

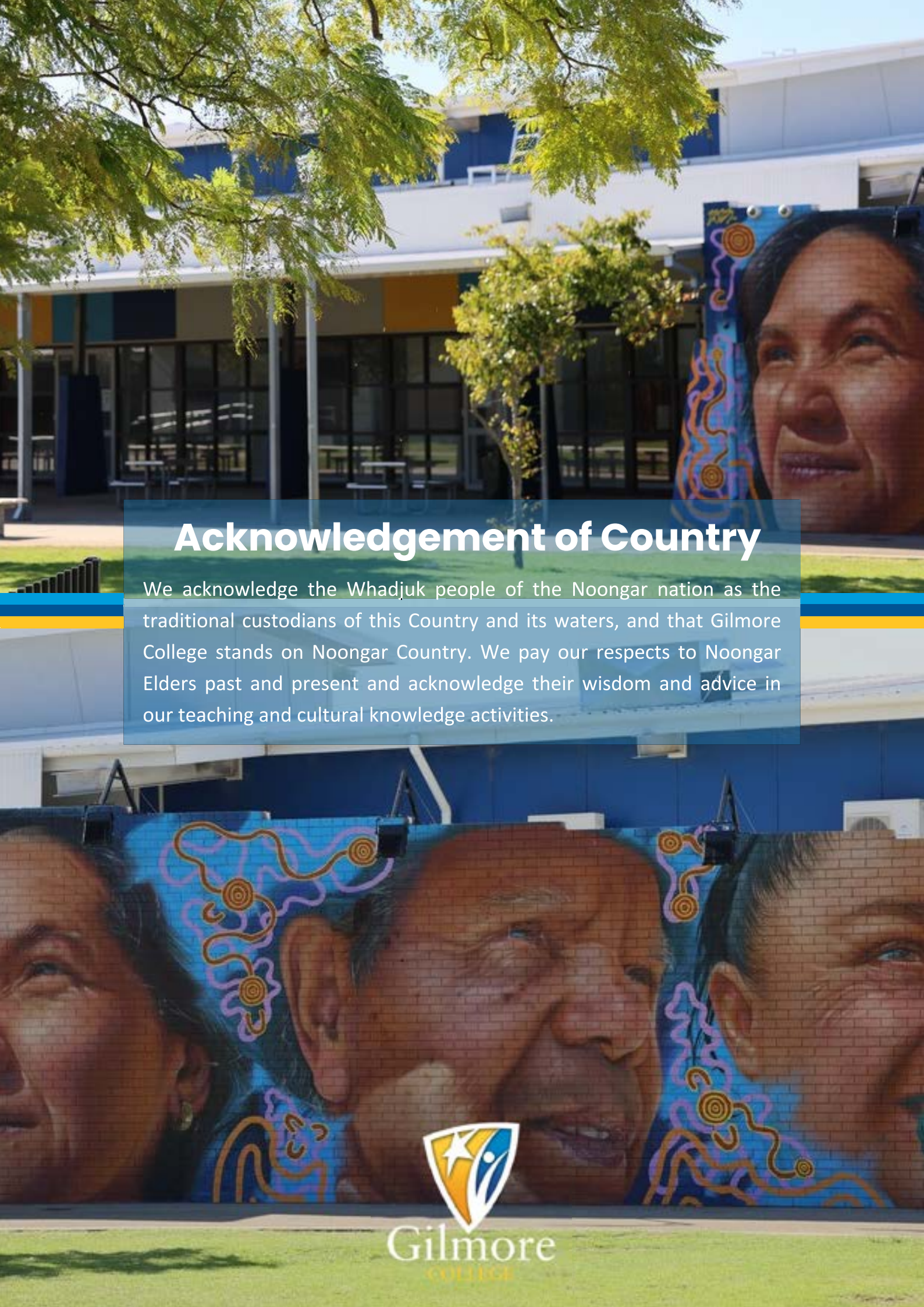


LOWER SCHOOL SUBJECT SELECTION HANDBOOK

Years 7 – 10



Where quality teaching and learning drive success, and connection inspires growth.



Acknowledgement of Country

We acknowledge the Whadjuk people of the Noongar nation as the traditional custodians of this Country and its waters, and that Gilmore College stands on Noongar Country. We pay our respects to Noongar Elders past and present and acknowledge their wisdom and advice in our teaching and cultural knowledge activities.



Gilmore
COLLEGE

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Information taken from School Curriculum and Standards Authority Website and from Gillmore College Staff.





Introduction

Lower School years (7-10) are crucial to a student's academic future. The achievement and learning gained throughout these years will shape students' opportunities for their final two years of secondary education.

The Lower School Subject Selection Handbook aims to equip both students and families with comprehensive information about the available subjects at Gilmore College for Years 7 to 10.

Students in Years 7 to 10 undergo various assessments across each Learning Area. Results from these assessments consolidate the School Report, sent to families at the end of both semesters.

From Years 7 to 10, students follow a set curriculum encompassing five compulsory core subjects: English, Mathematics, Science, Humanities and Social Sciences (HASS), and Health and Physical Education.

From Year 9 onwards, students have the flexibility to select elective subjects alongside their compulsory subjects. Information about the Subject Selection Process and an outline of each elective subject on offer will be provided on this handbook.

Minimum Standard of Literacy and Numeracy

NAPLAN Testing

To achieve the Western Australian Certificate of Education (WACE) in Year 12, students must demonstrate the required minimum standard of literacy and numeracy.

All students in Years 7 and 9 participate in the nationwide National Assessment Program – Literacy and Numeracy (NAPLAN), which has been specifically developed for Australian schools. Students are assessed in four areas: Reading, Writing, Language Conventions, and Numeracy.

NAPLAN assessments are conducted online during Term 1 over a nine-day testing window. The assessments use a tailored testing model, where students complete an initial set of questions before being directed to either more challenging or less challenging questions based on the accuracy of their previous responses.

Families receive a report outlining their child's performance as a supplement to the formal Semester 2 report.

Students can pre-qualify for the WACE minimum standard in literacy and numeracy and therefore be exempt from sitting the Online Literacy and Numeracy Assessment (OLNA) for the relevant component(s), by achieving Band 8 or higher in the Year 9 NAPLAN Reading, Writing and/or Numeracy assessments.

OLNA Testing

OLNA provides students with an alternative opportunity to demonstrate the WACE minimum standard in literacy and numeracy if they have not already achieved it through the Year 9 NAPLAN assessments.

To meet the minimum standard, students must successfully complete the relevant OLNA component(s) in Year 10, 11 or 12.

SUBJECT SELECTION PROCESS

Years 9 & 10

In Years 9 and 10, students can select subjects based on their interests while completing a program of five compulsory Learning Areas, structured as follows:

- **Four hours of tuition per week** in English, Humanities and Social Sciences (HASS), Mathematics and Science
- **Two hours of tuition per week** in Health & Physical Education
- **One hour** of Health Education per week.

In addition to these compulsory subjects, Year 9 and 10 students will undertake three **two-period electives each semester**.

Subject selections for Year 9 and 10 students are completed online through the [SSO website](#).

Families will be notified via email when the SSO website is available for course selection. Students will need to log in using their login ID and their student personalised password (created by students when they click password re-set).

COMPULSORY CORE SUBJECTS

Years 7 – 10

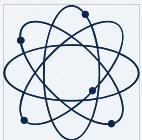
Lower School students are required to undertake the following five compulsory subjects:



English



Mathematics



Science



Humanities and
Social Sciences (HASS)



Health and Physical Education

ENGLISH

Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The Western Australian English curriculum is built around the three interrelated strands: Language, Literature and Literacy, focused on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

Areas of Study

Language:

Oral language is the foundation of learning and an essential component of exploring ideas, expressing viewpoints, forming arguments and building vocabulary. Students also discover the patterns and purposes of English usage, including phonic and word knowledge, spelling, grammar and punctuation at the levels of the word, sentence and extended text. The Language strand has four sub-strands:

- **Language for interacting with others**
- **Text structure, organisation and features**
- **Language for expressing and developing ideas**
- **Phonic and word knowledge**

Literature:

Students engage in the study of literary texts of personal, cultural, social and aesthetic value. These texts are valued and appreciated for their form and style, and contribution to cultural, historical and

social understanding. Students learn to appreciate literary texts and to create their own, including short stories, poetry, prose, plays and short films. The Literature strand has four sub-strands:

- **Literature and contexts**
- **Engaging with and responding to literature**
- **Examining literature**
- **Creating literature**

Literacy:

Students develop their ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy. These include media texts, everyday texts and workplace texts. The Literacy strand has four sub-strands:

- **Texts in context**
- **Interacting with others**
- **Analysing, interpreting and evaluating**
- **Creating texts**

Any enquiries regarding English courses or classes should be directed to the class teacher or to the Head of Learning Area - English.

MATHEMATICS

Mathematics plays a key role in the development of logic, students' numeracy and assists in learning across the curriculum. The mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, problem-solving, and reasoning skills, enabling students to describe, interpret and reason about their social and physical world.

From Years 7 to 10, content is organised under interrelated concepts: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Areas of Study

Number and Algebra:

Students build number sense through counting, representing and exploring the magnitude and properties of numbers. By developing a strong understanding of the relationships between operations, students learn the groundwork for algebraic thinking.

- Understanding number
- Calculating with number
- Algebraic techniques
- Linear and non-linear equations and inequalities; Linear and non-linear patterns and relationships;
- Financial mathematics
- Modelling with number and algebra.

Measurement and Geometry:

Students develop an increasing understanding of size, shape, relative position and movement of two-

dimensional figures in the plane and three-dimensional objects in space.

- Two-dimensional space and structures
- Three-dimensional space and structures
- Non-spatial measurement
- Modelling with measurement and geometry.

Probability and Statistics:

Teaching them together allows students to make sense of data, quantify uncertainty and draw meaningful conclusions. Students recognise, represent, summarise and interpret data to assess likelihood and assign probabilities using experimental and theoretical approaches.

- Probability and statistics
- Modelling with probability and statistics.

Any enquiries regarding Mathematics classes should be directed to the class teacher or to the Mathematics Head of Learning Area.

SCIENCE

Science enables students to develop an understanding of important concepts and processes, the practices used to develop scientific knowledge, science's contribution to society, and its uses. In developing scientific literacy, students use critical and creative thinking skills to ask questions and draw evidence-based conclusions using scientific knowledge and practices.

Science is organised under two interrelated strands: Science Understanding and Science Inquiry. Together, the two strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Areas of Study

Science Understanding:

Refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time.

- **Biological Sciences:** living things and their interdependence and interactions within ecosystem (life cycles, body systems).
- **Chemical Sciences:** understanding of the composition and behaviour of substances.
- **Earth and Space Sciences:** students explore the interactions and interdependencies of the systems that comprise the Earth system: the geosphere, biosphere, hydrosphere and atmosphere.
- **Physical Sciences:** forces of motion, matter and energy.

Science Inquiry:

This strand is concerned with evaluating claims,

investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

- **Questioning and predicting:** observations, hypotheses, testing explanations.
- **Planning and conducting:** scientific investigations, data recording, ethical issues.
- **Processing, modelling and analysing** patterns, relationships in data, conclusions.
- **Evaluating:** quality of available evidence and significance of a claim with reference to that evidence.
- **Communicating:** convey information or ideas to others in ways appropriate to the purpose and audience.
- **Collaborating and applying:** explore how scientific knowledge, skills and applications affect individuals and communities.

Any enquiries regarding Science courses or classes should be directed to the class teacher or to the Head of Learning Area - Science.

HUMANITIES & SOCIAL SCIENCES

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It provides a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

Areas of Study

Knowledge and Understanding:

Refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time.

investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

- **Civics and Citizenship:** democracy, democratic values, the Westminster system, justice, participation, rights and responsibilities.
- **Economics and Business:** scarcity, making choices, specialisation and trade, interdependence, allocation and markets, economic performance and living standards.
- **Geography:** place, space, environment, interconnection, sustainability, scale, change
- **History:** evidence, sources, continuity and change, cause and effect, significance, perspectives, empathy, contestability.

- **Questioning and predicting:** observations, hypotheses, testing explanations.
- **Planning and conducting:** scientific investigations, data recording, ethical issues.
- **Processing, modelling and analysing** patterns, relationships in data, conclusions.
- **Evaluating:** quality of available evidence and significance of a claim with reference to that evidence.
- **Communicating:** convey information or ideas to others in ways appropriate to the purpose and audience.
- **Collaborating and applying:** explore how scientific knowledge, skills and applications affect individuals and communities.

Humanities and Social Sciences Skills:

This strand is concerned with evaluating claims,

Any enquiries regarding Science courses or classes should be directed to the class teacher or to the Head of Learning Area - Science.

HEALTH & PHYSICAL EDUCATION

Health and Physical Education enables students to develop the knowledge, skills and understandings to positively influence the health and wellbeing of themselves, and their communities. Students acquire and apply movement skills, concepts, and strategies across a range of physical activity contexts. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance. Additionally, students develop personal and social skills through interacting with others in classroom and movement contexts.

The Health and Physical Education curriculum is organised in two interrelated strands: Personal, social and community health, and Movement and physical activity.

Areas of Study

HEALTH EDUCATION: Personal, social and community health

- **Personal identity and change:** Develops the knowledge, understanding and skills to support students to be resilient and to adapt to change over time.
- **Staying safe:** Supports and empowers students to make decisions and be assertive about their safety and wellbeing.
- **Healthy and active communities:** Students critically analyse contextual factors that influence the health and wellbeing of communities.
- **Interacting with others:** Students critically engage with a range of health focus areas and issues.

PHYSICAL EDUCATION: Movement and physical activity

- **Movement and skills:** Lays the foundations of play and fundamental movement skills. Students practise and rehearse skills and strategies to move with competence and confidence across a broad range of movement contexts.
- **Understanding movement:** Develops knowledge and understanding about how and why the body moves, and what happens to the body when it moves.
- **Interpersonal skills:** Focuses on personal and social skills that can be developed through participation in movement and physical activities, including communication, decision-making, problem-solving, critical and creative thinking, and cooperation. Students also develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance.

Any enquiries regarding Health and Physical Education courses or classes should be directed to the class teacher or to the Head of Learning Area - HPE.

ELECTIVE SUBJECTS

YEARS 9 & 10



CURRICULUM STRUCTURE

All students receive tuition for **four hours per week** in English, Humanities and Social Sciences (HASS), Mathematics and Science. Year 9 and 10 students also receive at least **two hours per week** of tuition in Health & Physical Education and **one hour per week** of Health Education.

Students who are currently involved in the Instrumental Music School Services (IMSS) program are required to participate in the Music Class Program for one Semester per year, available to all students.

Elective subjects

Students will receive at least **six hours** of elective instruction each week.

Elective courses are designed to be engaging, intellectually stimulating, and appropriately challenging. These diverse range of courses provide specialised and transferable knowledge across Learning Areas, equipping students with additional skills and understanding to support further learning in future years.

In Year 9, students are required to select **six subjects** from the following streams. All courses are delivered over one semester, with the exception of Year 9 and 10 Spanish, which is a year-long course.

The Arts

Visual Arts (Years 9 & 10)
Jewellery & Fashion (Years 9 & 10)
Specialist IMSS (Years 9 & 10)
Media and Digital Photography (Years 9 & 10)
Music (Years 9 & 10)
Performing Arts (Years 9 & 10)

Science

Forensic Science (Year 10)
Environment & Biodiversity (Year 9)

Technologies

Digital Design & Fabrication (Year 9)
Innovation in Computing (Year 9 & 10)
Engineering (Year 10)
STEM Projects (Year 10)
Food Science & Technology (Year 9 & 10)
Materials & Technology Specialisation – Wood / Metal / Textiles (Year 9 & 10)
Childcare (Year 10)

Languages

Spanish (Years 9 & 10)

Health & Physical Education

Basketball Development Program (Year 9)
Netball Development Program (Year 9)
Sports Science (Year 10)
High Performance Volleyball Program (Year 10)
Outdoor Education (Year 10)

THE ARTS

Course descriptions

Visual Arts

Visual Arts provides students with opportunities to explore a range of artistic techniques, materials and creative processes. Students experiment with drawing, painting, sculpture and mixed media while developing practical skills and confidence in expressing ideas creatively. Students will build their understanding of artistic practices while creating a range of individual and collaborative projects.

Media and Digital Photography

Students explore photography, media production and digital technologies while learning how images and visual content are created and used to communicate ideas. Students develop practical skills in photography, editing and digital design while working on creative projects. This course provides opportunities for students to build creativity, communication and technology skills while exploring pathways into media and creative industries.

Jewellery and Fashion

Students explore the design process through the creation of wearable pieces and fashion items using a range of materials, tools and techniques. Students develop creativity, practical design skills and problem-solving abilities while producing unique projects and investigating how design influences everyday life.

Performing Arts

Performing Arts students will be given opportunities to refine their knowledge and skills to practice and perform drama, using appropriate, safe processes, techniques and the conventions of drama. Students will develop drama performances based on their own and published scripts using selected drama forms and styles. Students will have the opportunity to perform in front of an audience both individually and as part of a group.

General Music

Students further develop practical music skills through performance, composition and listening activities. Students have opportunities to perform individually and collaboratively while building confidence and creativity through a range of musical experiences.

The course encourages students to explore different musical styles and further develop their understanding of music and performance.

Specialist IMSS

Students in the Specialist Instrumental Music School Services (IMSS) course continue to develop their practical and theoretical music skills alongside their individual or small group IMSS lessons.

Additionally, students will be encouraged to participate in ensemble and performance opportunities. Students will build confidence, teamwork and musical knowledge while developing their technical ability and performance skills in both individual and group settings.

TECHNOLOGIES

Course descriptions

Digital Design & Fabrication

Students use design thinking and technology to create solutions to real-world problems through hands-on projects. Working within the Design and Technologies curriculum, students will develop skills in designing, planning and producing products using digital technologies and fabrication processes.

Students will strengthen creativity, critical thinking and practical problem-solving skills while investigating how design and technology influence the world around them

STEM Projects

Creating solutions to real life problems

Students apply Science, Technology, Engineering and Mathematics concepts to investigate and solve real-world problems. Through practical projects and collaborative learning, students will develop critical thinking, innovation and teamwork skills while designing, testing and refining solutions.

Students will have opportunities to think creatively and apply their learning to authentic challenges.

Innovation in Computing

Students explore how computers and technology shape the modern world through hands-on learning and practical projects. Students may investigate coding, software development, computer systems and emerging technologies while building creativity and problem-solving skills.

This course encourages students to think critically about how technology is designed and used to solve everyday challenges.

Engineering

Students explore the principles of engineering through practical design challenges and problem-solving activities. Students investigate how engineering influences the world around them while developing technical skills, creativity and analytical thinking.

Through hands-on projects, students will design, test and evaluate ideas while learning about future pathways in engineering and related industries.

TECHNOLOGIES

Course descriptions

Food Science and Technology

Students develop practical cooking skills while exploring nutrition, food safety, sustainability and the science behind food preparation. Through designing, preparing and evaluating a variety of meals, students gain confidence in the kitchen while learning about healthy food choices, contemporary food trends and the role food plays in everyday life.

Materials and Technology Specialisation – Wood

Students develop practical woodworking skills through the design and manufacture of quality timber projects. Using a range of hand and power tools, students learn safe workshop practices while developing creativity, precision and problem-solving skills throughout the design process.

Materials and Technology Specialisation – Metal

Students investigate metal fabrication techniques while designing and constructing practical projects. Students develop skills in measuring, shaping, joining and finishing metal using a variety of workshop equipment while building confidence, creativity and safe working practices.

Materials and Technology Specialisation – Textiles

Students design and create textile products using a range of fabrics, equipment and construction techniques. Through practical projects, students develop sewing skills, creativity and an understanding of fashion, sustainability and textile design while applying the design process to produce quality finished products.

Materials and Technology Specialisation – General (wood, metal and textiles)

Students experience a variety of design and technology disciplines by working with wood, metal and textiles. Through practical projects, students develop creative thinking, problem-solving and workshop skills while exploring a range of materials, tools and production techniques before selecting future areas of interest.

Childcare

Students explore the growth and development of children from birth through to early childhood. Through practical activities and investigations, students examine play-based learning, nutrition, safety and positive relationships while developing valuable life skills and an understanding of careers within education and childcare.

SCIENCE

Course descriptions

Forensic Science

Students will step into the fascinating world of crime scene investigation and discover how Science helps solve crimes and mysteries.

Students will explore a range of forensic techniques used by real investigators, including blood spatter analysis, fingerprint identification, DNA profiling, handwriting examination, toxicology, and trace evidence analysis.

Through hands-on activities and case studies, students will learn how evidence is collected, analysed, and interpreted to uncover what happened at a crime scene.

Environment and Biodiversity

Students will explore the challenges facing our planet's most vulnerable species and ecosystems.

Students will investigate animals and plants on the IUCN Red List, discover the world's biodiversity hotspots, and examine the threats posed by habitat loss, climate change, invasive species, and pollution.

Through real-world case studies, students will learn about conservation projects from around the globe and explore the innovative strategies scientists use to protect endangered species and restore ecosystems.

LANGUAGES

Course descriptions

Spanish (Year 9)

Students undertake a year-long Spanish course that builds on the foundational knowledge and skills developed in Years 7 and 8. The course is designed to progress students from a beginner to a pre-intermediate level of proficiency, developing their confidence and competence in communicating in Spanish. Year 9 Spanish also provides an important foundation for students who may wish to pursue Spanish as an ATAR subject in Years 11 and 12.

The course combines explicit grammar instruction with the structured Extensive Processing Instruction (EPI) methodology to support the development of students' listening, speaking, reading, writing, and translation skills. Lessons emphasise practical language use, functional communication, and acquisition of grammatical structures. Key topics include personal identity (family, birthdays, and hobbies), food and culture, and everyday life (daily routines, weekend plans, and holidays).

Students continue to use their personalised SentenceBuilders.com and The Language Gym accounts both in class and at home to consolidate key grammatical structures, linguistic accuracy and monitor their independent progress.

Spanish (Year 10)

Spanish in Year 10 serves as the final preparation phase for students intending to pursue ATAR Languages. The course combines advanced language mechanics with authentic, real-world communication, preparing students to communicate with spontaneity, accuracy and confidence.

Students expand their vocabulary, master complex sentence structures across the past, present, and future tenses, and deepen their understanding of Hispanic cultures. Key themes include identity, peer groups and personal relationships, health and wellbeing, lifestyle choices, travel and intercultural communication, and the global influence of Spanish-speaking cultures.

In addition, students develop advanced translation, essay writing, and listening comprehension skills, supported by explicit grammatical instruction to prepare them for the academic expectations of senior secondary study. Digital learning platforms, including SentenceBuilders.com and The Language Gym, remain integral to both classroom learning and independent study at home.

HEALTH & PHYSICAL EDUCATION

Course descriptions

Basketball Development Program

The Year 9 Basketball Development Program builds on students' existing skills through practical training and competitive game play. Students refine offensive and defensive strategies, develop teamwork and leadership skills, and take responsibility for warm-ups and skill sessions, preparing them for higher-level basketball participation.

Netball Development Program

The Year 9 Netball Development Program develops students' understanding of the game's unique positional roles, movement patterns and tactical play. Through drills, match scenarios and game analysis, students strengthen decision-making, communication and court awareness while building leadership, teamwork and confidence in a supportive, competitive environment.

Sports Science

Year 10 Sports Science provides students with a practical and theoretical understanding of human movement, fitness and performance. Students explore biomechanics, exercise physiology, skill development and sports psychology, building the knowledge and study skills required for success in Year 11 ATAR Physical Education Studies.

High Performance Volleyball Program

The Year 10 High Performance Volleyball Program is designed for students seeking to develop advanced technical skills, tactical understanding and competitive performance. Through specialised coaching, match analysis and game-based training, students enhance teamwork, leadership and decision-making while preparing for all levels of volleyball, including representative and higher-level opportunities.

Outdoor Education

Year 10 students develop confidence, resilience and leadership through a variety of outdoor adventure activities. The course may include navigation, camping, bushwalking, team challenges and environmental awareness while promoting problem-solving, teamwork and responsible participation in outdoor environments.



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