Junior Secondary -
The Year 8 Program
Studies Handbook

2017

OUR CORE PURPOSE IS

“To Inspire Learning”
Our Core Values:

- Respect
- Responsibility
- Honesty / Integrity
- Excellence
- Safety
- Equity / Fairness

Our Goal: To be a hub of educational excellence for all students

At James Nash we focus on:

A school with positive relationships around learning
Technologically rich curriculum
Resource / Curriculum enrichment through partnerships with others
Promoting the excellence in the school
Delivery of high quality classroom practices
Excellence in student behaviour and performance
Excellent facilities and grounds
James Nash State High School becoming a hub for community learning
Providing curriculum pathways for either earning or learning (employment for further education)
Valuing and celebrating difference and diversity

James Nash’ Junior Secondary Philosophy

James Nash’ Junior Secondary Philosophy is underpinned by the belief that if students’ individual capacity, learning styles and interests are considered then this will lead to enhanced engagement in the learning program and maximise performance overall. To allow for a differentiated curriculum, organisational structures need to recognise that the needs and interests of students differ significantly. Like minded students will be formed into classes and these classes will be matched to the relevant curriculum through timetable and faculty structures.

James Nash’ Junior Secondary Philosophy is informed by an agreed comprehensive teaching and learning model to guide classroom work. The dimensions and elements of this framework include:

- Intellectual rigour
- Quality classroom environments
- Connectedness
- Diversity, difference and flexibility
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Year 8 History & Geography  
Year 8 Home Economics  
Year 8 LOTE  
Year 8 Mathematics  
Year 8 Music  
Year 8 Science  
Year 8 Visual Art
An Introduction to Junior Secondary Curriculum

James Nash Junior Secondary is based on the learnings of the Middle Phase of Learning research. For students in Years 7 through to 9, this phase represents a distinct growth and change.

The Junior Secondary Curriculum at James Nash State High School is designed to cater for our students’ needs during this phase of their learning. We align our teaching styles, curriculum and assessment to meet these needs, especially in managing the transition from primary school. This subject handbook provides insight into the link between junior school courses and senior subjects. Senior schooling includes Years 10, 11 and 12, with Year 10 being seen as a preparation year for students beginning Authority and Authority-registered subjects in Year 11.

At James Nash State High School, we believe that an appropriate match between our students’ learning style and their class grouping is critical to their learning and achievement. The essential feature of curriculum delivery is the scheme of “differential grouping”. Differential grouping is undertaken across the Middle School within all core Learning Areas subjects. Research suggests that students are enthusiastic and engaged in a classroom where activities and expectations suit their individual needs. Information surrounding the class groupings can be found on the following page. If you require assistance in making a decision regarding class groupings, please contact the school.

The class groupings available to students in Junior Secondary are:

1. **Extension Programs** (two differential groups are offered within our extension program to cater for student ability and performance)
   - Extension Plus
   - Extension

2. **Mainstream Programs** (four differential groupings are offered within a Mainstream program to cater for student interest and learning styles in Years 8 & 9. Please note that Year 7 students will have Essential and Learning Support options to choose from:
   - Essentials
   - Learning Support

3. **Structured Learning Programs**
   - Curriculum based learning. Students are supported through the provision of adjustments to curriculum delivery and assessment.

Students in Year 7 will do Elective subjects over Years 7 & 8. Each student will rotate through the 6 Elective subjects over a two year period. Year 8 students in 2017 will do all 6 Elective subjects in a 12 month period.

James Nash State High School’s Junior Secondary program implements the National Curriculum and the Queensland Curriculum Assessment and Reporting (QCAR) Framework to deliver cohesive learning programs which help students achieve deep levels of understanding. We routinely engage students in intellectually-challenging, real-world learning experiences to help our students become life-long learners.
Further Explanation of Class Groupings for Junior Secondary

Extension Programs

Extension Plus classes are available to students with a demonstrated capacity for excellence. This is a course for students who have a passion for learning and desire to explore subject matter well beyond the core and essential learnings. Extension Plus classes require students to engage confidently in a digital learning environment and to be able to work both independently and in groups. This course also includes the extensive study of a language – German. Access to Extension Plus classes is through demonstrated excellence and will require students to attend an interview after nomination.

Extension classes operate within a program designed to challenge and extend our more talented students. This is a course for students who are self-directed learners, interested in diverse and detailed learning opportunities and also includes the extensive study of a language – German. Successful applicants will be provided with opportunities that will encourage their skill with language, promote their creativity, connect with the digital world, as well as foster their thought processes.

Mainstream Programs

Essentials classes are designed for the majority of students who enter junior secondary classes at James Nash State High School. Work is closely related to ability, being neither too easy nor too demanding. Classes cover all the essential components of a regular curriculum and are aligned to the National Curriculum requirements.

Learning Support classes are designed for students with learning difficulties. It is expected that the behaviour of successful applicants would reflect an attitude and a desire to overcome such issues.

Structured Learning Programs

Structured Learning programs are designed to cater for students with a verified disability. These classes consist of small groups and provides support that caters for disability specific learning styles. Structured Learning encompass all Learning Areas, covering the core essential learning components with adjustments to delivery and assessment of the curriculum.
## JUNIOR SCHOOLING STUDIES

**7**  
- **ENGLISH**  
- **GERMAN**  
- **MATHEMATICS**  
- **SCIENCE**  
- **HISTORY**  
- **SOCIAL SCIENCES**  
- **HEALTH & PHYSICAL EDUCATION**  
- **DRAMA**  
- **MUSIC**  
- **ARTS**  
- **DESIGN & TECHNOLOGY**  
- **BUSINESS & DIGITAL TECHNOLOGIES**  

The Year 7 curriculum ensures exposure to all 8 LAs. Delivery of content will involve a common teacher across selected core Learning Areas to enhance Year 6-7 transition. German is included as a compulsory subject as part of a government initiative in learning a language other than English.

Students are rotated through each of these subjects during years 7 & 8 in blocks.

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**8**  
- **ENGLISH**  
- **GERMAN**  
- **MATHEMATICS**  
- **SCIENCE**  
- **HISTORY**  
- **SOCIAL SCIENCES**  
- **HEALTH & PHYSICAL EDUCATION**  
- **DRAMA**  
- **MUSIC**  
- **ARTS**  
- **DESIGN & TECHNOLOGY**  
- **BUSINESS & DIGITAL TECHNOLOGIES**  

The Year 8 curriculum ensures exposure to all 8 LAs. German is included as a compulsory subject as part of a government initiative in learning a language other than English.

Students are rotated through each of these subjects during years 7 & 8 in trimester blocks.

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**9**  
- **ENGLISH**  
- **GERMAN**  
- **MATHEMATICS**  
- **SCIENCE**  
- **HISTORY**  
- **SOCIAL SCIENCES**  
- **HEALTH & PHYSICAL EDUCATION**  
- **DRAMA**  
- **MUSIC**  
- **ARTS**  
- **DESIGN & TECHNOLOGY**  
- **BUSINESS & DIGITAL TECHNOLOGIES**

In Year 9 the curriculum will support students to engage with five(5) compulsory core subjects of the Australian curriculum (English, Mathematics, Science, Social Science and HPE) as well as four(4) optional semester subjects chosen from Arts, Technologies and Languages.

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## SENIOR SCHOOLING STUDIES

**10**  
- **ENGLISH COMMUNICATION**  
- **ENGLISH**  
- **ENGLISH EXTENSION +**  
- **GERMAN**  
- **MATHEMATICS V (Prevoc prep)**  
- **MATHEMATICS (A Prep)**  
- **MATHEMATICS EXTENSION (B & C Prep)**  
- **SCIENCE**  
- **BIOLOGY/ CHEMISTRY**  
- **PHYSICS/ CHEMISTRY**  
- **BIOLOGY/ EARTH & SPACE**

### Technologies

**RECREATION STUDIES**  
**PRACTICAL ART**  
**DRAMA**  
**MUSIC**  
**ARTS**  
**MANUFACTURING**  
**TECHNOLOGY STUDIES**  
**GRAPHICS**  
**HOSPITALITY**  
**HOME ECONOMICS**  
**BUSINESS**  
**INFORMATION PROCESSING**  
**DIGITAL TECHNOLOGIES**  
**ECONOMICS & BUSINESS**

In Year 10 the curriculum focus is on preparation for Year 11 Authority and Authority-registered subjects. An English, Mathematics, a Science and a History+Social Science are compulsory. Students will select seven (7) subjects in total, for study on a whole year basis.

**11**  
- **English Communication**  
- **ENGLISH**  
- **CYBER ENGLISH**  
- **ENGLISH EXTENSION (Yr 12 only)**  
- **GERMAN**  
- **PREVOCATIONAL MATHEMATICS**  
- **MATHS A**  
- **MATHS B**  
- **MATHS C**  
- **CHEMISTRY**  
- **PHYSICS**  
- **BIOLOGY**  
- **SCIENCE IN PRACTICE**  
- **SOCIAL & COMMUNITY STUDIES**  
- **GEOGRAPHY**  
- **MODERN HISTORY**  
- **ANCIENT HISTORY**  
- **LEGAL STUDIES**

### Technologies

**Recruitment**  
**PHYSICAL EDUCATION**

**Building and Construction Skills**  
**Engineering Skills**  
**Industrial Technology Skills**  
**GRAPHICS**  
**TECHNOLOGY STUDIES**  
**Hospitality - Cert I**  
**Hospitality Practices**  
**HOME ECONOMICS**

**Business - Cert II**  
**Information, Digital media & Technology - Cert II**  
**Tourism - Cert II**  
**Tourism - Cert III**  
**ACCOUNTING**  
**BUSINESS COMMUNICATIONS & TECHNOLOGIES**  
**INFORMATION PROCESSING & TECHNOLOGY**  
**ECONOMICS**

**12**  
- **English Communication**  
- **ENGLISH**  
- **CYBER ENGLISH**  
- **ENGLISH EXTENSION (Yr 12 only)**  
- **GERMAN**  
- **PREVOCATIONAL MATHEMATICS**  
- **MATHS A**  
- **MATHS B**  
- **MATHS C**  
- **CHEMISTRY**  
- **PHYSICS**  
- **BIOLOGY**  
- **SCIENCE IN PRACTICE**  
- **SOCIAL & COMMUNITY STUDIES**  
- **GEOGRAPHY**  
- **MODERN HISTORY**  
- **ANCIENT HISTORY**  
- **LEGAL STUDIES**

### Technologies

**Recruitment**  
**PHYSICAL EDUCATION**

**Building and Construction Skills**  
**Engineering Skills**  
**Industrial Technology Skills**  
**GRAPHICS**  
**TECHNOLOGY STUDIES**  
**Hospitality - Cert I**  
**Hospitality Practices**  
**HOME ECONOMICS**

**Business - Cert II**  
**Information, Digital media & Technology - Cert II**  
**Tourism - Cert II**  
**Tourism - Cert III**  
**ACCOUNTING**  
**BUSINESS COMMUNICATIONS & TECHNOLOGIES**  
**INFORMATION PROCESSING & TECHNOLOGY**  
**ECONOMICS**

In Year 11 and 12, students are able to choose a course of study which best suits their needs and aspirations. Students are able to select any SIX (6) subjects from the above list; however, individual guidance is recommended to ensure the best possible combination. All subjects are offered subject to the condition that a viable class group can be formed and that the school has the available human and physical resources. (NB. Success in at least one unit of English and Mathematics is a prerequisite of a QCE). Subjects marked with a bullet are Authority subjects which may contribute to O.P. calculations. All other subjects are Authority registered subjects.

Selected TAFE certificate courses are offered for concurrent study with school courses as advertised with subject selection information according to available TAFE resources. ♦ indicates Authority-registered subjects. Subjects marked ♦ or ★ DO NOT COUNT directly towards tertiary entrance O.P. & F.P. calculations but may contribute to QCE achievement.
Link to senior subjects:
Many of the skills developed in this subject assist students in their daily operation with computers, both within school and the wider community. Subjects that would benefit more directly include Certificate II in Business, Certificate II or III in Tourism, Certificate II in Information, Media and Digital Technologies, Information Processing and Technology.

Prerequisites: What preparation or prior studies do students need?
There are no prerequisites for this subject.

Why study Business and Digital Technologies?
To develop computer skills that will be of benefit in all school subjects and beyond. Literacy skills including proof-reading, spelling, vocabulary, grammar and punctuation are a focus in this subject.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Safety Certificate</td>
<td>Online safety, workplace safety, ergonomics</td>
<td>Quiz</td>
</tr>
<tr>
<td>Online Information</td>
<td>Using online information to meet user needs</td>
<td>Folio of tasks using MSWord</td>
</tr>
<tr>
<td>Our Economy: My Work</td>
<td>The value of employment to the individual and society</td>
<td>Folio of tasks using MS Publisher</td>
</tr>
<tr>
<td>Personal Finance: My Money</td>
<td>Tracking and evaluating spending and saving options</td>
<td>Folio of tasks using MS Excel</td>
</tr>
</tbody>
</table>

Career options:
The skills and attitudes gained in this course will assist students in workplace environments where computers are used. Students will gain immediate benefits in the completion of school assignments, projects and acquisition of workplace skills.
Year 8 Design Technology

Link to senior subjects:
Graphics (Authority subject)
Technology studies (Authority subject)
Manufacturing (Engineering studies) (Authority-registered subject)
Manufacturing (Industrial technology studies) (Authority-registered subject)
Manufacturing (Building construction) (Authority-registered subject)

Prerequisites: What preparation or prior studies do students need?
An interest in developing the skills and knowledge required in the designing and manufacturing of projects would be beneficial.

Why study Industrial Technology and Design?
You should do this subject if you enjoy or are good at working on the technical aspects of machines and processes. You will be required to address challenging (sometimes difficult) major projects and present your ideas using folios. To do well in this subject, you should enjoy or be good at using computers, sketching and drawing objects.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Materials (4 weeks)| Safety  
Design, make and appraise projects in wood, plastic and metal. | Practical class work  
Observation           |
| Graphics (4 weeks)| Orthographic projection  
Pictorial views  
Packaging | Practical class work  
Observation           |
| Systems (4 weeks) | Propulsion system  
Rubber band-powered boat. | Practical class work  
Observation  
Worksheets           |

Career options:
Tertiary Studies (Architecture, Engineering, Teaching etc)
Trade and Technical professions
Further education (TAFE)
Year 8 Drama

Link to senior subject:
Drama (Authority subject)

Prerequisites: What preparation or prior studies do students need?
To do well in this subject, you should enjoy or be good at performing, writing, working with others, consequently gaining confidence in communicating, working independently and rehearsing with others to create a fluent performance. You may need to provide specific costumes and props as required for performances. You must be prepared to work in a responsible manner with others.

Why study Drama?
In Year 7, learning in Drama builds on the experience of the previous band from the P-10 National Curriculum The Arts Syllabus. It involves students making and responding to drama independently, and with their classmates, teachers and communities. They explore drama as an art form. Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements. They evaluate the directors’ intentions and expressive skills used by actors in drama they view and perform. Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.

Course overview: What do students study?
Students will be assessed in the dimensions of:

- Making
- Responding

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Differentiated Learning</th>
</tr>
</thead>
</table>
| 1. Foundations | Making: Improvisation, in pairs, from a given context. | • Negotiated topics, formats and materials  
• Cooperative learning strategies – eg variety of groupings/individual work  
• Individual directions – eg choice of media/materials, performers, texts, complexity, technology etc  
• Extension/modified work  
• Personal learning styles |
| 2. Foundations | Responding: Responding to dramatic text in order to identify and analyse the use of some elements of drama and understand character motivation. | |
| 3. Foundations | Presenting: Interpretation of playtext to create a fluent performance using the elements of drama and acting skills. | |

Career options:
Drama provides a range of skills transferable to a variety of future career pathways. Because it is a collaborative subject, students of Drama develop good communication skills and an ability to work individually and with a variety of groups. Drama connects to any career which includes social interaction, creativity, problem-solving and independent workers; e.g., acting (both film and stage), teaching, law, public relations, human resources, advertising, journalism, travel agency, arts/events management, tourism and sales/retail. It will also benefit directing, producing and stage-managing for screen, radio, television and stage.
Year 8 English – Extension Plus

Links to Senior Subjects
- English (Authority)
- Cyber-English (Authority)
- English Communications (Authority Registered)
- English Extension-Literature (Authority – Year 12 only)

Prerequisite: What preparation or prior studies do students need?
The Year 8 English course develops from and is an extension of Years P to 7 National Curriculum English. The work revolves around a core of learning activities which allows students to have contact with language in a range of contexts aimed at stimulating their thought, enriching their ideas, and developing their understanding of the complex world in which we live.

Why study English Extension Plus?
All learning in English is framed around Language, Literature and Literacy. The strands present a sequence of development of knowledge, understanding and skills in the language modes: listening, reading, viewing, speaking/signing, writing and creating across the year levels. In each activity, you’ll explore how language works.

Course Overview: What do students study?

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<th>Units</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Talking about my Generation - students will explore representations of adolescents within media and literary texts.</td>
<td>Informative Analytical essay Imaginative Monologue</td>
</tr>
<tr>
<td>Indigenous Perspectives– students explore how indigenous perspectives are represented in literature.</td>
<td>Persuasive comparative spoken report (multi-modal)</td>
</tr>
<tr>
<td>Stage Stories – Students study Much Ado About Nothing and explore how meaning is created in drama texts and analyse and express viewpoints on ethical issues in a drama text.</td>
<td>Persuasive speech</td>
</tr>
<tr>
<td>The Writer’s Tools - Students will explore the writer’s craft, analysing how writers can and do engage, position and influence their audiences.</td>
<td>Imaginative short story Informative paragraph response to stimulus</td>
</tr>
</tbody>
</table>

Special Requirements
Extension Plus students need to be self-motivated, independent learners who enjoy reading, writing, formal and informal speaking, and who are creative and lateral thinkers. Teaching will involve varied conceptual modes and learning transfer, encouraging self-reflexive choices that are student directed.

Possible Career Options: What are the vocational applications of English Extension Plus?
English sets out to prepare students for life.
Year 8 English – Mainstream and Extension

Links to Senior Subjects
- English (Authority)
- Cyber-English (Authority)
- English Communications (Authority Registered)
- English Extension-Literature (Authority – Year 12 only)

Prerequisite: What preparation or prior studies do students need?
The Year 8 English course develops from and is an extension of Years P to 7 National Curriculum English. The work revolves around a core of learning activities which allows students to have contact with language in a range of contexts aimed at stimulating their thought, enriching their ideas, and developing their understanding of the complex world in which we live.

Why study English?
All learning in English is framed around Language, Literature and Literacy. The strands present a sequence of development of knowledge, understanding and skills in the language modes: listening, reading, viewing, speaking/signed, writing and creating across the year levels. In each activity, you’ll explore how language works.

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<tr>
<td>Talking about my Generation - students will explore representations of adolescents within media and literary texts.</td>
<td>Informative expository paragraphs</td>
</tr>
<tr>
<td></td>
<td>Imaginative Journal</td>
</tr>
<tr>
<td>Indigenous Perspectives– students explore how indigenous perspectives are represented in literature.</td>
<td>Persuasive comparative spoken report (multi-modal)</td>
</tr>
<tr>
<td>Stage Stories – Students study Noah and Saskia and explore how meaning is created in drama texts and analyse and express viewpoints on ethical issues in a drama text.</td>
<td>Persuasive speech</td>
</tr>
<tr>
<td>The Writer’s Tools - Students will explore the writer’s craft, analysing how writers can and do engage, position and influence their audiences.</td>
<td>Imaginative short story</td>
</tr>
<tr>
<td></td>
<td>Informative paragraph response to stimulus</td>
</tr>
</tbody>
</table>

Special Requirements
Mainstream and Extension classes study the same units, the assessment is the same but the learning experiences will vary. Mainstream teaching will focus on scaffolded experiences and schematic organisers setting up structured expectations that are teacher directed. Extension teaching focuses on higher order thinking and group work, setting up cooperative learning that is teacher guided.

Possible Career Options: What are the vocational applications of English?
English sets out to prepare students for life.
Link to senior subjects:
Physical Education (Authority subject)
Recreation Studies (Authority-registered subject)

Prerequisites: What preparation or prior studies do students need?
To do well in this subject in year 8, you should enjoy participating in and understanding physical activities and issues, working as a member of a team and helping classmates achieve their best.

Why study Health and Physical Education?
Health and Physical education is concerned with the study and practice of physical activity, and focuses on the importance of physical activity in the life of an individual and on the significant role that physical activity plays in modern society.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Mainstream, Extension/Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THEORY:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Fitness:</td>
<td>Research report, designing and evaluating a personal fitness program.</td>
<td>Individual classes are targeted according to capabilities and interests.</td>
</tr>
<tr>
<td>Components of fitness and designing fitness programs.</td>
<td></td>
<td>Students complete extension activities and can be set more complex and/or comprehensive assessment tasks. These target planning, organisation, self-directed research and problem-solving activities.</td>
</tr>
<tr>
<td>Healthy Behaviours &amp; Environments:</td>
<td>Analytical essay on bullying.</td>
<td></td>
</tr>
<tr>
<td>Factors affecting personal health and their environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICAL:</strong></td>
<td>Students are assessed continuously throughout the units focusing on:</td>
<td>Individual classes are targeted according to capabilities and interests.</td>
</tr>
<tr>
<td>Throwing &amp; Catching eg.</td>
<td>* Demonstration of specialised movement skills</td>
<td>Students can be challenged in sports and activities, with advanced tactics, performance requirements and skill and performance analysis.</td>
</tr>
<tr>
<td>T. Ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Striking eg.</td>
<td>* Application of skills concepts and strategies</td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td>* Decision making and combining of skills for improved individual and team/group performance</td>
<td></td>
</tr>
<tr>
<td>Padder Tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kicking eg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soccer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aussie Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative eg.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special requirements:
Year 8 HPE is a compulsory subject which responds to the State Government Smart Moves Initiative which requires students to participate in 90 mins physical activity per week. The department supports the Sun Safety Policy and all students must be wearing hats for outdoor physical activity lessons.

Career options:
The study of Physical Education has advantages in the terms of general health, fitness and physical activity. It is also beneficial for those wanting to enter specific industries such as fitness, health, teaching, tourism or outdoor sectors.
Some related career paths: PE Teaching, Sports Training, Personal Training, Sports medicine, Physiotherapy, Nursing, Emergency Services and Defence Forces.
Link to senior subjects:
Ancient History (Authority subject)  Social and Community Studies (Authority-registered Subject)
Geography (Authority subject)
Legal Studies (Authority subject)
Modern History (Authority subject)

Prerequisites: What preparation or prior studies do students need?
To do well in this subject, you should enjoy or be good at reading and writing. During research units, you should be prepared to make choices and work independently. Being interested in learning and motivated to succeed is also a huge benefit.

Why study History and Geography?
Both History and Geography make a worthwhile difference, and our lessons make students more powerful – more powerful in their understanding of people, our planet and our possible futures – more powerful thinkers, planners, researchers, critics - in short, more powerful human beings.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Mainstream, Extension, Extension Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History: Europe during medieval times</strong></td>
<td>Short answer test, including written tasks.</td>
<td>Extension and Extension Plus classes</td>
</tr>
<tr>
<td>Extension and Extension Plus: Medieval</td>
<td>Research tasks</td>
<td>study medieval Europe as a background</td>
</tr>
<tr>
<td>Europe and the Renaissance</td>
<td></td>
<td>to the intellectual achievements of the</td>
</tr>
<tr>
<td>Essentials: Medieval Europe</td>
<td></td>
<td>Renaissance, whereas Essentials,</td>
</tr>
<tr>
<td>Learning support: Medieval Europe</td>
<td></td>
<td>including Creative and Digi, and Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Support classes complete a focused</td>
</tr>
<tr>
<td></td>
<td></td>
<td>study of medieval Europe.</td>
</tr>
</tbody>
</table>

During research tasks, students are expected to identify a range of questions about the past to inform a historical inquiry, plan an inquiry and locate and choose relevant primary and secondary sources, using ICT and other methods. Essentials students will be introduced to these skills with support and structure from their teacher. Extension and Extension Plus students will be expected to approach these tasks with increased independence and self-reliance. Extension Plus and Extension classes will complete major research tasks whereas the other classes will complete mini-tasks which focus on specific skills.

Extension and Extension Plus students will be expected to take learning risks and explore creative options when they are offered the opportunity. For example, they may write historical fiction instead of an essay in response to their research.

All students are expected to participate in extended writing tasks.

Career options:
Students of social science subjects are well-equipped to complete further study or training to be advertising consultants, archaeologists, bankers, business policy makers, diplomats, economists, environmental scientists, events managers, film-makers, historians, journalists, lawyers, librarians, meteorologists, museum curators, politicians, primary industries advisors, public relations consultants, researchers, social workers, statisticians, teachers, tour co-ordinators, travel consultants and urban/town planners.
Link to senior subjects:
Home Economics (Authority subject)
Hospitality (Certificate I and Certificate II in Hospitality Practices and Authority-registered subject)

Prerequisites:  What preparation or prior studies do students need?
Students will be participating in practical lessons and are required to be organized and able to bring cooking ingredients and sewing requirements to class.

Why study Home Economics?
Home Economics provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities. The course is designed to provide a balance of practical and theory work.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit Description</th>
<th>Assessment</th>
<th>Mainstream, Extension/Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sewing with Fabric</td>
<td>Practical Task</td>
<td>Classes are mixed and not in a differentiated format.</td>
</tr>
<tr>
<td>Students will produce a pair of shorts and an apron.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You Are What You Eat</td>
<td>Continuous Cookery Project</td>
<td>We have extension work in class as a norm for any student who shows a flair for our subject.</td>
</tr>
<tr>
<td>Students will develop basic cookery skills and develop their time management skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special requirements:
To do well at this subject, you should enjoy or be good at cooking, sewing and working in groups

Career options:
Home Economics is a Life Skills subject and therefore will enhance the individual and help them succeed in any chosen field of study or career.

Links to Senior Subject:
German (Authority subject)

Prerequisites: What preparation or prior studies do students need?
The Year 8 German course develops vocabulary and structures as well as building on previous language study at the primary level. Learners in Year 7 and 8 are typically commencing their learning in German and bring a range of previous learning experiences of German. We respond to and build on this diversity with a differentiated approach to teaching.

Why study German?
Studying a language assists students in developing lateral thinking and problem-solving skills, as they are continually required to think in a manner and solve problems they do not encounter in any other subject. These new perspectives assist students to develop not only communication skills, but an ability to express themselves both orally and in written form.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Getting to know you, getting to know me</td>
<td>Unit 1: Where to go, what to do</td>
<td>Reading, writing, listening and speaking tasks</td>
</tr>
<tr>
<td>Students begin to explore the language and cultural practices used for greetings and self-introductions</td>
<td>Students explore cities and towns in Germany. They experiment with language used to describe what one can see and do in different locations.</td>
<td>accompany each unit.</td>
</tr>
<tr>
<td>Unit 2: Hello</td>
<td>Unit 2: My place, your place</td>
<td></td>
</tr>
<tr>
<td>Students focus in more detail on how the language and behaviour of these conversations vary according to the relationships between speakers.</td>
<td>Students explore the language and cultural practices related to families, homes and housing in Germany</td>
<td></td>
</tr>
</tbody>
</table>

Special Requirements:
All students will do German as a subject for both Semesters in Year 8. Students must have an open mind and be prepared to accept the differences between German and Australian culture.

Career options:
German is an Australian community language, forming part of our cultural heritage. Australia has a long and continuing tradition of German migration. The ability to communicate in German, in conjunction with other skills, may increase students’ career opportunities. This can provide a competitive edge in areas as diverse as theological, scientific, medical and technological research, space science, marine architecture and engineering, international commerce and banking, diplomacy, information technology, education, tourism and hospitality, and community services.
Year 8 Mathematics

Link to senior subjects:
Depending upon a student’s performance, Year 8 Mathematics provides a foundation for the following senior mathematics subjects:

- Prevocational Mathematics focuses on mathematics necessary for employment and everyday life. It is designed for students who struggle to achieve in mathematics. Typically students who enrol in Prevocational Mathematics wish to study maths in Senior but don’t need a particular maths in their future careers.
- Mathematics A, with its practical orientation, is useful in a wide range of courses and real-life applications. It is the easiest Senior Authority mathematics subject and can be used as a prerequisite for some university courses.
- Mathematics B & C are the most difficult Senior mathematics subjects and are built on theoretical abstractions. They are Authority subjects that lead to university courses in Science, Engineering, IT, Economics, Commerce, Surveying, Architecture, etc. Students who wish to study these subjects will need to demonstrate a high level of competence in Year 8 Mathematics.

Prerequisites: What preparation or prior studies do students need?
The ability to work diligently with teachers and other students on mathematics is essential for success in this subject.

Why study Mathematics?
Mathematics is a great subject to study. It can help you stand out from the crowd. Studying this subject helps develop skills that employers really value: problem-solving, logical thinking, analytical skills, resourcefulness & creativity. It opens up career choices with jobs that are challenging, interesting, have increased earning capacity and that can take you overseas.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Units</th>
<th>Extension/Plus</th>
<th>Mainstream</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Number and Place</td>
<td>These are for students who perform very well in mathematics and who have an aptitude for problem-solving. An ability to work diligently on maths either individually or in groups is essential. Success in either Extension Plus or Extension Mathematics provides an excellent pre-requisite for Mathematics B and Mathematics C courses in senior.</td>
<td>This course is designed for a range of mathematical ability levels predominately ranging from just below average to above average. Students who excel in mainstream math have the option in Grade 10 to complete a B/C Prep or A Prep math course for Senior Mathematics A, Mathematics B and/or Mathematics C. A majority of mainstream students take on Mathematics A in senior.</td>
<td>Assessment comprises of written tests, investigations and assignments.</td>
</tr>
<tr>
<td>Real Numbers</td>
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</tr>
<tr>
<td>Unit 2 Real Numbers</td>
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<td></td>
<td></td>
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<tr>
<td>Money and Financial Math</td>
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<td></td>
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<tr>
<td>Units of Measurement</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3 Real Numbers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Linear and Non-linear Relationships</td>
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<tr>
<td>Unit 4 Patterns and Algebra</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Linear and Non-linear Relationships</td>
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<tr>
<td>Unit 5 Geometric Reasoning</td>
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<tr>
<td>Unit 6 Units of Measurement</td>
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<tr>
<td>Unit 7 Data Representation and Interpretation</td>
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<tr>
<td>Unit 8 Chance</td>
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</tbody>
</table>

Career options:
Mathematics is very sequential in concept development. Consequently, a student’s performance in Middle School Mathematics has a powerful effect on his or her likely success in Senior Mathematics subjects. Success in this subject provides the foundation for Senior Mathematics subjects which can open up a huge range of careers. Here’s a few just from the maritime area … Naval Architect, Marine & Offshore Systems Engineer, Marine Park Ranger, Fisheries Officer, Deck Officer, Logistics Manager, Maritime Technology Manager, Fisheries Compliance Officer, Marine Biologist, Seafood Microbiologist, Quarantine & Customs, Export Coordinator, Border Control, Ocean Engineer, Marine Engineer Officer.
Year 8 Music

Link to senior subject:
Music (Authority subject)

Prerequisites: What preparation or prior studies do students need?
Year 7 Music follows on from the core content and skills experienced in primary school thus students will have a basic understanding of the elements of music, music terminology, and the concepts which shape the way the course is delivered and assessed. To do well in this subject, students should enjoy or be good at music, singing and learning to play instruments.

Why study Music?
In Year 8, learning in Music builds on the experience of the previous band. It involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing. Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

Course overview: What do students study?
Students will be assessed in creating, presenting and responding.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Differentiated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Elements of Music (Pop Music):</td>
<td>RESPONDING Aural Exam – assessing students aural skills.</td>
<td>* negotiated topics, formats, instruments and materials * cooperative strategies - eg variety of groupings/individual work * individual directions; e.g., choice of media, text, complexity etc * extension/modified work * personal learning styles/ IEP</td>
</tr>
<tr>
<td>Students are guided through the elements of music (duration and pitch, timbre, structure and dynamics) through a focus on Popular Music: They work in groups to develop a musical performance showing understanding of the core musical elements.</td>
<td>Making: Performance of Instrumental piece, based on theme chosen, either individually or in groups on percussion instruments</td>
<td></td>
</tr>
<tr>
<td>Students will study Rock music and its connections to Australian culture. Students will make a keyboard and guitar piece at performance standard. They will complete an analysis demonstrating core content and the use of the musical elements as learned throughout their musical journey.</td>
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</tr>
</tbody>
</table>

Career options:
There are a wide variety of job opportunities available through the study of music, including tertiary courses and a professional career, and also vocations such as music retailer, sound technician, or part-time band member. Music is relevant for further music study and professional careers in teaching, performing arts, creative arts, arts administration, music therapy, entertainment industry, radio/TV/film/IT industries, recording, advertising, music publishing and retail.
Year 8 Science

Link to senior subjects:
- Chemistry (Authority subject)
- Physics (Authority subject)
- Biology (Authority subject)
- Science in Practice (SAS)

Why study Science?
The 21st century sees a growing demand for individuals that engage, understand, and apply scientific knowledge and skills in the community and workforce. Scientifically literate citizens have an excellent understanding of the biological and physical world around them, and can argue informed views on social, ethical and environmental issues. These assets are transferable to all facets of life.

Course overview: What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Mainstream, Extension, Extension Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical Science:</td>
<td>Each semester students will be assessed using each of the following techniques: Extended Experimental Investigation (Scientific Report)</td>
<td>Extension/Extension Plus students are expected to progress through the work at a greater rate and hence will cover various topics in greater depth. They will also have increased opportunities to engage in Science competitions and more advanced experiments using digital and bio-technology. The approach will require students to be willing to work at learning. Students needing a science subject for their career choice should be achieving a minimum “B” in Science.</td>
</tr>
<tr>
<td>• The properties of the different states of matter can be explained in terms of the motion and arrangement of particles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Differences between elements, compounds and mixtures can be described at a particle level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chemical change involves substances reacting to form new substances</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earth and Space Sciences:</td>
<td>Extended Response Task (Assignment)</td>
<td></td>
</tr>
<tr>
<td>• Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales</td>
<td>Mid-semester Exam</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>End-semester Exam</td>
<td></td>
</tr>
<tr>
<td>• Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cells are the basic units of living things and have specialised structures and functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Career options:
Science subjects lead to employment in areas such as Agriculture, Horticulture, Medicine, Beauty, Veterinary Science, Research, Marine Science, Teaching, Mining, Engineering, Pharmacy, Ecology, Metallurgy, Health Care, and Astronomy.
Year 8 Visual Art

Link to senior subjects:
Visual Art (Authority subject)
Practical Art (Authority-registered subject)

Prerequisites: What preparation or prior studies do students need?
To do well in Visual Art, you should enjoy or be good at making art, working independently, writing about artworks and exploring styles, artworks, and techniques and materials. You should have a willingness to explore, experiment and seek solutions that will enable you to develop as an independent learner.

Why study Visual Art?
In Years 7 learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and with their classmates, teachers and communities. Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.

Course overview: What do students study?
Students learn the foundation principles of design and elements of Art. They are assessed through the dimensions of MAKING and RESPONDING.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
<th>Differentiated Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 2D/Mixed Media: Introduction to “Mark Making” and elements of design exploring: - Printmaking - mono, stencil, stamp, emboss etc - Drawing - pencil, charcoal, watercolour, pen, ink - Collage - frottage, pasting, layering - Painting - sgrafitto, blending, texturing, composition</td>
<td>MAKING: visual journal and a completed 2D artwork. artwork for display (formal / informal) Responding: Analysing the elements and design principles in one selected artwork.</td>
<td>• negotiated topics, formats and materials • cooperative learning strategies – eg variety of groupings/individual work • individual directions – eg choice of media/materials, artists, texts, complexity, technology etc • extension / modified work • personal learning styles / IEP</td>
</tr>
<tr>
<td>2. 3D/Sculpture: - Sculpture - form, structure - Ceramics - glazing - Design - digital photography, drawing, research, composition - Construction - slab, pinch, coil, slip-moulding, texturing, firing</td>
<td>MAKING: completed 3D ceramic house and sample texture tiles supported by evidence in visual journal,</td>
<td></td>
</tr>
</tbody>
</table>

Career options:
- Architecture, engineering, industrial design, town planning
- Graphic design, advertising, graphic printing, illustration, photography, web designer/ICT
- Performing arts, film and television, make-up and hairdressing, fashion / costume design
- Teaching, public relations, tourism, community artworker, performing arts, visual artist