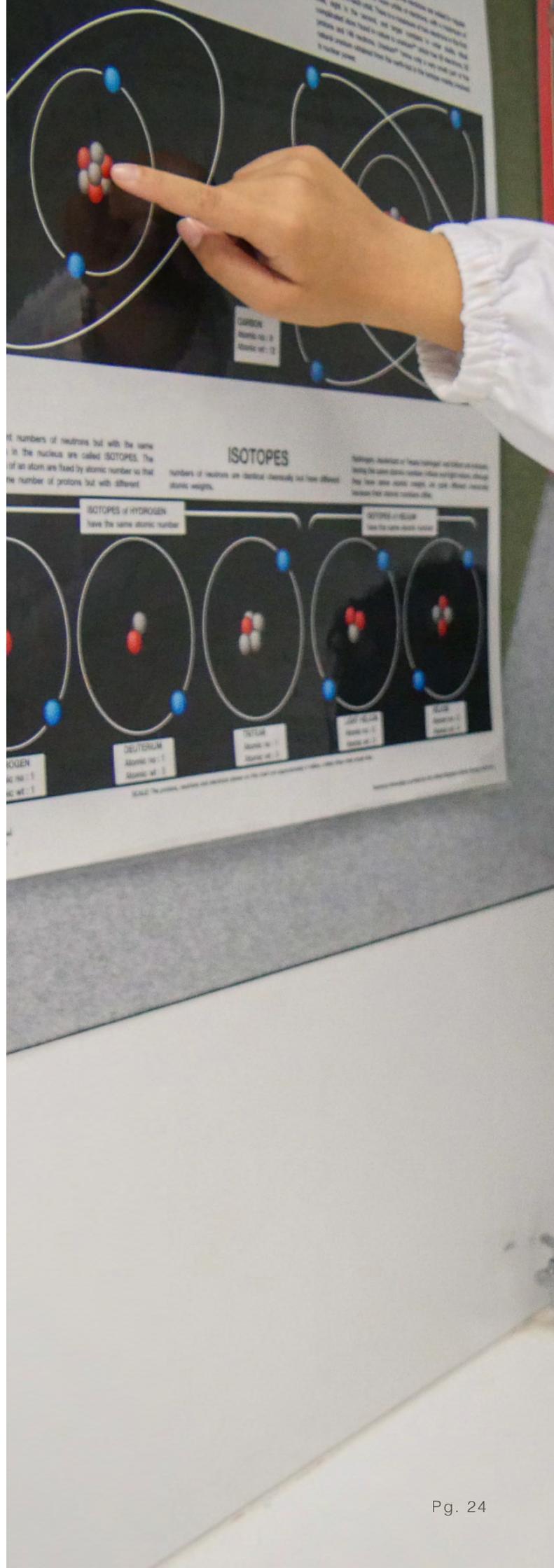
Sustainability

Students in Year 7 Sustainability learn how to care for themselves and the environment in a sustainable way whilst contributing to the preservation of our beautiful planet.

 **One Semester** ||  **Elective**

Subject Description: Throughout this subject students will explore the ever changing and trending concept of sustainability. They will learn how to care for themselves and the environment in a sustainable way whilst contributing to the preservation of our beautiful planet. Students will learn skills such as basic farming and agriculture, create marketing prototypes and sustainable packing options through textiles and construction/crafting activities. The opportunity to utilise the Greenhouse and Aquaponics are presented in this subject which aims to give students a better understanding of how they can make a difference in the world.

Assessment: Students are assessed through various theoretical and practical tasks.



YEAR
7

AIR (Automated Intelligence Response)

In Year 7 students will design, prototype and test solutions in a scaled environment.

 **One Semester** ||  **Elective**

Subject Description: Students will explore how technology can be harnessed to protect and improve human life. Students will inquire about the impacts of technology on safety, with a particular focus on emerging drone technologies. They will then design, prototype and test solutions in a scaled environment. During this process they will learn; programming, 3D modelling and communication skills, along with an understanding of the rules and responsibilities when flying a recreational drone.

Assessment: Students are assessed through various theoretical and practical tasks.





Year 8 Curriculum

As our students move into Year 8, they move into our Dual-Core model (with several key Core teachers) and are exposed to various specialist teachers and more choice in their elective subjects.

Students engage in a range of compulsory subjects including Mathematics, Language and Literature (English), Science, Individuals and Societies (Humanities), Physical and Health Education, Language Acquisition (German or Chinese), SPARK (Wellbeing) and Christian Life.

Year 8 students engage in Arts electives throughout the year exposing them to many of our specialist offerings. Students are able to choose **four out of five Arts electives** whereby they will study **one of these electives per term**;

 **Music Creations**

 **Music Expressions**

 **Graphic Design**

 **Visual Art**

 **Drama**

Year 8 students engage in Technology electives throughout the year exposing them to many of our specialist offerings. Students are able to choose **two out of five Technology electives** whereby they will study **one of these electives per semester**;

 **Food Technology**

 **Product Design**

 **Digital Technologies**

 **Film and Media Studies**

 **Sustainability**

Students are strongly encouraged to study Digital Technologies for a semester at least once in either Year 7 or Year 8.



Mathematics

In Year 8 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **One Year** ||  **Compulsory**

Subject Description: Students extend their knowledge of numbers and recognise the properties of prime, composite, square and triangular numbers. They are introduced to the use of integers in everyday contexts and can locate integers and fractions on a number line. Students connect fractions, decimals and percentages as different representations of the same number. Students make connections between capacity and volume and solve problems involving length and area. Students solve problems using the properties of angles and construct simple prisms and pyramids. They describe probabilities using simple fractions, decimals and percentages.

Assessment: Students are assessed on these strands through end of topic tests and directed investigations.



Language and Literature (English)

In Year 8 Language and Literature students study and analyse texts as well as transforming and creating texts of their own.

 **One Year** ||  **Compulsory**

Subject Description: Students study documentaries with a specific focus on perspectives and bias. This leads onto a film study that further explores the way in which people's realities are shaped. A cross-campus Book Cup enables students to engage with their own wider reading texts as well as participate in a competition with students from other schools. The shared novel study explores the experiences of those living in a vastly different culture. Students end the year with an engaging unit on humour and parody.

Assessment: Students are assessed through written analysis, speeches, multimodal presentations, writer's statements and creative writing.



Sciences

In Year 8 Sciences students have a significant focus on cells, chemical reactions, energy, rocks and body systems.

 **One Year** ||  **Compulsory**

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

Assessment: Students are assessed through guided inquiry tasks, practicals, research tasks, tests and experiments.



Individuals and Societies (Humanities)

In Year 8 Individuals and Societies students have a significant focus on changing nations, the progression from the ancient to modern world, the Black Death, Polynesian expansion, Vikings and landscapes and landforms.

 **One Year** ||  **Compulsory**

Subject Description: In Year 8, students continue to study History, Geography, Civics and Citizenship and Economics and Business. Historical topics studied are the Vikings, Polynesian expansion and the Black Death. In Geography students complete units on landforms and landscapes and changing nations. Furthermore, students learn about the role of government through Civics and Citizenship.

Assessment: Students are assessed through guided inquiry tasks, research tasks and source analysis.



Physical and Health Education

In Year 8 Physical and Health Education students have a significant focus on working in teams, analysing and evaluating data, innovation and creativity, and healthy lifestyle.

 **One Year** ||  **Compulsory**

Subject Description: Physical and Health Education forms lifelong learning with students exploring numerous mainstream sports such as softball, badminton, volleyball and physical activities including Hip Hop dance. The wide variety of activities allows students to develop motor skills, gain confidence, and demonstrate a greater understanding of movement strategies to improve performance. With Health topics such as; online relationships, alcohol and drugs, and sexual health. The students will develop their understanding on the topics, to allow them to make better decisions that have a positive impact on themselves and others.

Assessment: Students are assessed through various portfolios of learning.

- Technique Analysis in Jumping
- Game Development in International Games
- Psychology in Sport
- Planning for Performance in Children's Dance



Christian Life

In Year 8 Christian Life students have a significant focus on the life of Jesus, miracles and parables, Old testament, grief and Christmas.

 **One Year** ||  **Compulsory**

Subject Description: In Year 8 students celebrate the diversity of religions and cultures by looking at Significant Religious Leaders in the world today. Gaining an insight into leadership qualities in the areas of morals and Ethics and respect for one another.

Assessment: Students are assessed through various research and analysis tasks.



YEAR
8

SPARK (Wellbeing)

In Year 8 SPARK, students will focus on understanding themselves and how best they can promote their wellbeing in an engaging and innovative way. They will be embarking on the creative exploration of wellbeing issues in broader society and ways that can proactively serve the community by solving them. Through this subject, students will equip themselves for the challenges that modern life exposes them to.

 **One Year** ||  **Compulsory**

Subject Description: Year 8 SPARK (Wellbeing) students will engage in deep, authentic, evidence-based, individualised learning experiences; giving them the licence to innovate, and solve real world problems. This style of learning gives students the chance to develop collaborative skills, independence, self-compassion and understanding, and deep levels of engagement due to exploring areas they are passionate about. This subject gives students the platform to have an impact on their wellbeing now and in the future, and to consider how they can contribute to the world around them.

Assessment: Students are assessed through various collaborative and formative tasks throughout the year.



YEAR
8

Language Acquisition (German or Chinese)

In Year 8 Language Acquisition students have a significant focus on introductions, family, school, communities, nationalities, food, jobs, hobbies and sports.

 **One Year** ||  **Compulsory**

Subject Description: The study of an additional language fosters internationally minded students who are engaged in their community both locally and globally. It strengthens communication and literacy as well as expanding students' cognitive and analytical skills. Learning a language helps students to learn how to learn.

In Year 8, students continue with the language of their choice, either German or Mandarin Chinese.

They learn basic vocabulary and develop an understanding of different writing systems and grammatical structures.

Students learn through communicative activities such as role-plays, watching videos, reading texts and writing paragraphs. A wide range of online resources also aids learning and contributes to the authenticity of the language learnt.

Assessment: Students are assessed in the skills of Listening, Reading, Speaking and Writing.



Music Creations

In Year 8 Music students develop their understanding of Music through various practical and engaging activities.

 **One Term** ||  **Elective**

Subject Description: In Year 8 Music Creations, students explore the concepts of rhythm and sound creation using recorded sound. Students participate in practical activities, learning how to read, write and play rhythms. They also explore the concept of sampling and using recorded sound, creating music using software. Through this task they demonstrate their knowledge and understanding of the elements of music. They also participate in a class band, learning to play a song as an ensemble.

Assessment: Students are assessed through various theoretical and practical tasks.



Music Expressions

In Year 8 Music students develop their understanding of Music through various practical and engaging activities.

 **One Term** ||  **Elective**

Subject Description: In Year 8 Music Expressions, students focus on the elements of music and the skills needed to learn and perform a song. Students also learn how to read and write music notation. Students demonstrate this knowledge through the analysis of a song. Additionally, students have the opportunity to apply this knowledge practically through the learning of basic instrumental skills and participation within a class band.

Assessment: Students are assessed through various theoretical and practical tasks.



Graphic Design

In Year 8 Graphic Design - Students explore the design principles of Graphic Design and process to create graphic works of art. They will expand their knowledge of aesthetics through practical exploration with digital programs and cameras. The course has a significant focus on photographic skills on design process, studio practice and industry skills.

 **One Semester** ||  **Elective**

Subject Description: Students will learn about graphic design principles and produce a series of original and creative graphic solutions using the design process. Students will follow the design process to respond to a real-world problem to develop a brief and produce a folio of ideas and final product graphically presented. Student projects offer individual and collaborative opportunities to create graphic products from their original images. Students expand their knowledge of the visual conventions.

Assessment: Students are assessed through process journals, practical tasks and reflections.



Visual Art

In Year 8 Visual Art students practice traditional approaches to art making such as drawing and painting.

 **One Term** ||  **Elective**

Subject Description: In Year 8 Visual Art students practice traditional approaches to art making such as drawing and painting. In this course, they learn about the approaches to art movements and experiment by using a variety of art materials. They have the opportunity to develop various techniques and processes and consolidate their learning through a self-directed artwork in response to a chosen theme. Students develop planning skills for art-making by presenting evidence of their processes and communicating their intentions as artists

Assessment: Students are assessed through process journals, practical tasks and reflections.



Drama

In Year 8 Drama explores scripts, improvisation and develops ideas and skills to convey messages to an audience.

One Term || **Elective**

Subject Description: In Year 8, students are introduced to physical theatre as they explore the genres of melodramatic acting and Greek theatre. They combine the elements of drama in scripted works, and through improvisation, to explore and develop ideas and convey messages to the audience. Students develop roles and characters by refining expressive skills in voice and movement that connect specific features of dramatic character types.

Assessment: Students are assessed through various theoretical and practical tasks.



Food Technology

In Year 8 Food Technology has a focus on nutrition, culinary and design skills.

One Semester || **Elective**

Subject Description: Students complete a full design cycle where they are tasked with creating a healthy canteen snack to be sold to students. This is a short course and runs for a semester to allow students to experience the range of technology subjects offered at Pedare. Students will continue to build on their experiences from previous years and develop a more extensive knowledge of the Six Essential Nutrients and of the Australian Guide to Healthy Eating. Culinary skills are extended again as students begin to develop confidence in their food preparation abilities whilst working in a team.

Assessment: Students are assessed through various theoretical and practical tasks.



Product Design

In Year 8 Product Design has a focus on creativity, problem solving and design skills.

 **One Semester** ||  **Elective**

Subject Description: In this course students will demonstrate creativity and problem solving skills whilst producing a CO2 dragster. Students will research Newton's laws of motion and existing products to create their specifications and dragster design. Students will manufacture their product using a wide range of machines and hand tools within the workshop. Their completed dragster will race against their peers and the product will be evaluated against the specifications to identify areas of achievement and potential improvement.

Assessment: Students are assessed through various theoretical and practical tasks.



Digital Technologies

In Year 8 Digital Technologies has a focus on creativity, problem solving and design skills.

 **One Semester** ||  **Elective**

Subject Description: The Year 8 Digital Technologies course is developed around an autonomous vehicle project. Students investigate the industry of autonomous vehicles, take charge of a 'company' developing autonomous technology and program a robot using several sensors as part of the project.

Understanding the importance of a sequence of steps and the computational thinking skills needed to program a robot provides a base for students to continue into Year 9 Digital Technologies.

Assessment: Students are assessed through various theoretical and practical tasks.



Film and Media Studies

In Year 8 Film and Media Studies has a focus on creativity, problem solving and design skills.

 **One Semester** ||  **Elective**

Subject Description: The Year 8 Film and Media Studies course is based on our design cycle. Students will explore journalism, film, social media, podcasting and more.

Students will immerse themselves in theoretical and practical elements of film and media studies, as well as utilising our Green Screen facilities through creation and action elements of the course.

Assessment: Students are assessed through various theoretical and practical tasks.



Sustainability

Students in Year 8 Sustainability learn how to care for themselves and the environment in a sustainable way whilst contributing to the preservation of our beautiful planet.

 **One Semester** ||  **Elective**

Subject Description: Sustainability explores the ways in which students can preserve and maintain the life of our planet. Facilities within the College such as the Aquaponics, Greenhouse, SubPods and Textiles are utilised to explore topics such as planting, farming, recycling and upcycling.

Assessment: Students are assessed through various theoretical and practical tasks.

YEAR 9

Year 9 Curriculum

Year 9 students explore a learning experience through various expert staff and more subject choices, which is designed to prepare students for their Senior School years ahead.

Students remain in a Core class that engage in a range of compulsory subjects including Mathematics, Language and Literature (English), Sciences, Individuals and Societies (Humanities), Physical and Health Education, Language Acquisition (German or Chinese), Pedare Passage (IB Community Project and positive education) and Christian Life.

Year 9 students are able to **choose four electives (will study two in each semester)** and are encouraged to study at least one Arts and one Technology subject as part of the IB MYP certificate.

Arts



Music



Graphic Design



Visual Art - 2D



Visual Art - 3D



Art and Anarchy



Drama

Technology



Food Technology



Product Design



Digital Technologies

Science



STEM - Nanotechnology

Health & Physical Education



Specialist Physical Education



Mathematics

In Year 9 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **One Year** ||  **Compulsory**

Subject Description: Students apply index laws to numbers and express numbers in scientific notations. They extend their knowledge of coordinates to find the distance between two points on the Cartesian plane and they are able to calculate the gradient and midpoint of a line segment. Students interpret ratio and scale factors in similar figures and use these to explain similarity of triangles. They are able to extend this to recognise the connections between similarity and trigonometric ratios. Students are able to use trigonometry and Pythagoras' Theorem to find unknown sides of right-angled triangles. Students are able to interpret and describe data and explain the position of the mean and median in skewed, symmetric and bi-modal displays. They are able to construct histograms and back-to-back stem-and-leaf plots. Students learn to calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.

Assessment: Students are assessed on these strands through end of topic tests and directed investigations.



Language and Literature (English)

In Year 9 Language and Literature students study a novel, extended metaphor poetry, film, a Shakespearean play and oral debating.

 **One Year** ||  **Compulsory**

Subject Description: Students study a novel based on a text with historical and Indigenous perspectives. This is complemented by character-based creative writing. Students then develop their understanding of poetic techniques, with a particular focus on metaphor, in the creation of their own multimodal poems. This leads into a film study in which they compare and analyse techniques used in various scenes. In year 9, students also encounter Shakespeare for the first time, with their study of *Romeo and Juliet*. The year ends with the opportunity to develop speaking and listening skills through a unit on debating.

Assessment: Students are assessed through creative writing, essays, extended metaphor poems, writer's statements, a comparative film analysis and an oral debate.



Sciences

In Year 9 Sciences students have a significant focus on atoms, carbon cycle, ecosystems, chemical reactions, homeostasis, disease and plate tectonics.

 **One Year** ||  **Compulsory**

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

Assessment: Students are assessed through guided inquiry tasks, practicals, research tasks, tests and experiments.



Individuals and Societies (Humanities)

In Year 9 Individuals and Societies students have a significant focus on biomes, food security, interconnections, industrial revolution, Australia and World War One as well as developing their understanding of Civics and Citizenship and Economics and Business.

 **One Year** ||  **Compulsory**

Subject Description: In Year 9, students continue to study History, Geography, Civics and Citizenship and Economics and Business. They develop greater depth in their knowledge and skills of historical inquiry through their study of the Industrial Revolution, European expansion with consideration to the effects on First Nations Peoples, Federation and World War 1. In Geography students learn about Biomes, Food Security and Interconnections. Students also explore the role of local Government through Civics and Citizenship, as well as global trade and economy through Economics and Business.

Assessment: Students are assessed through guided inquiry tasks, research tasks and source analysis.



Physical and Health Education

In Year 9 Physical and Health Education students have a significant focus on game structure, analysing and evaluating data, movement concepts and strategies, biomechanics and healthy lifestyle.

 **One Year** ||  **Compulsory**

Subject Description: Physical and Health Education forms lifelong learning with students exploring numerous mainstream sports such as football, badminton, netball and various recreational games. The wide variety of activities allows students to develop motor skills, confidence, demonstrate creativity and apply psychological strategies to improve performance. With Health topics such as; relationships and technology, power in gender, healthy mind and sexual health. The students will develop a stronger understanding on each of the topics, to make better decisions that have a positive impact on themselves and others.

Assessment: Students are assessed through various portfolios of learning.

- Technique Analysis in Jumping
- Game Development in International Games
- Psychology in Sport
- Planning for Performance in Children's Dance



Christian Life

In Year 9 Christian Life students have a significant focus on great Christian leaders, resilience and homelessness.

 **One Year** ||  **Compulsory**

Subject Description: In Year 9 students recognize that a study of Religion and Spirituality forms a foundation for a global multicultural society and provides a way for individuals to respond to current social issues within a community. Students explore ways in which a society can put their Faith into action to help those in need in the way of Charity.

Assessment: Students are assessed through various research and analysis tasks.



Pedare Passage

The Pedare Passage is a rite of passage from the Middle School to the Senior School and beyond, where we build on strengths to develop resilience. Education must be closely concerned with the development of self-confidence, and that this comes from the learning of competence in practical ways, and from the growth of self-reliance and independence.

One Year || **Compulsory**

Subject Description: This is a year-long program designed specifically to meet the needs of Pedare's developing adolescents through emotional and physical challenges.

The program is divided into three key parts;

PART ONE; Community project

The Community Project has a strong focus on service in the community, having a positive impact now and developing a deeper sense of empathy, agency and confidence.

The Community Project is the culminating task of the IB focusing on community and service. The experience will provide an opportunity for students to develop an awareness of needs in various communities addressing these needs through service learning. Used as a consolidation of learning, the Community Project engages in a sustained, in-depth inquiry leading to service as action in the community with students being provided one module per week to work on their project.

The task can be completed individually, in partners or in groups of three students with the choice of the topic for the project being made in consultation with a teacher who has the responsibility for supervising the development of the project according to the Community Project objectives and assessment criteria. The final efforts of this project will be presented as an oral presentation and necessary documents such as a Process Journal and Display will also be produced.



PART TWO; Positive Education

The journey through Pedare's Middle School begins with a child feeling secure and 'at home' at school. The Pedare wellbeing model has been developed aligned with the *Australian Student Wellbeing framework* and aims to build positive learning environments and integrate positive education into our delivery of pastoral care.

Positive education is the combination of traditional education principles with the study of happiness and well-being using the PERMA+ model (Positive Emotions, Engagement, Relationships, Meaning and Accomplishment, + Physical Activity, Nutrition, Sleep and Optimism).

PART THREE; Outdoor Education Experience

Preparation and completion of a comprehensive expedition where students are challenged physically, socially and emotionally. The students' will focus on building confidence and independence, embracing challenges and developing resilience.

Assessment: Students are assessed through their Community Project.

In order to successfully attain the IB MYP certificate at the end of Year 9, students must pass their Community Project.



Language Acquisition (German or Chinese)

In Year 9 Language Acquisition students have a significant focus on holiday, travelling, shopping, health and wellbeing, daily routines, household chores, food and sports.

 **One Year** ||  **Compulsory**

Subject Description: The study of an additional language fosters internationally minded students who are engaged in their community both locally and globally. It strengthens communication and literacy as well as expanding students' cognitive and analytical skills. Learning a language helps students to learn how to learn.

In Year 9, students continue with the language of their choice, either German or Mandarin Chinese.

They continue to accumulate vocabulary and develop an understanding of different writing systems and more complex grammatical structures.

Students learn through communicative activities such as role-plays, watching videos, reading texts and writing paragraphs. A wide range of online resources also aids learning and contributes to the authenticity of the language learnt.

Assessment: Students are assessed in the skills of Listening, Reading, Speaking and Writing.



Music

In Year 9 Music students have a significant focus on styles and concepts of music through solo and ensemble performance.

 **One Semester or Full Year**

 **Elective**

Subject Description: In Year 9 Music students develop their understanding and skills of many styles and concepts of music through solo and ensemble performance, class band, analysis, composition and musicianship. They participate in weekly class band rehearsals, learning various contemporary pieces in different styles on their chosen instrument/vocals to present at a public performance. They also develop their own solo performance skills by participating in workshops and presenting solo pieces to their peers. Students explore the genre of Film Music, analysing and composing their own soundtrack using a computer program. Grade 1 music theory is completed and students develop aural awareness of music.

If students choose Music for the full year they will further develop skills and abilities as a performer through solo and ensemble performances. The Class Band presents public performances and solo performances are assessed in front of peers. The students' understanding of music theory is extended



Graphic Design

into concepts of harmony and composition as they complete arrangements of music for a basic ensemble. Students also reflect on their development as a performer.

Assessment: Students are assessed through various theoretical and practical tasks.

In Year 9 Graphic Design - Students explore the design principles of Graphic Design. They will expand their knowledge of aesthetics through practical exploration. The course has a significant focus on design process, studio practice and industry skills.

 **One Semester or Full Year**

 **Elective**

Subject Description: Students will learn about graphic design principles and produce a series of original and creative graphic solutions using the design process. Students will follow the design process to respond to a real-world problem to develop a brief and produce a folio of ideas and final product graphically presented. Student projects offer individual and collaborative opportunities and could include; graphic branding, sustainable fashion, architectural and landscape design. Students expand their knowledge of designers and their role in society, through different context, times and cultures. Students start their digital design journey to manipulate, edit and present with graphic intent.

Assessment: Students are assessed through process journals, practical tasks and reflections.



Visual Art - 2D

In Year 9 Visual Art - 2D, students create artworks and respond to themes using traditional art materials, processes and techniques. The course has a significant focus on drawing, painting and printmaking.

 **One Semester or Full Year**

 **Elective**

Subject Description: Students will explore various approaches to visual art through drawing, painting and printmaking. Students will build on their awareness of artist's practices, processes and viewpoints. They will learn about the conventions and principles of art practices and consider new innovative ways to personally respond to traditional concepts. Through the manipulation of materials, techniques and processes they develop the ability to plan artworks that express their individual artistic intention.

Assessment: Students are assessed through process journals, practical tasks and reflections.



Visual Art - 3D

In Year 9 Visual Art - 3D, students create artworks and respond to themes using sculptural materials, techniques and processes. The course has a significant focus on sculptural art to produce artwork in the 3rd Dimension. Students explore and apply a range of sculpture materials such as; clay, wire and unconventional methods.

 **One Semester** ||  **Elective**

Subject Description: Students will explore various approaches to sculptural art using materials such as clay, wire and experimentation with unconventional materials. They explore some of the significant innovations in art and evaluate how artistic representations communicate intentions through the manipulation of the art elements. Students are encouraged to conceptualise and develop representations of themes, concepts or subject matter and to experiment with their developing personal style. Through the manipulation of materials, techniques and processes they develop the ability to plan artworks that represent their individual artistic intention.

Assessment: Students are assessed through process journals, practical tasks and reflections.



YEAR
9

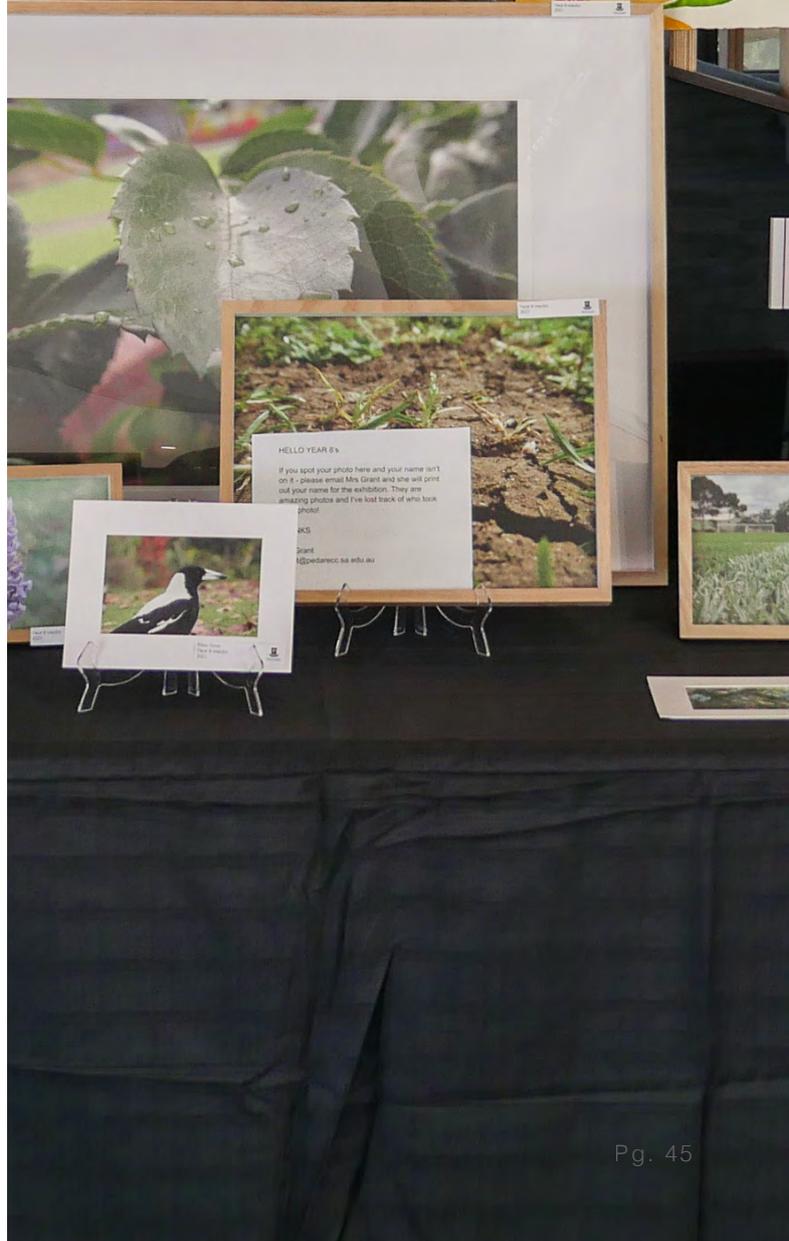
Art and Anarchy

In Year 9 Art and Anarchy, students learn about the role of public art in society (historical and contemporary). They expand their understanding of materials, processes and techniques used to create public works of art. The course has a significant focus on techniques such as spray paint, printmaking and/or sculpture.

 **One Semester** ||  **Elective**

Subject Description: Students will learn about the value public art contributes to society and build their understanding of the role of artists. Students will build on their awareness of cultural and aesthetic vitality to a community to build identity, pride and belonging. Students study public artists' practices, processes and viewpoints. They will learn about the role of public art and social commentary. Students engage in individual and collaborative tasks to create works of art to be displayed in a public environment.

Assessment: Students are assessed through process journals, practical tasks and reflections.





Drama

In Year 9 Drama students have a significant focus on melodrama, radio drama and stage combat.

 **One Semester or Full Year**

 **Elective**

Subject Description: In Year 9 students explore dramatic techniques through the study of melodrama, radio drama and stage combat. By studying various traditional and contemporary styles of drama they are introduced to scriptwriting and play building. Students refine and extend their understanding and the use of role, character, relationships and situation in drama. They learn to extend their use of voice and movement with the aim of sustaining belief in character roles. Students are introduced to evaluation skills by reflecting on the elements of drama forms and performance styles seen in devised and scripted drama.

If students choose Drama for the full year, students will explore dramatic techniques through the development of physical application skills that are applied in comic acting performances. Through the study of different traditional and contemporary styles of drama they continue to develop their understanding of scriptwriting and play building. Students learn to maintain focus and manipulate space, time and language within dramatic action.

They experiment with the approaches to the expression of mood and atmosphere on the stage. Students continue to build skills in evaluation by reflecting on the elements of drama forms and performance styles seen in devised and scripted drama.

Assessment: Students are assessed through various theoretical and practical tasks.





Food Technology

In Year 9 Food Technology students have a significant focus on knowledge and skills in food, nutrition and practical application.

 **One Semester** ||  **Elective**

Subject Description: Students begin to move to an intermediate level of knowledge and skills in Food subjects. They are tasked with applying their knowledge from previous years to make decisions about healthy ingredients and justify how to incorporate these during their practical application. Topics covered are flexible in relation to current and changing food trends, but cover skills in hygiene, safety and more in depth culinary techniques. Students complete full design cycles to explore and investigate contemporary issues in food production practices and consumer trends. Students will have opportunities to further their skills in the kitchen and prepare for Food and Hospitality in senior years.

Students can only do Food Technology for one Semester.

Assessment: Students are assessed through various theoretical and practical tasks.



Product Design

In Year 9 Product Design students analyse a solution to a design problem through computer aided design (CAD).

 **One Semester or Full Year**

 **Elective**

Subject Description: In this course students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and present their ideas using Computer Aided Design (CAD). Students create the specifications that drive the development of a solution. Students will manufacture their product using a range of manual machines and more complex technologies within the workshops. The course will cover learning about joining timber boards, shaping and applying an appropriate finish. Students will test their product against the specifications and identify areas of achievement and potential improvement.

Product Design courses address different topics in each semester so students can choose to enrol for one semester, or a full year.

Assessment: Students are assessed through various theoretical and practical tasks.



YEAR
9

Digital Technologies

In Year 9 Digital Technologies students immerse in data analytics, programming and advanced technologies such as robotics.

 **One Semester or Full Year**

 **Elective**

Subject Description: The Year 9 Digital Technologies subject prepares students for a world changing around technology. Pedare is now a leading school in the growing space of robotic competitions. Students in Year 9 are taught critical skills in the areas of data analytics, programming and advanced technologies such as robotics.

The Year 9 course provides students with an introduction into Python programming using the VEX Robotics system. Students are eased into writing code by being given a challenge in design and engineering, constructing a mechanical assembly line. Further into the semester students will utilise the advanced FarmBot and our Aquaponics system to appreciate the technological advances in food security and production.

Digital Technologies courses address different topics in each semester so students can choose to enrol for a full year.

Assessment: Students are assessed through various theoretical and practical tasks.



YEAR
9

STEM - Nanotechnology

In Year 9 STEM students explore nanoscience and nanotechnology.

 **One Semester** ||  **Elective**

Subject Description: Nanoscience and Nanotechnology are the study and application of extremely small things and can be used across all the other science fields, such as chemistry, biology, physics, material science and engineering. In Year 9 STEM students use the skills they have developed in Science, Mathematics and Design Technologies to investigate nanotechnology. Students spend the first part of the course completing different practicals and learning about the applications of nanotechnology such as memory wire, nano sunscreen, water filtration and stain resistant nano-materials. In the second half of the course students design and test their own experiment/investigation based on Nanotechnology.

Assessment: Students are assessed through a Practical Booklet, Science as a Human Endeavour Essay & Major Design Project.



YEAR
9

Specialist Physical Education

In Year 9 Specialist Physical Education students immerse in a deeper study of specialist physical and health education.

 **One Semester** ||  **Elective**

Subject Description: Specialist Physical Education is a program at Pedare with the focus on exercise physiology and understanding the components of fitness and energy demands during sport. The course involves analysing movement with a particular focus on the skeletal and muscular system and biomechanics. Students will collect and analyse performance data to identify areas of improvement. This will be the basis for implementing movement concepts and strategies to improve individual or team performance.

Students can only do Specialist Physical Education for one semester.

Assessment: Students are assessed through a portfolio of learning.

- Biomechanical Analysis in sport
- Energy Systems in sport
- Tactics and Strategies in sport



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