

Aspley State High School

Year 8 – 2022

Junior Secondary Subject Selection Handbook



Respect

Responsibility



Co-operation 1

Introduction

Dear Parents

Welcome to Year 8!

We understand the significance of our role in your child's life. In the next five years, we will work with your child and your family to create a terrific educational experience.

Our goal is for all students to graduate from our school with the best results possible to ensure the pathway that best suits them. In the modern educational context, there are many pathways – University, Vocational Study (TAFE), School Based Traineeships and Apprenticeships. Given this reality, our responsibility is to ensure that the Junior Secondary Curriculum offered, builds student capacity and achievement in a broad way, to success in the senior years.

The Aspley State High School Junior Secondary Curriculum has been deliberately built around:

- A belief that all students can learn and succeed
- High expectations of learning and teaching
- Understanding of the principles of middle years schooling and learning
- Nationally recognised standards.

As you read the subject offerings, you will see that we have put the subjects of English, Maths, Science and Social Sciences at the core – they are compulsory and our courses are written and delivered to ensure a smooth transition from Primary to Secondary. Our teachers are expert – they understand how students learn in these critical areas and organise their classrooms so that all students continue to improve.

How do I choose a pathway?

Important questions to consider when choosing a pathway and selecting subjects:

- What do I want to do with my future?
- Do I want to study at university or TAFE?
- What are the prerequisites for the university course I am interested in?
- Are there any subjects or subject combinations that may give me an advantage?
- Am I interested in an apprenticeship or trade?
- What am I good at?
- What do I enjoy doing?
- What were my best subjects in Year 7?
- Are my Year 7 results strong enough for me to be able to cope with the work in Year 8?

Our elective offerings are broad with excellent instruction from specialist teachers. Many have industry experience and are current practitioners in their chosen field. Our facilities are excellent. Our smaller size allows access to specialist rooms for all Junior Secondary classes. In 2022, we are excited to offer a wider range of electives than in previous years. We are able to do this by offering these electives to Year 8 and Year 9 students. That means, your child may be a member of an elective class, which will consist of students in both Year 8 and 9.

How do I choose?

Choose your subjects according to the following:

- Subjects you enjoy
- Subjects you perform well in
- Subjects that you need as tertiary prerequisites

DO NOT choose your subjects for the following reasons:

- **“My friend is taking the subject.”** *There are usually several classes in a subject, so even if you are doing the same subjects, you will not necessarily be in the same class.*
- **“I do/don’t really like the teacher.”** *There is no guarantee that you will have any particular teacher.*
- **“Someone told me that the subject is fun (or easy, or interesting).”** *It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.*
- **“Someone told me that the subject is boring.”** *See point above.*
- **“Someone told me that I do/don’t need that subject for the course I want to take at university.”** *Check tertiary prerequisites or see a Guidance Officer.*

We are looking forward to continuing to work with your child. They will continue to need your love and care in the coming years to support their learning. With good communication between home and school, we will be able to nurture your child through their high school years.

Regards



Jacquita Miller
Principal

English

Welcome to the English Faculty

Overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years.

In Year 8, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts, as well as texts designed to inform and persuade. These include various types of media texts including online news media, early adolescent novels, short stories, non-fiction, poetry and plays. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Students continue to develop their English language skills supported by regular explicit instruction and practice activities on the Education Perfect online platform, which is mapped against the Year 8 English teaching and assessment program.

Students create a range of persuasive, imaginative, and analytical types of written, spoken and multimodal texts, for example presentations and narrative monologues, literary analyses and transformations of texts.

Homework

Students consolidate their learning in class via regular weekly reading of the set texts, as well as vocabulary development, spelling practice and language activities on the Education Perfect online platform. Towards the end of each term, students will also be engaged in the writing process to develop their extended response to the unit of study.

Teaching and Assessment Overview

Unit 1 Representations of young people in news media	Unit 2 Representations of young people in literary texts	Unit 3 Perspectives of the human experience in ATSI literary texts	Unit 4 Expressing viewpoints on ethical issues in drama texts
Short Response Reading Comprehension Exam	Short Response Reading Comprehension Exam	Short Response Reading Comprehension Exam	Short Response Reading Comprehension Exam
Persuasive Multimodal Presentation	Imaginative Narrative Intervention	Analytical Essay Exam	Imaginative Monologue

English Pathways

Year 8 Core English

Year 8 Extension English
Students selected based on Year 7 performance, effort and behaviour

Year 9 Core English

Year 9 Extension English
Students selected based on Year 7/8 performance, effort and behaviour

select, or

select, or

Year 10 Essential English

Year 10 General English

Year 10 English & Literature

Year 11 & Year 12 Essential English

Year 11 & Year 12 General English

select, or

Year 11 & Year 12 English Literature



TAFE or University

Leads to employment in...

- Announcer
- Attorney
- Author
- Childcare
- Commodities Trader
- Copywriter
- Foreign Affairs
- Historian

- Journalism
- Lecturer
- Librarian
- Personal Assistant
- Politics
- Project Co-ordinator
- Teacher
- Technical Writer

And thousands of other careers!

Mathematics

Welcome to the Mathematics Faculty

Year 8 Mathematics

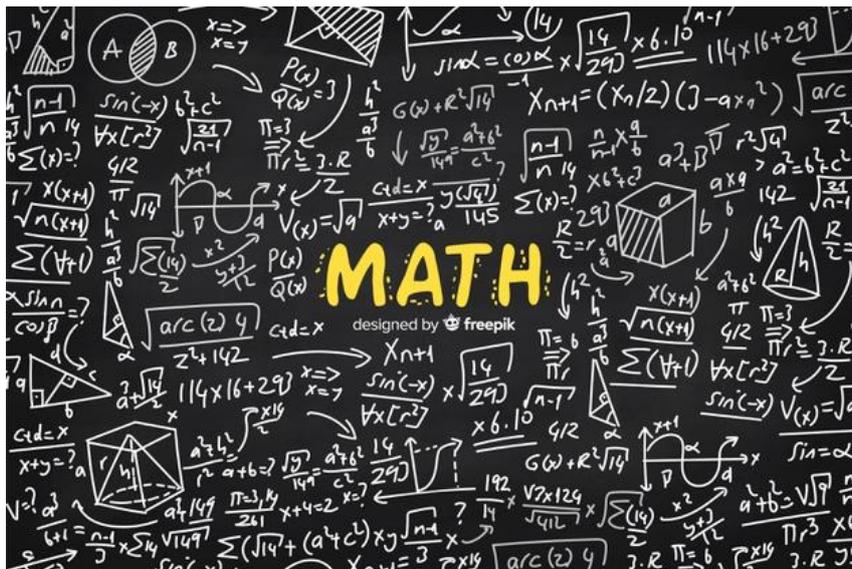
When students enter Year 8 they are streamed into ability grouped classes for mathematics. Students studying mathematics at Aspley State High School are placed in the foundation, extension or standard (core) mathematics programs. All programs strictly follow or exceed the Australian Curriculum in scope and depth.

The extension program accelerates mathematically able students. This, in turn, allows students in the Core group to move at a regular pace. Students in all groups can move at a pace that matches their ability reducing boredom in brighter students or an overwhelming pace for weaker students.

Regular consultation and review between the teachers and the Head of Department ensures all students are appropriately placed within the various streams to maximise their performance.

The focus should always be on the career options of the student and aptitude for mathematics as the guides for which level of mathematics is most suitable. Students should always attempt the most difficult level of mathematics that they are able to achieve as this maximises senior subject options and career choices.

Year 8 mathematics, particularly for the extension students commences a more formalised approach to the subject. Students begin to work abstractly and apply generalised rather than specific analysis. Some of the topics are developed beyond the Australian Curriculum to give students a greater or broader depth of understanding.



Mathematics -Year 8 Semester 1

Students will undertake theoretical and practical activities to underpin the important concepts. This unit involves the sub-strands of real numbers, linear and non-linear relationships, number and place value, money and financial mathematics and using units of measurement.

This unit focuses on:

- generating linear data values and representing them in a graphical and algebraic model
- developing an understanding of area and finding the perimeter and area of a variety of two-dimensional shapes
- using formulas to solve perimeter and area problems
- using percentages to solve problems, including those involving mark-ups, discounts, profit and loss
- building understanding of the number system to describe relationships, explore the magnitude and properties of numbers and represent numbers in a variety of ways
- applying a range of strategies for computation and understanding the connections between operations of integers, fractions and percentages
- understanding that representing data in Venn diagrams or two-way tables facilitates the calculation of probabilities
- using Venn diagrams and two-way tables to calculate probabilities for events satisfying 'and', 'or' and 'not' conditions
- developing rounding skills when working with decimals
- solving a variety of percentage problems
- applying the distributive law to the expansion of algebraic expressions using different strategies
- solving one step linear equations
- applying number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Assessment

Students will be assessed in their ability to perform with:

- *simple familiar* situations where the relationship between the problem and the solution is obvious
- *complex familiar* situations where the relationship between the problem and the solution is clear or well-practiced but the problem is complex or multi-step
- *complex unfamiliar* situations where the relationship between the problem and the solution is not clear or obvious and the problem is complex or multi-step.

Assessment techniques will include written assignments, reports, investigations and formal examinations. The majority of the items will be examinations to prepare students for senior studies where this is 80% of the assessment items. At the end of the year a final exam will be held which covers the course work for the year. This will assist students to prepare for items that are not confined to one or two topics.

A profile sheet will be created for each student and results will be collated. These will be periodically issued to students with recent amendments to assist with tracking and continual student improvement.

Homework Expectations

Homework will be given and students are expected to complete the homework tasks. Students are also expected to follow up on class tasks and complete those to ensure full coverage of the work from class. If problems are encountered, students should seek assistance from their teacher at the next opportunity.

Mathematics - Year 8 Semester 2

Students will undertake theoretical and practical activities to underpin the important concepts. This unit involves the sub-strands of real numbers and geometric reasoning, data representation and interpretation, patterns and algebra, linear and non-linear relationships and using units of measurement.

This unit focuses on:

- applying a range of strategies for computation and understanding the connections between operation
- understanding that the real number system including irrational numbers and certain subsets of the real number system have particular properties
- understanding that making decisions and drawing conclusions based on data may differ from those based on preferences and beliefs
- using sample properties (e.g. mean, median, range) to predict characteristics of the population
- interpreting data displays
- understanding the use of time difference and time zones in calculations
- solving problems involving rates, ratio and time duration
- generating linear data values and representing them in a graphical model
- generating, sketching and interpreting linear graphs
- understanding the difference between linear and non-linear functions
- understanding the properties that determine congruence of triangles and recognising which transformations create congruent figures
- developing formulas for volume of rectangular and triangular prisms and unit conversions
- understanding that laws that apply to numbers can be generalised using variables
- solving two step linear equations
- using different strategies to solve equations.

Assessment

Students will be assessed in their ability to perform with:

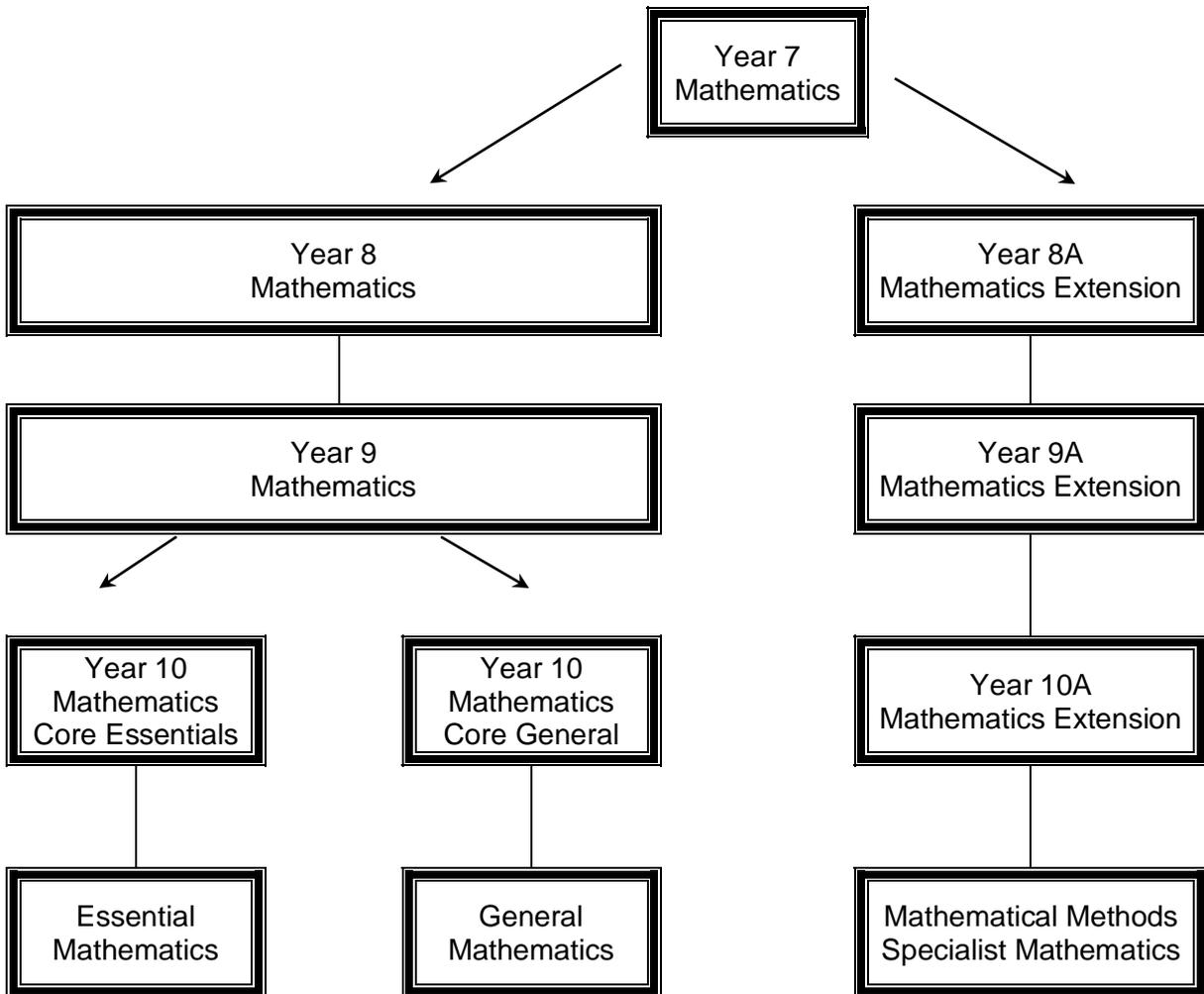
- concepts, facts and procedures in routine and familiar situations
- application of problem-solving processes in non-routine situations and real-world contexts
- communication and organisation of ideas.

Assessment techniques will include written assignments, reports, investigations and formal examinations and will be balanced across the semester units. A profile sheet will be created for each student and results will be collated. These will be periodically issued to students with recent amendments to assist with tracking and continual student improvement.

Homework Expectations

Homework will be given and students are expected to complete the homework tasks. Students are also expected to follow up on class tasks and complete those to ensure full coverage of the work from class. If problems are encountered, students should seek assistance from their teacher at the next opportunity.

Mathematics Pathways

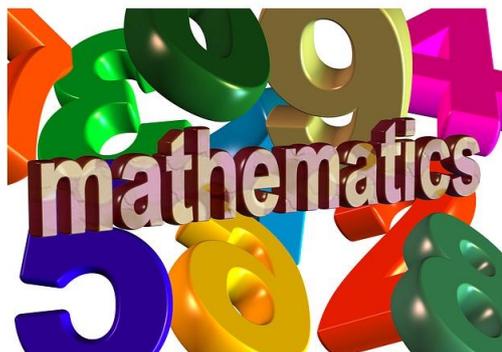


Trades or careers outside of University study

University courses not involving complex mathematics

Careers involving mathematics or mathematical concepts at a high level.

Students can be moved between core and extension classes in years 8 and 9 depending on progress and aptitude.



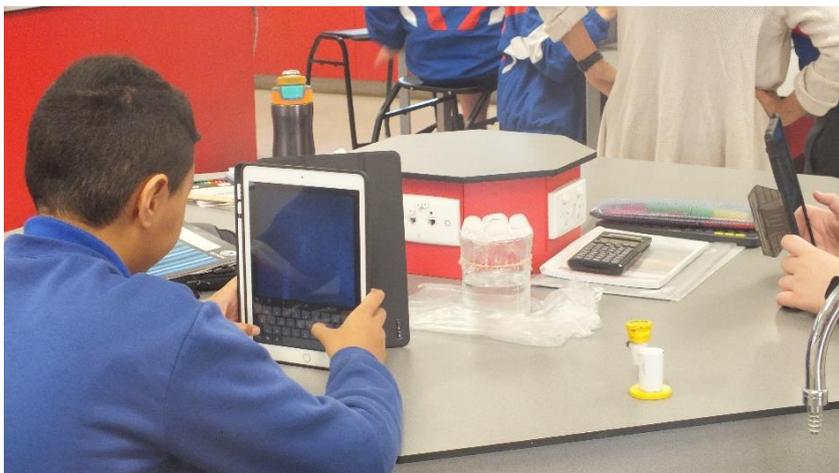
Science

Welcome to the Science and Digital Technology Faculty

Overview

The Science faculty at Aspley State High School delivers a comprehensive and engaging curriculum across all years of Secondary Schooling. Enrolment in the science program is compulsory across Years 7-10 whilst in Years 11 and 12, students have the opportunity to engage in the traditional disciplines of Biology, Chemistry and Physics, as well as Psychology, Earth and Environmental Science and Science in Practice. In the Years 11 and 12, students may also choose to study Digital Solutions and/or Design.

The Science Curriculum is delivered using our six designated science laboratories located in the Science Precinct at the front of the school. These laboratories offer the latest multimedia equipment and wireless connectivity for student learning. Science students at Aspley State High School will experience a modern curriculum that provides all participants the opportunity to achieve their best in a supportive and caring environment.



Science

Year 8 Science

The curriculum is split into 4 distinct terms, each addressing a separate discipline within the sciences. These disciplines will include the Biological, Chemical, Physics, and Earth and Space Sciences. The following extract from the Australian Curriculum outlines the range of topics encountered in Year 8.

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.

In Year 8 the units covered are:

Semester	Unit	Unit
One	One	Rocks and Mining
	Two	Chemical and physical changes
Two	Three	The Building blocks of life and cellular respiration
	Four	Energy and Energy Efficiency

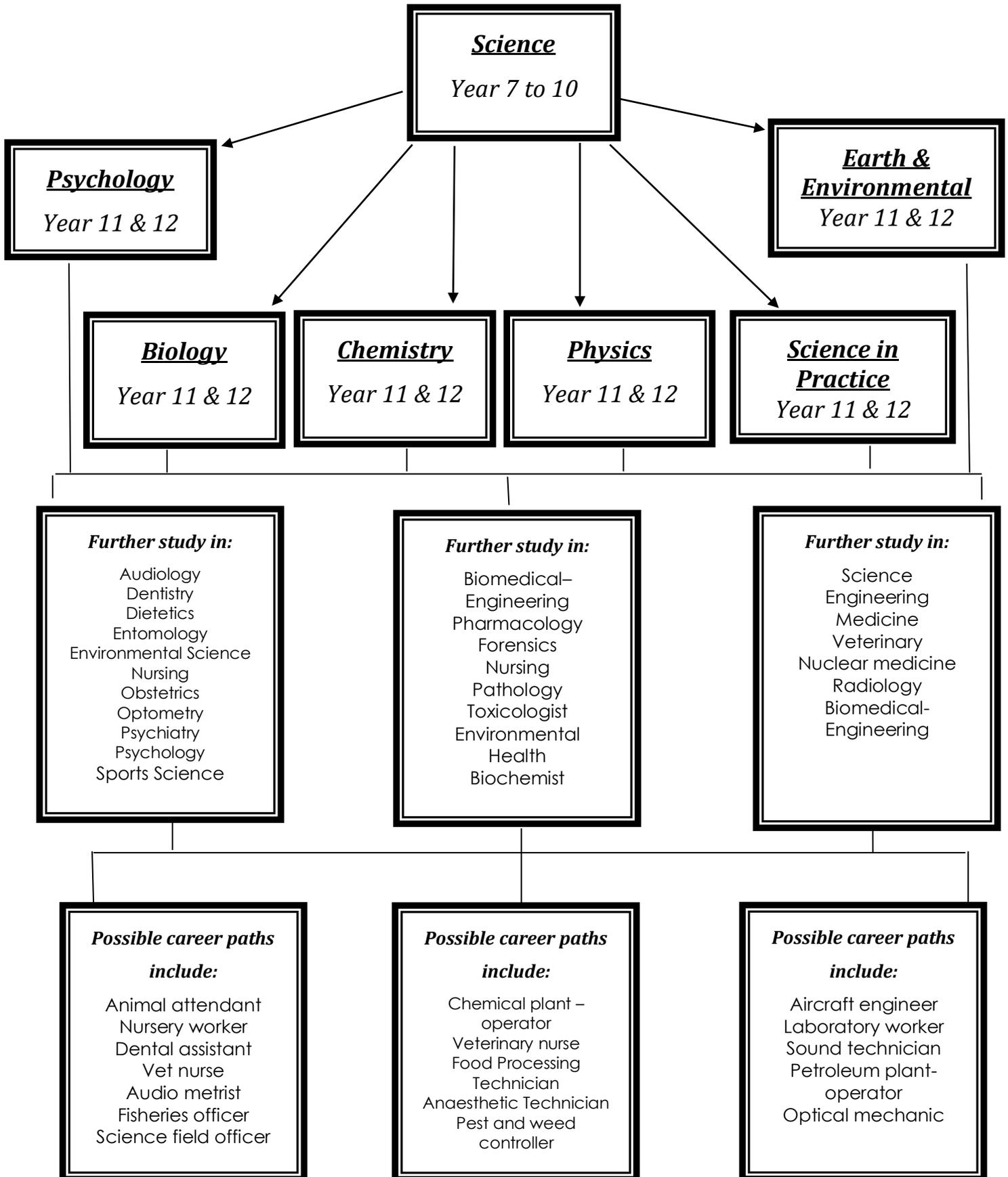
Assessment

Assessment will take on a variety of formats across the course. Techniques employed generally encompass tests, written assignments, practical reports and field trip reports. There will usually be four summative assessment items per semester accompanied by other methods of formative data collection.

Homework Expectations

In Year 8, students are expected to complete 15 minutes of homework for each lesson of Science. This can include completion of class tasks and also a program of regular revision and or reading to ensure they keep up to date with their studies.

Science Pathways



Humanities

Welcome to the Humanities Faculty

Overview

Through our subject offerings we aim to broaden our student's knowledge of significant world events and issues. Students will be challenged to become active and informed citizens who are aware of the major issues facing Australia and the world. All students will study the National Curriculum in History and Geography.

In Years 7, 8, 9 and 10, students are introduced to the crucial skills associated with the Humanities. Students gain a knowledge and understanding of the key events which have shaped the history of our nation, region and world. By studying one semester of Geography and History in Years 7, 8 and 9 students are exposed to people, places and issues influencing our lives today. In Year 10, students may specialise in History or Geography.

In Years 11 and 12, our Senior students have the opportunity to specialise in areas of interest – Ancient History, Modern History, Economics, Geography or Social and Community Studies.

Through Humanities, we challenge our students to embrace their roles as members of society and encourage them to question why the world is the way it is and how they can contribute to making it better. With an excellent team of teachers whose experiences, interests and passions are varied, the Aspley State High Humanities Faculty are proud of their motto “bringing the world to a brain near you”.



Humanities

Year 8 - Geography

Overview of the Semester

Year 8 Geography builds on many of the skills and concepts learnt in Year 7. Students will study extended units on "Landforms and Landscapes" and "Changing Nations".

1. Landforms and Landscapes

Students will study:

- The Restless Earth
- Landscape Hazards
- Bushfires
- Alpine, Coastal, Riverine and Desert Landforms.



2. Changing Nations

Students will study:

- Cities in Australia and the USA
- Migration to Australia
- Internal Migration within Australia
- China in Transition
- Managing Australian Cities.

Assessment

Students will complete three pieces of assessment over the semester:

- An extended writing task
- A written research task
- A short response test.

Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their Geography book up to date, work on assignments (if required) and spend some time in the day reading either the newspapers or a book that relates to Humanities in some way.

Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through humanities.



Humanities

Year 8 - History

Overview of the Unit

In Year 8 we move from the Ancient to the Modern Era, spanning the Middle Ages (Medieval Europe), The Japanese Shoguns and The Spanish Conquest of the Americas.

1. Medieval Europe

Students will study:

- Feudalism
- Castles
- The Church
- The Crusades
- Crime and Punishment
- The Rise of Parliament.



2. The Japanese Under the Shoguns

Students will study:

- Japanese Civil Wars
- The Clans
- Religion and Philosophy
- The Shoguns.

3. The Spanish in the Americas

Students will study:

- The Age of Exploration
- Christopher Columbus – Hero or Villain
- Conquest of the Aztecs
- Destruction of the Incas.



Assessment

Students will complete three pieces of assessment over the semester:

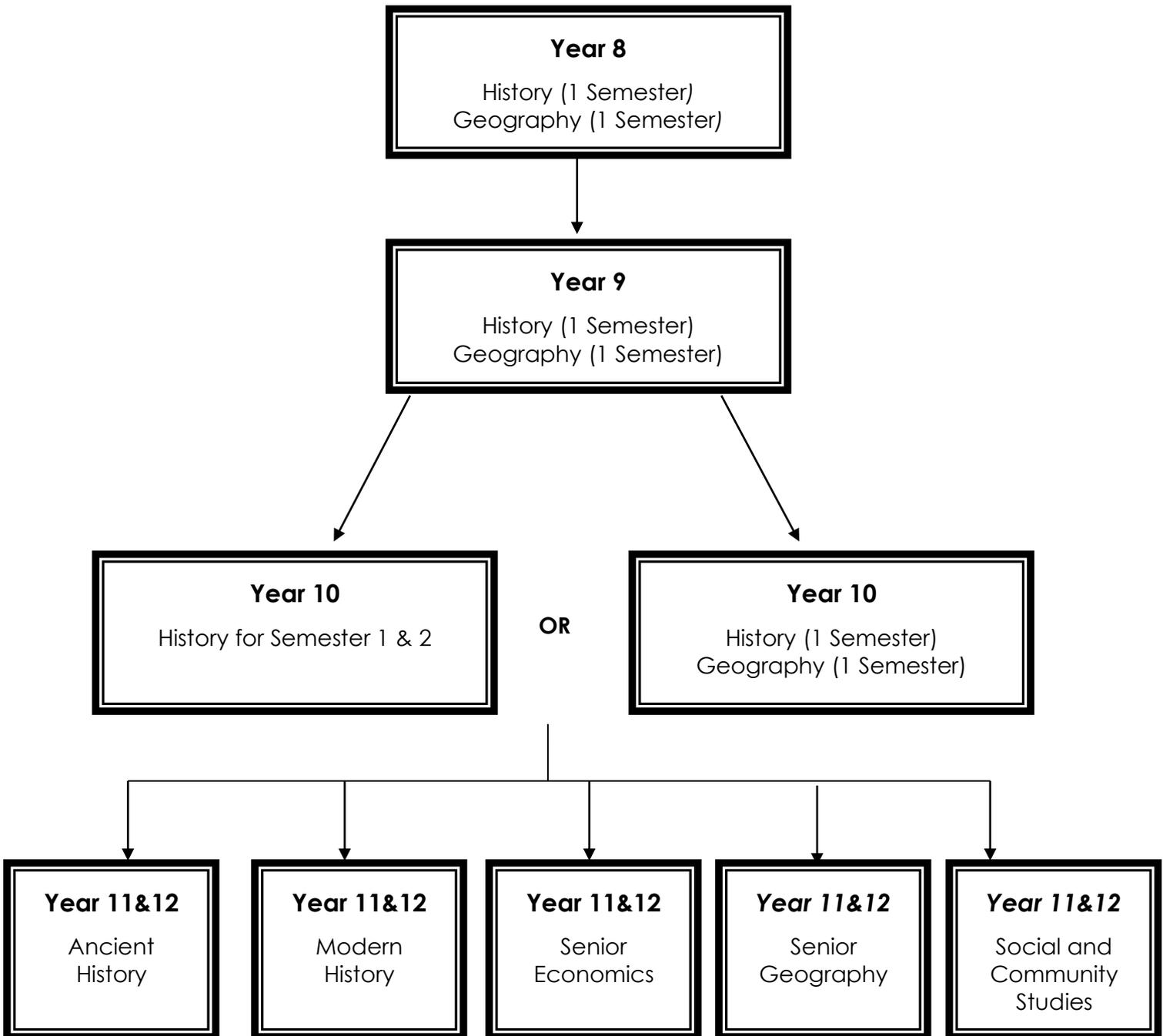
1. A short response test
2. A Written Research Assignment
3. An Essay test

Homework Expectations

Students are expected to complete nightly homework that may be given by their teacher, finish work that was not completed at school, keep their History book up to date, work on assignments (if required) and spend some time in the day reading either the newspapers or a book that relates to humanities in some way.

Watching the news and good quality documentaries on television is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through humanities.

Humanities Pathway



Business

Semester 1 or 2

In Business, students at Aspley State High School are offered the opportunity to explore business, the economy and their civic rights and responsibilities from a range of perspectives. Students will develop an understanding of innovative ways to combine information, materials and systems in response to real-world situations. The same course is offered in both semesters.

Overview of Unit:

Students will be introduced to some of the fundamental concepts of business practices, government and the law.

Unit Topics:

- Consumers and Producers
- Business Planning
- Successful Entrepreneurs
- Working for a Living
- Parliament and Government
- Introduction to the Law.

Unit Assessment

Students will undertake a variety of assessment items including a research report and tests.

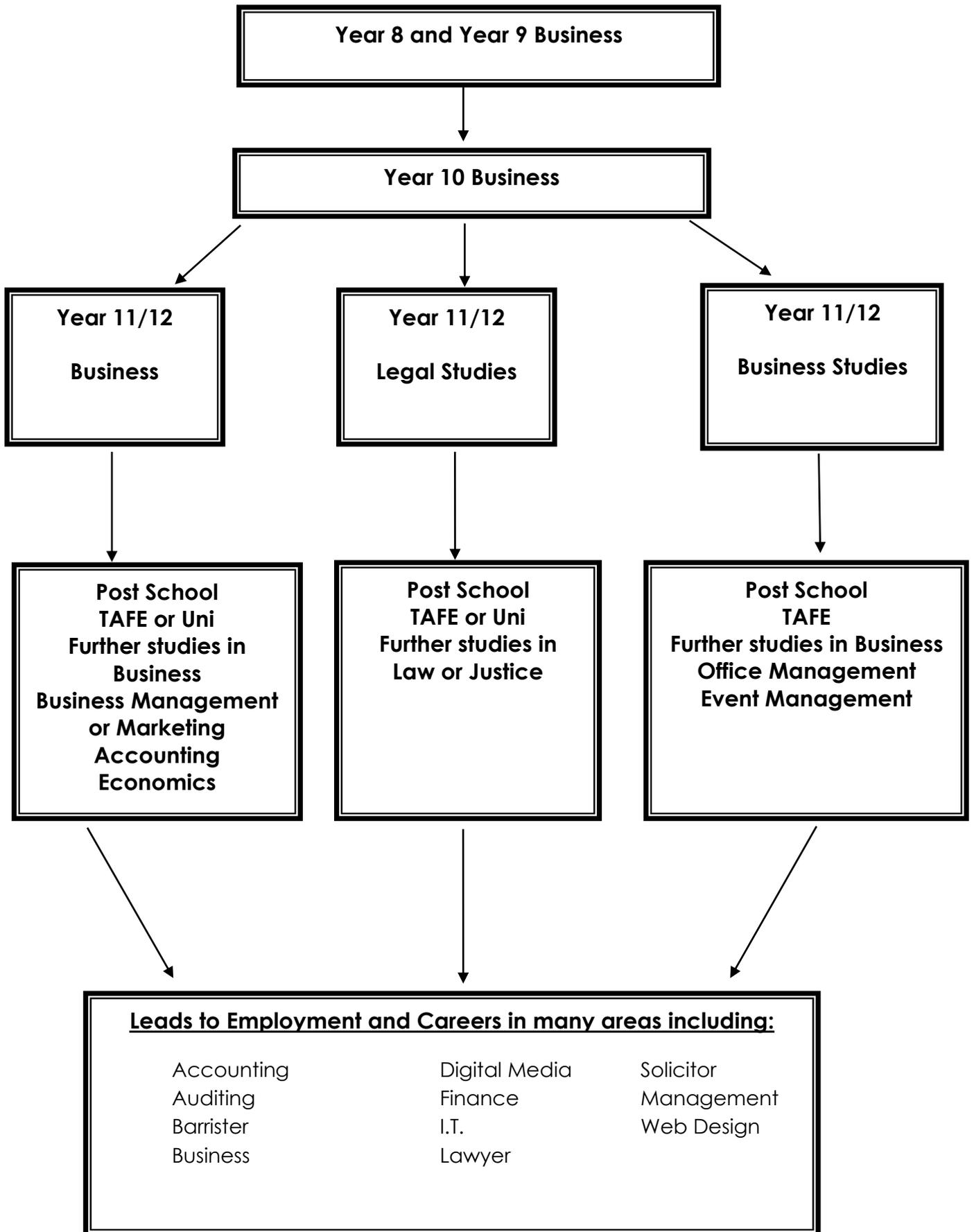
Homework Expectations

Students are expected to complete nightly homework that may have been given by their teacher, finish work that was not completed at school, keep their business book up to date, work on assignments (if required) and spend some time in the day reading either the newspaper or online article that relates to business, economics or civics in some way.

Watching the news and good quality current affairs or documentaries is a good way of students developing their general knowledge. This can be a significant advantage to students as they make their way through business.



Business Studies Pathways



Health & Physical Education

Welcome to the Junior Secondary Health & Physical Education Program

Overview

At Aspley State High School, Health and Physical Education studies is highly valued and recognised in helping develop our student's physical, social and emotional well-being.

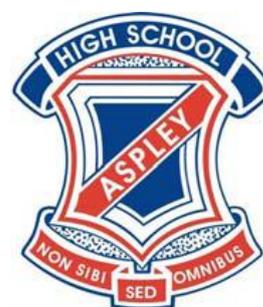
For all students in our Junior Secondary years, HPE is a core subject exposing every student in Years 7 to 9, to the benefits of an engaging program encompassing both a theoretical and physically active program. In addition, students in Years 7 to 10 have the opportunity to be involved within our school's soccer development program, the Aspley Eagles Soccer Program, providing quality curriculum differentiation catering for some of our talented young athletes.

Guided by the Australian Health and Physical Education National Curriculum Guidelines, our **junior secondary curriculum** incorporates the national HPE curriculum objectives with outstanding sports and recreation facilities to provide an outstanding platform for students to be immersed within a variety of relevant, interesting and challenging life topics within our Health and P.E. program.

Continually aiming to add value to our student's education and keeping an eye on building skills required to be successful in the senior phase of learning, the Aspley SHS HPE Department sets a clear line of sight in preparing students for senior HPE pathways. Under the Art and Science of Teaching framework, clear learning intentions are established to develop a key knowledge base, both declarative and procedural, helping students practice and deepen their knowledge to become more independent learners and better athletes.

Running throughout the entire year, ASHS's Year 7 and 8 HPE program explores a number of life topics, sports and peer related activities to ensure quality student engagement in helping all students to reach their academic, physical, social and emotional potential.

For ASHS students in Year 8 will study Core HPE for one semester only. They will also study one semester of Core HPE in Year 9. At the conclusion of Year 9, students can select HPE in Year 10 as one of their elective subjects helping prepare themselves for senior studies either in the OP or VET pathways.



Health & Physical Education

Year 8 – CORE

Theory Component

Unit 1 – Relationships:

Examining the impacts of gender, culture and identities when interacting with others. Students will also explore emotional responses to health and wellbeing scenarios

Unit 2 – Skill Acquisition:

Students will investigate how they learn practical skills. Students will be required to analyse their ability in a motor program, how to overcome rate limiters and provide recommendations on how to improve their practical performance.

Practical Component:

Unit 1 – Touch Football, Volleyball, Badminton, Basketball or Netball

Unit 2 – Athletics and either Volleyball, Badminton, Basketball or Netball



Unit Assessments

Assessment will be made through student's performance on both physical and theoretical tasks. Theoretical assessment will include persuasive email and a multi modal presentation. Physical performance will be assessed through ongoing observation of student's performance and participation within various tasks against set criteria.

Homework Expectations

Students will engage in a variety of homework tasks that will relate to their current unit of study. Students will also be set a variety of reading activities throughout the course. It is the expectation that students will complete homework as part of the course requirements for this subject.

Health & Physical Education

Year 8 – Football Academy

Overview of the Unit

Students who have nominated to be a part of our Football Academy will also cover the same elective topics as Core Physical Education, but rather than participate in a variety of physical activities, they will focus specifically on Football skills. During Semester 2, students will cover a variety of soccer specific theory units.

These units introduce students to the scientific study and analysis of fitness and sports performance. In these units of study, students through their participation in a variety of theoretical tasks and physical tasks with a soccer focus, will learn and develop skills to assess and improve both their own and others fitness and sports performance. They will learn about training program design and will participate in mini personalized training sessions and programs and evaluate the outcomes. Students will also look at the various roles and relationships within sporting teams and competitions and consider fair play and conflict resolution

Unit Topics

Unit 1 – Relationships:

Examining the impacts of gender, culture and identities when interacting with others. Students will also explore emotional responses to health and wellbeing scenarios

Unit 2 – Skill Acquisition:

Students will investigate how they learn practical skills. Students will be required to analyse their ability in a motor program, how to overcome rate limiters and provide recommendations on how to improve their practical performance.



Unit 3 – The World Game

From Mob Football to the current rules of game, students will learn about the origins and how rules have modified over time. Student will learn the current rules and put these into practice not only on the field, but also in the capacity as a referee.

Unit 4 – Psychology

This Sport psychology Unit is designed to help students improve their performance by investigating their personality traits and factors that impact on their performance. Students are required analyse one psychological concept and use established methods in an effort to optimise their performance.

Unit Assessment

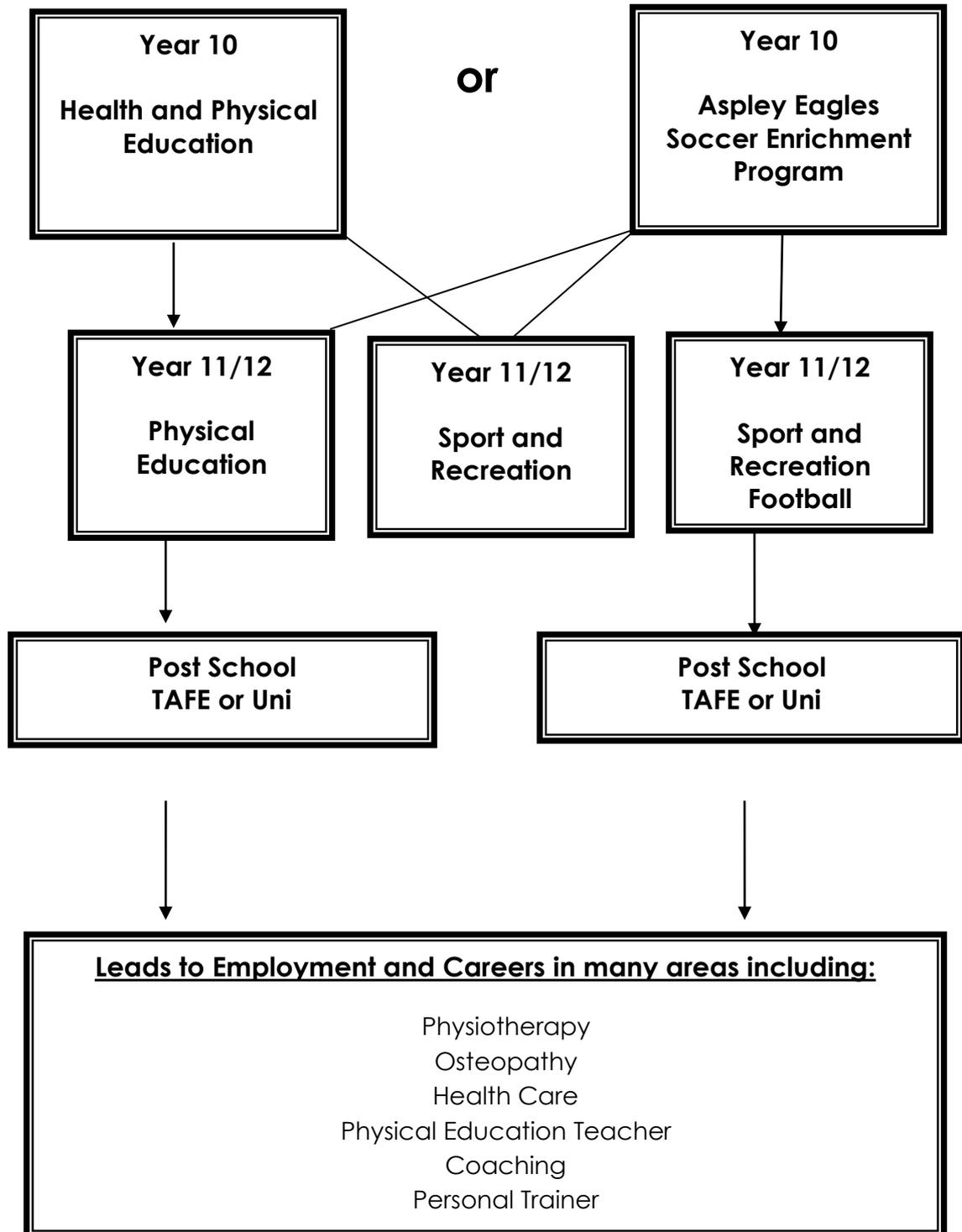
Assessment will be made through student's performance on both physical and theoretical tasks.

Homework Expectations

Students will engage in a variety of homework tasks that will relate to their current unit of study. Students will also be set a variety of reading activities throughout the course. It is the expectation that students will complete all homework tasks as part of the course requirements for this subject.

Health and Physical Education Pathways

Year 8 and Year 9





The Arts

Welcome to the Arts Faculty.

Overview

The Arts encompass those artistic pursuits that express and communicate - through dance, drama, media, music and visual art - what it is to be human. Through these five distinct art forms, we develop, share and pass on understandings of our histories, our cultures, our worlds and ourselves to future generations.

The Arts provide students with the knowledge, skills and understandings to express ideas, observations, experiences, values and beliefs. Students use their creativity, imagination and senses as they develop, extend and enhance their understanding of arts practice through active inquiry, engagement and reflection, both individually and collaboratively.



The Arts

Dance – Unit 1

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

This unit focuses on the students studying a variety of dance styles such as Contemporary dance and Hip-Hip. This unit will also provide students with opportunities to critically evaluate dance pieces and learn to form their own opinion about selected dance styles.

UNIT TOPICS

Within this course students will:

- make decisions about creating dance, use dance languages in relation to the specific style
- present pieces to particular audiences for a specific purpose using genre specific dance techniques and skills
- Evaluate the choreography and performance aspects of a dance piece
- Identify risks and apply safe practices.

UNIT ASSESSMENT

1. Presenting assessment- Teacher-devised piece based on a fusion of dance styles including Contemporary and Hip-Hop.
2. Responding assessment- Students analyse, interpret and evaluate about selected dance pieces.
3. Creating assessment- Student devised pieces based on selected dance styles.

HOMEWORK EXPECTATIONS

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing dance pieces.



The Arts

Dance – Unit 2

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

In this unit, students will develop an understanding about the origins and structural features of a Flash Mob performance. As a part of the Dance project, students will work collaboratively with their teacher and peers to create a Flash Mob performance, around a chosen concept, and selected audience. During the unit, a combination of dance genres and styles will be studied, these include Jazz and Hip-Hop.

UNIT TOPICS

Within this course students will:

- make decisions about creating dance, use dance languages in relation to the specific style
- present pieces to particular audiences for a specific purpose using genre specific dance techniques and skills
- Evaluate the choreography and performance aspects of a dance piece
- Identify risks and apply safe practices.

UNIT ASSESSMENT

1. Presenting assessment- Teacher-devised piece based on a fusion of dance styles including Jazz and Hip-Hop
2. Responding assessment- Students analyse, interpret and evaluate selected dance pieces
3. Creating assessment- Student devised pieces based on selected dance styles

HOMEWORK EXPECTATIONS

Students are expected to complete reflection and responding tasks for homework. Written assignments will also form part of the homework requirements. Homework will usually focus on finding planning for, preparing and rehearsing dance pieces.

The Arts

Drama

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

From Page to Stage allows the students to build on the skills attained in Year 7 Drama to include improvisation, characterisation and scripted text. Students will create, present, respond and reflect on drama works for a chosen audience. Students will analyse their target audience, annotate a script, rehearse, refine and present their drama work to an audience.

UNIT TOPICS

Within this course students will:

- Study all of the twelve Elements of Drama
- Develop improvisation skills to enhance their knowledge and understanding about the elements
- Develop their acting and stagecraft skills to create believable characters
- Work through a variety of scripted texts, e.g. monologues, one-act plays
- Work individually and in group situations to create and shape drama pieces
- Respond to various drama pieces to analyse the Elements of Drama

UNIT ASSESSMENT

1. Improvised scenes in pairs- forming and presenting assessment
2. Scripted drama in groups- forming and presenting assessment
3. Analytical essay responding to live theatre- responding assessment

HOMEWORK EXPECTATIONS

Students are expected to complete various tasks for homework. These will include the drafting of the written essay, creating a drama folio to plan and prepare the design elements for the class production, and learning lines.



The Arts

Media

*Semester units in The Arts will depend on the subject selection process and student numbers.

Subject overview

In Media, students will build on their understanding of structure, intent, character, settings, and points of view through a range of media conventions. During their media projects students will also build on their understanding and use of time, space, sound, movement, lighting and technologies.

Within this course students will:

- Experiment with the organisation of ideas to structure stories through media conventions to create points of view in images, sounds and text
- Develop media representations to show familiar or shared social and cultural values and beliefs
- Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning
- Plan, structure and design media artworks that engage audiences
- Present media artworks for different community and institutional contexts
- Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints

Possible Unit Assessment

- Making projects
 - storyboard and/or script and treatment to develop ideas, images, characters and/or settings
 - sharing the development of media artworks
- Responding task/s- short response
- Extended response- Spoken/signed or multimodal



The Arts

Music – Unit 1

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

Getting into Music is a practical-based music module. It is designed to enable students to develop a working knowledge of pop music theory and performance skills through the study of a wide range of musical genres. Students are to gain an increased understanding of the many meanings of music to us as a society, as well as in a global context. Students are to have a 'taste' of secondary music study, as well as see the potential outcomes and benefits from studying music for pleasure or industry. The emphasis of the course is to learn through participation and gain experience through involvement. Recognition of prior learning and 'move at your own pace' are features of the practical lessons.

Learning experiences will include practical studies on keyboards, guitars and voice, computer-assisted music notation and reading skills, and listening and study of various genres of music written or performed by pop musicians from 1950 – now.

UNIT TOPICS

- Develop performance skills in voice, guitar and keyboard
- Research and prepare a poster on their favourite artist
- Develop analysis skills and music appreciation in relation to the Elements of Music
- Develop song writing skills.

UNIT ASSESSMENT

- Performance – song cover
- Performance – keyboard and guitar solo progress
- Research PowerPoint task
- Introduction to composing.

HOMEWORK EXPECTATIONS

Students will be expected to regularly practice with an instrument outside of class time where possible.



The Arts

Music – Unit 2

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

Ideally building on semester one, but with room for differentiation, our **'Musical Ensembles'** and **'Musical Theatre'** units extend students theoretical and practical skills and knowledge, with a focus on performance units and musicology. Students will study popular song structure, harmonic and melodic conventions and will produce a variety of pieces in the popular contemporary style; covering a variety of genres. This unit allows room for live audience performance opportunities outside of the classroom, song analysis and literacy development, as well as an insight into the professional recording process for interested students seeking extension.

UNIT TOPICS

- Develop performance skills in voice, guitar and keyboard
- Research and prepare a presentation on their favourite chosen genre
- Develop analysis skills and music appreciation in relation to the Elements of Music
- Write a composition within a given style.

UNIT ASSESSMENT

- Exam – Aural skills + analysis of elements of music
- Performances
- Understanding of basic notation, as well as common harmonic structures
- Performance of Compositions.

HOMEWORK EXPECTATIONS

Students will be expected to regularly practice with an instrument outside of class time where possible. Where necessary, keyboards and guitars will be available for use before school and during lunchtimes. Some assignment tasks will need to be prepared and drafted at home.



The Arts

Visual Art – Unit 1

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

Visual Art students will participate in a range of learning understandings that focus on art making skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language and history.

The fundamental skill in the development and production and construction of all art forms. This unit focuses on exploring a wide range of mixed-media with experiments and techniques used resulting in a folio of art making experiences. Students will acquire the skills, knowledge and vocabulary needed to critique an art work, reflect on their personal art making, as well as researching the history and movements of Art, throughout time.

Students will participate in a range of learning experiences that focus on art making, skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language in particular the elements and principles of design.

UNIT TOPICS

This unit offers students in Year 8 Visual Art are varied of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Study of techniques in drawing that may include experimental drawing, figure drawing and still life, using a range of media.
- Study of print making techniques that may include, relief, stencil, frottage, and screen printing
- Study of mixed media techniques that may include, inks, resists, oil pastels, chalk pastels, various papers and other mark making media
- Study a broad range of art movements
- All units will explore art specific terminology and the elements and principles of art
- All units will involve reading about artists and art movements.

UNIT ASSESSMENT

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, Powerpoint presentation, oral, or written exam.

HOMEWORK EXPECTATIONS

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Homework will involve researching an artist, developing their own ideas, drawing and collating ideas.

The Arts

Visual Art – Unit 2

*Semester units in The Arts will depend on the subject selection process and student numbers

UNIT OVERVIEW

Visual Art students will participate in a range of learning understandings that focus on art making skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language and history.

Sculptures often have unique place in Art, they often vary in form and function, depending on geographical region, art movement, or artists' intention. This unit focuses on working with three dimensional media allowing students to explore and gain knowledge in a range of sculptural techniques, media and processes.

Students will acquire the skills, knowledge and vocabulary needed to critique an art work, reflect on their personal art making, as well as researching the history and movements of Art, throughout time.

Students will participate in a range of learning experiences that focus on art making, skill development, exploration and experimentation of a variety of media, and understanding of Visual Art language in particular the elements and principles of design.

UNIT TOPICS

This unit offers students in Year 8 Visual Art a varied of learning experiences; these are dependent on student interest, teacher knowledge and specialisation, and resources.

This unit may include but is not limited to:

- Study of techniques in drawing that may include experimental drawing of designs and ideas, and decorative work
- Study of ceramic techniques that may include the figure, cultural masks, decorative and/or functional objects, raku firing, and mixed media decoration
- Study of print making techniques that may include, relief, stencil, and screen printing in the process of decoration
- Study of painting and mixed media techniques in the process of decoration
- Study a broad range of art movements
- All units will explore art specific terminology and the elements and principles of art
- All units will involve reading about artists and art movements.

UNIT ASSESSMENT

Depending on the unit studied students will complete at least one major making piece of assessment. At least one appraising piece will also be complete this may take the form of a written essay, report or catalogue, powerpoint presentation, oral, or written exam.

HOMEWORK EXPECTATIONS

Students will receive regular homework. Students are expected to regularly work on their own Visual Diary and complete assignments at home. Homework will involve researching an artist, developing their own ideas, drawing and collating ideas.

The Arts Overview

Junior Secondary

Year 7

Students will study The Arts
Drama, Dance, Music, Visual Art
for one semester of Year 7

Year 8

Students may elect to study
Drama, Dance, Media, Music, Visual Art
for one semester of Year 8

Year 9

Students may elect to study
Drama, Dance, Media, Music, Visual Art
for one semester of Year 9

Senior Secondary

Year 10

**Students can elect to study for two
semester of year 10:**

Drama, Dance, Music, Visual Art

Year 11 & 12

Students can elect to study for two years:

ATAR - Drama, Dance, Music, Visual Art

NON ATAR - Visual Art in Practice

Digital Technologies

Subject Outline

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. The subject incorporates aspects of Science, Technology, Engineering, Design & Mathematics. Given that technology is now integrated into every facet of our life, the opportunities for careers in the field of technology continue to expand rapidly.

Digital Technology is an elective subject that students may choose to study through year 7-10 and links into the subject Digital Solutions that is offered to student in Years 11 and 12. This course teaches students the fundamentals of coding and programming and how technology can be used to generate solutions to different real-world problems.

Students will work with a range of contexts. For example, using physical robots (Lego, EV3 and Edison robots) in simulated as well as physical environments, coding using python, RobotC and Visual Basic for Applications languages, and developing techniques for storing and validating data.

Expected outcomes

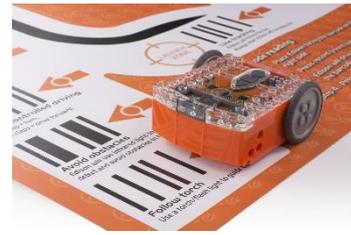
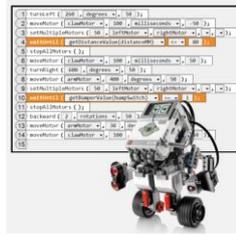
- Enhanced proficiency in relevant mathematical and scientific content areas, such as:
 - Numeracy
 - Rates, ratios and proportionality
 - Forces and physical sciences
- An understanding of the structure and function of coding and programming using languages such as RobotC, Python, and Visual Basic for Applications
- An understanding of the engineering design processes
- The development of higher-order thinking skills, namely:
 - Algorithmic thinking
 - Design thinking
 - Problem solving
 - Creative thinking
- Project management skills such as organisation, collaboration, time management, team management, collaboration and record keeping

Assessment

Assessment for this course will be primarily project based, supplemented by formal exams to test understanding and individual competency with the subject matter. Projects include challenges and portfolios of work.

Possible Modules:

- Robotics (EV3 and Edison robots)
- Engineering design (EV3 robots and LEGO)
- Coding in RobotC, Python, and VBA
- Digital Technology skills
- Game development with Python
- Creating databases for data storage and retrieval
- Graphing and data analysis with Excel



Course Sequence:

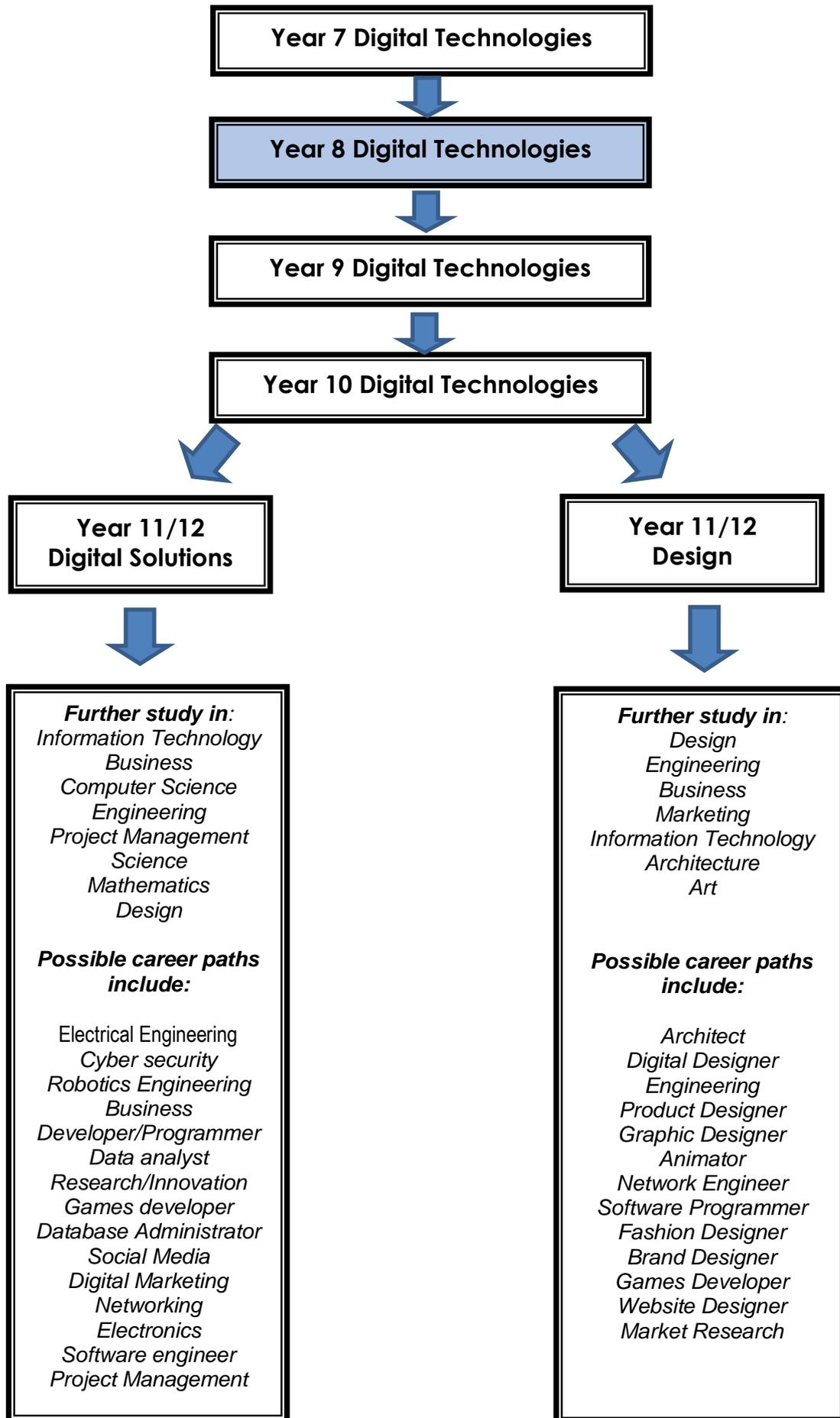
Students may choose to study the subject for one or multiple semesters throughout Years 8-9. If students decide to continue to study Digital Technology in Year 10, students will study the subject for both semesters.

Course Requirements:

Students will also require a 96 page A4 exercise book to use as journal throughout the course, an 8GB USB and a scientific calculator as per the general stationery requirements.



Digital Technologies Pathways



Design and Technologies

Food and Fibre Production – Semester 1

A levy of \$75 will be charged to cover all costs for the semester

Overview of Unit 1: Grains are Great

For this unit of work, all ingredients will be supplied for cooking on a weekly basis.

Students will investigate the basic principles of nutrition and develop skills of food planning and preparation for foods in the Eat most section of the Healthy Eating Pyramid specifically cereals and grains. Students develop an understanding about grains and cereals and processes they go through from paddock to plate.

Unit Assessment

Students will complete a project designing a new pizza base:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plans

Overview of Unit 2: Elements of Design

For this unit of work, the school will provide the materials required to complete the unit.

Students will investigate the elements that make a good design, they will develop skills in using these elements to create aesthetically pleasing designs.

Students will develop an understanding of how a textile artist uses these elements to communicate feelings and ideas visually.

Unit Assessment

Students will complete a project folio on pyjama design:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plans

Design and Technologies

Food and Fibre Production - Semester 2

A levy of \$75 will be charged to cover all costs for the semester.

Overview of Unit 1: Get Up and Go

For this unit of work, all ingredients will be supplied for cooking on a weekly basis.

Students will investigate the basic principles of nutrition and develop skills of food planning and preparation for foods in the Eat Moderately section of the Healthy Eating Pyramid specifically milk and eggs. Students develop an understanding about the role that milk and eggs play in a healthy breakfast.

Unit Assessment

Students will complete a project planning a healthy and nutritious breakfast:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plans

Overview of Unit 2: Principles of Design

For this unit of work, the school will provide all necessary requirements.

Students will investigate the principles that make a good design. They will develop skills in using these elements to create aesthetically pleasing designs. Students will develop an understanding that the principles of design are used to organize or arrange the structural elements to create an expressive content or message in the design.

Unit Assessment

Students will complete a project folio creating a 'Hoodie':

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plans

Design and Technologies

Food Specialisation - Semester 1 “Let’s Be Cereal”

A levy of \$75 will be charged to cover all costs for the semester.

Overview of Unit 1:

For this unit of work, all ingredients will be supplied for cooking on a weekly basis.

Students will investigate the basic principles of nutrition and develop skills of food planning and preparation for foods in the Eat Moderately section of the Healthy Eating Pyramid specially cereals and grains. Students develop an understanding about grains and cereals and processes they go through from paddock to plate. They will also gain an understanding about specific nutrients, food groups and practice skills required to produce safe and healthy food products.

Unit Assessment

Students will complete a project developing and designing a new risotto:

- Using the design process
- Planning and implementing design ideas
- Evaluating the end product and plans

Students will complete an exam.

Food Specialisation - Semester 2 “Get Mooving”

A levy of \$75 will be charged to cover all costs for the semester.

Overview of Unit 2:

For this unit of work, all ingredients will be supplied for cooking on a weekly basis.

Students will investigate and explore the basic principles of nutrition and to develop basic skills of food planning and preparation for foods from the Eat Moderately section of the Healthy Eating Pyramid, specifically meat and dairy products.

Students develop understanding about the specific nutrients and food groups, practice skills required to produce nutritious food products and special occasion foods and are encouraged to make effective food choices when selecting food for specific purpose.

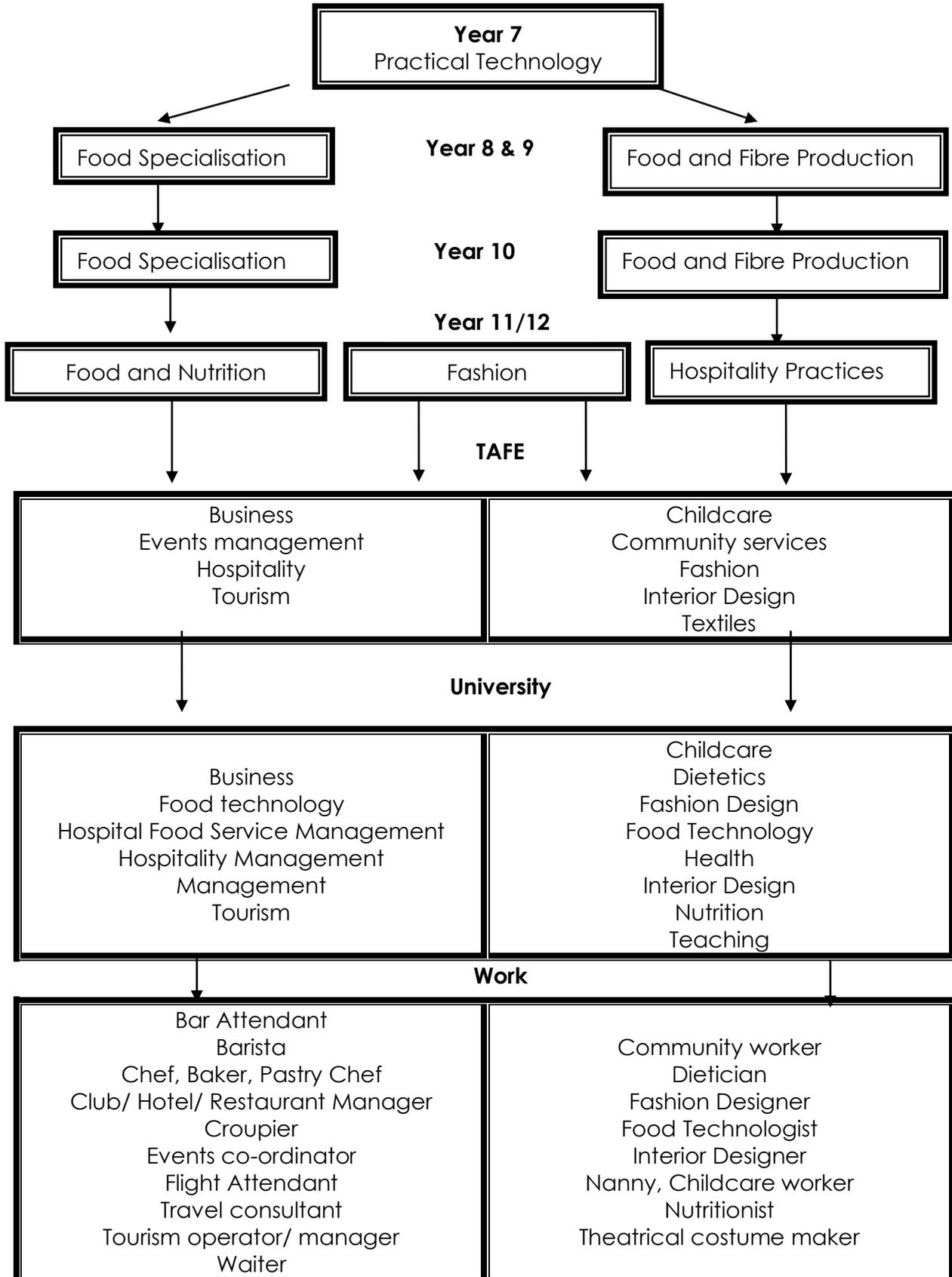
Unit Assessment

Students will complete two projects:

- Design and produce a healthy breakfast for a special occasion
- Design and produce a gourmet burger
 - Using the design process
 - Planning and implementing design ideas
 - Evaluating the end product and plans

Design and Technologies Pathways

These units create a pathway towards studying all Design Technologies subjects including Food Specialisation, Food and Fibre Production, Hospitality Major or Hospitality Elective. Students would also be well placed to study Hospitality courses at TAFE or other providers, or undertake a School Based Apprenticeship in commercial cookery.



Design and Technologies

Materials Technologies

Semester 1

Build it and they will come

Overview of Unit: Fundamentals of Timber Joinery

In the course students will learn about safety in the workshop and the importance of choosing the correct hand tool or machine to fulfil a set task. Students will develop and refine their skill in creating timber joinery, including identifying and constructing more complex timber joints as well as understanding the purpose of certain joints. Students will develop and build a number of timber projects during the semester, and they will be exposed to elementary graphical concepts such as technical drafting and scale drawings.

Unit Topics:

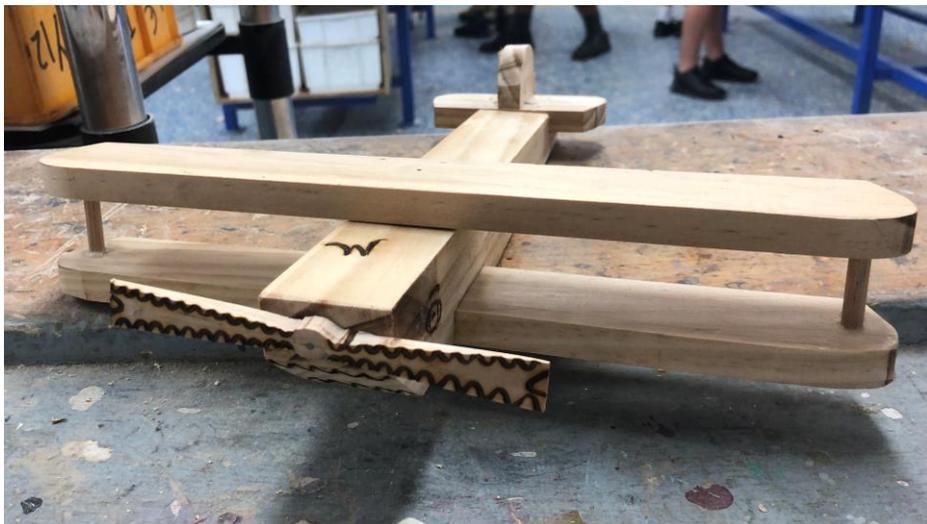
- Workshop Safety
- Timber joinery
- Correct use of hand tools and machines

Unit Assessment:

- OnGuard Safety Certificates
- 3 timber projects
- Workshop Portfolio.

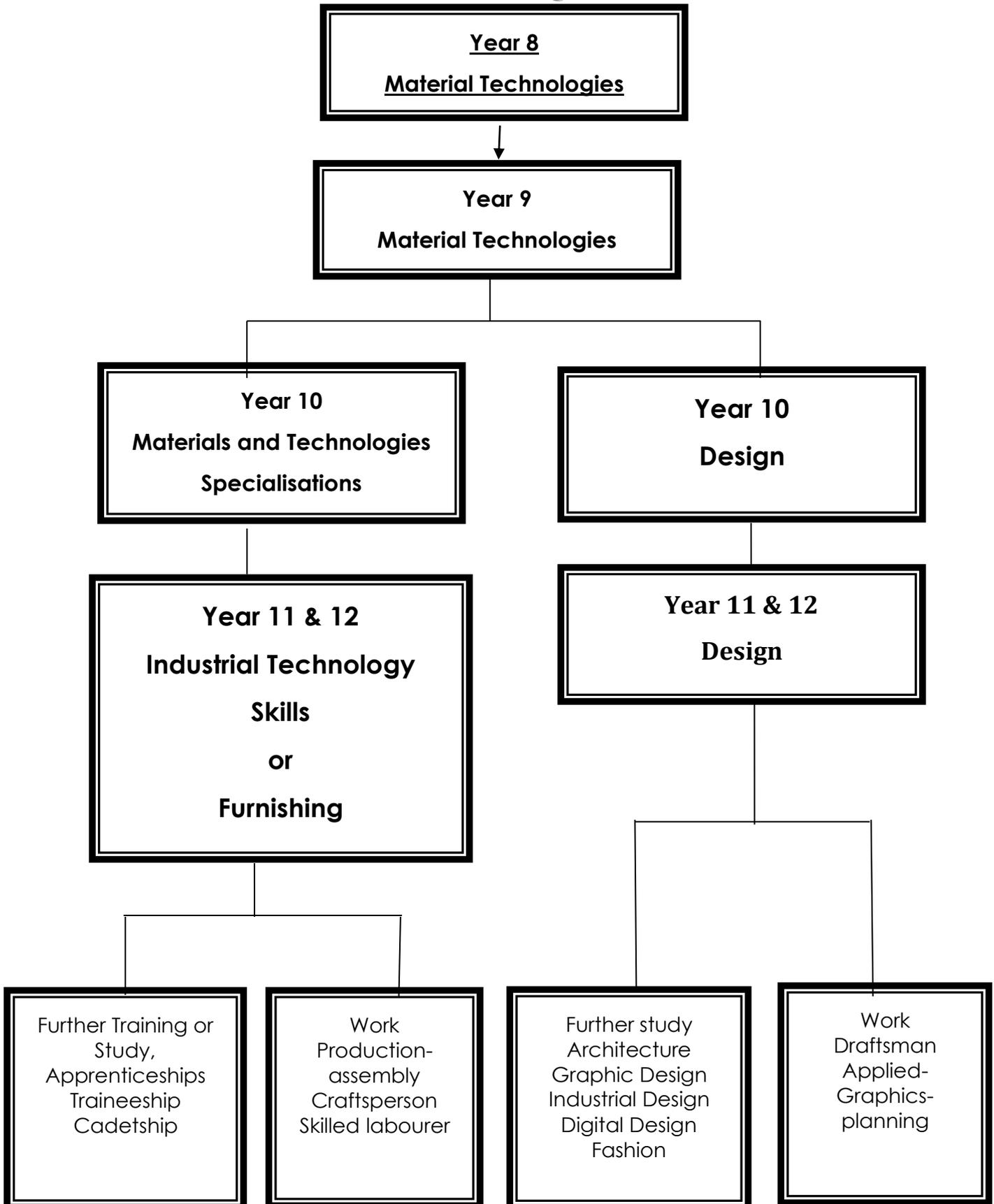
Homework Expectations:

Homework is minimal but includes completing OnGuard safety modules and completing theory accompanying the practical projects.



Design and Technologies Pathways

Material Technologies Overview



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