

# 2025



**HOLLAND PARK  
STATE HIGH SCHOOL**

*Strive for Excellence*

**Year 7 & 8  
Subject  
Handbook**

LEARNING

RESPECT

KINDNESS

PERSEVERANCE



## Principal's Welcome

### Welcome to the Holland Park State High School Year 7 & 8 Subject Handbook!

We're excited to offer a wide range of subjects that will help you prepare for the future. Whether you're thinking about university, TAFE, apprenticeships, or going straight into the workforce, we have courses designed to set you on the right path.

It's important to approach all your subjects with an open mind and a willingness to try new things. The junior phase of learning is an opportunity to explore different subject areas and reflect on which experiences challenge and motivate you. You may even discover hidden talents and interests you didn't know you had!

Throughout these years, you'll develop a variety of skills and knowledge that will set you up for success in Senior subjects, while also building your essential literacy, numeracy, and 21st-century skills.

This Handbook contains everything you need to understand the subjects you'll experience and gives insight into where further study in these areas could lead. We want you to feel confident in your learning choices, and we're here to support you every step of the way, along with your parents or caregivers, to ensure you're on track for success.

We look forward to guiding you on this exciting next step of your learning journey!





## **PRINCIPAL**

Bindi Lodge

## **DEPUTY PRINCIPALS**

Leann Nichol (Years 7, 8 & 9)

Sonya Tremeer (Years 10, 11 & 12))

## **HEADS OF DEPARTMENT**

English & Humanities - Fran Illot

Arts & Languages- Dean Fanning

Health & Physical Education - Craig Dawson

Mathematics - Greg Reinke

Science - Jason Chang

Senior Schooling/Home Economics - Elizabeth Cameron

Teaching & Learning - Liz Lloyd

Technology - Mark Bretherton

## **BUSINESS MANAGER**

Debbie Watkins

## **SCHOOL CONTACT DETAILS**

PO Box 197, Holland Park West Qld 4121

Bapaume Road, Holland Park West 3347 0111

[info@hollandparkshs.eq.edu.au](mailto:info@hollandparkshs.eq.edu.au)

[www.hollandparkshs.eq.edu.au](http://www.hollandparkshs.eq.edu.au)

## **OFFICE HOURS**

The school office is open Monday to Thursday 8.15am to 4.00pm and Friday 8:15am to 3:30pm.



## **PAYMENTS**

Payments for school levies, excursions or camps and the Student Resource Scheme may be made between **8.30am and 1.45pm Tuesday to Friday** at the Admin Payment Window.

## **PAYMENT METHODS**

Cash / Cheque / EFTPOS

### **DIRECT DEPOSIT:**

Account Name: Holland Park State High School  
BSB: 064 112  
Account Number: 00090117  
Reference: Student name / activity

### **BY TELEPHONE:**

Please call 1300 631 073 and have your CRN number and invoice number ready. Your CRN is located in the box on the bottom left hand side of your invoice or statement. Each invoice must be paid separately, otherwise the payment won't match.

### **BY BPOINT via internet:**

Please click link below to take you to secure BPoint site. (<https://www.bpoint.com.au/payments/dete>)  
You must have your CRN number and invoice number ready. Each invoice must be paid separately, otherwise the payment won't match.

## STUDENT ABSENCES

If your student is **absent from school please contact the school directly on the 24/7 student absence line (3347 0160)** or email the school on [info@hollandparkshs.eq.edu.au](mailto:info@hollandparkshs.eq.edu.au) before 9 am to advise the reason for their absence. on the day of absence. *Text messages are sent between 10.00-10.30am for all unexplained absences.* For an extended leave of absence, parents should email Principal/Deputy Principal prior to the absence. Absences in excess of 10 school days require completion of "Exemption from Schooling" form to be completed and approval given by Principal.

If you **need to collect your student** during the day for an appointment, the process is:-

1. Advise the school (phone call) of the time and reason of early leave request prior to 9am.
2. Parent to **inform student to collect a "Leave Request" slip from Student Services Counter** to allow the student to leave their class. When **student is leaving the grounds they are to sign out and obtain a "Leave Pass"** from Student Services Counter.
3. Lateness. Students arriving late **must sign in and bring a note or a parent must phone the office.** It is a school expectation that time lost through lateness will be made up.

## IF A STUDENT FEELS UNWELL

If a student feels unwell or needs first aid during the day they should ask their class teacher to direct them to report to sick bay located in the admin office. **They should not ring their parent.** Office staff will contact parents if the student's illness is prolonged or severe, so that parents can make arrangements to collect the student.

## KEY DATES 2025

Tuesday 28 January – All Year Levels attend

Qld Term dates 2025		Length
Term 1	Tuesday 28 January – Friday 4 April	10 weeks
Term 2	Tuesday 22 April – Friday 27 June	10 weeks
Term 3	Monday 14 July - Friday 19 September	10 weeks
Term 4	Tuesday 7 October – Friday 12 December	10 weeks

## Student free days for 2025

Friday 5 September

## ENQUIRING ABOUT STUDENT PROGRESS

If you wish to enquire about student progress, teaching and learning, or set curriculum in a particular subject:

**Firstly, please contact the subject teacher.** This can be done by telephoning the school office or by email to [info@hollandparkshs.eq.edu.au](mailto:info@hollandparkshs.eq.edu.au). If you have further questions, **contact the Head of Department** for the subject in question. The Head of Department can assist by providing further information or by helping to resolve concerns.

Parent teacher interviews are held twice per year. More information about these opportunities will be made available closer to the scheduled times.

# LAPTOPS AT SCHOOL BYOD PROGRAM

## LAPTOPS AT SCHOOL – BRING YOUR OWN DEVICE – BYOD PROGRAM

The BYOD program is offered to all students and allows students to bring a privately-owned laptop to school every day for use in class.

Our BYOD program assists students to improve their learning outcomes in a contemporary educational setting and recognizes the demand for seamless movement between school and home. By assisting students to become responsible digital citizens, the teaching learning process and the achievement of student outcomes are enhanced as well as the skills and experiences that will prepare them for their future studies and careers.

Access to the department's ICT network is through BYOX Connect, a Department of Education approved on-boarding system. Access is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device.

Steps to joining the BYOD Program:-

1. Ensure the device is suitable for connection to our network (please refer to the Schools Website for specific details).
2. Read and understand the BYOD Charter and the School Responsible Behaviour Plan (latest version available on the website).
3. Return the Responsible Use Agreement.
4. Attend an on-boarding appointment with technical staff (as advised through student morning notices).

BYOD will provide:-

- secure access and connection to the network
- ongoing network setup and maintenance
- initial on-boarding assistance
- school connection support
- some technical troubleshooting

## Year 7 & 8 Curriculum Overview

At Holland Park State High School we establish a strong foundation for an engaging and successful education. Our Junior Secondary curriculum exposes all students to key learning areas of the Australian Curriculum while providing opportunities to experience a variety of elective subjects from The Arts and Technologies. Our targeted approach to the Australian Curriculum ensures that students have opportunities to develop the essential skills and knowledge necessary for success in the Senior School and beyond.

Year 7			
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Humanities (History & Geography) – 3 lessons			
Mathematics – 3 lessons			
Science -3 lessons			
Health and Physical Education – 3 lessons		Japanese – 3 lessons	
Two Technologies – 3 lessons		Two Arts – 3 lessons	

Year 8			
Term 1	Term 2	Term 3	Term 4
English – 3 lessons			
Health & Physical Education – 3 lessons			
Humanities (History & Geography) – 3 lessons			
Mathematics – 3 lessons			
Science -3 lessons			
Two Technologies – 3 lessons		Two Arts – 3 lessons	




Across their two-year journey Years 7 & 8 students will participate in one term each of the following elective subjects:

<b>The Arts</b>	<b>Technologies</b>
Drama	Design and Technology
Media Studies	Digital Technologies
Music	Food Specialisation
Visual Art	Textile Specialisation

The Arts and Technology rotation will be determined on an annual basis by resourcing availability.





# **CORE SUBJECTS YEAR 7**

# ENGLISH

## Why Study English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

### Aims:

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others

## What is studied in English?

- **Unit 1: The Power of an Individual** – Students examine how informative and biographical texts use language to highlight the significant features of an individual's life.
- **Unit 2: The Lost Things** - Today, students are bombarded with the new and shiny. However, what about the things of the past? What has been lost and should those things return? In this unit, students explore items and entities forgotten by the contemporary world— from languages to traditions — and persuade others of the need for their return.
- **Unit 3: Aussie Stories** – Students investigate the perspectives presented in an Australian novel and synthesise ideas and viewpoints to draw reasoned conclusions and discuss how literature represents Australia, Australians and our place in the world.
- **Unit 4: To Read, or Not to Read** - One of the fastest growing online trends supporting teenagers' reading engagement involves teenagers creating online book reviews as short multimodal videos. In this unit, students present a novel that they have read and enjoyed to an online audience of middle years readers.

## Assessment

A wide variety of assessment items are undertaken over the year including: a range of imaginative, informative and persuasive types of texts including narratives, multimodal presentations, performances, literary explanations, transformations of texts and reviews.

## SUCCESS in ENGLISH derives from:

- **A regular engagement with texts via reading**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

# GEOGRAPHY

## Why Study Geography?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analyzing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

## Aims:

Through studying Geography, students will:

- develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries.
- develop students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards.
- develop students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

## What is studied in Geography?

Unit 1: Place and Liveability – focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

Unit 2: Water in the world – focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships.

## Assessment

A wide variety of assessment items are undertaken over the year including:

- a short response exam
- an extended response exam
- an investigation

## SUCCESS in GEOGRAPHY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

# HEALTH & PHYSICAL EDUCATION

## Why Study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing and critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organizations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

## Aims:

Through studying Health and Physical Education, students will:

- access, evaluate and synthesize information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

## What is studied in Health and Physical Education?

- Volleyball / Approaching Adolescence (Personal Growth and Development)
- Athletics / Decision Time (Drug Education)

## Assessment

A wide variety of assessment items are undertaken during this course including:

- Physical Performance Tasks
- Multimodal Presentations
- Research Reports
- Analytical Essays
- Exams

## Subject Specific Requirements

Students will be required to wear their sports uniform, hat, sunscreen and appropriate shoes. Students may participate in an off campus excursion which would cost approximately \$15.00.

## SUCCESS in HEALTH AND PHYSICAL EDUCATION derives from:

- **Thorough researching skills**
- **A strong ability to work both independently and cooperatively**
- **Confidence to perform tasks in a physical environment**

# HISTORY

## Why Study History?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

### Aims:

Through studying History, students will:

- pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century?
- develop knowledge, understanding and appreciation of the past and the forces that shape societies
- develop an understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- develop the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

## What is studied in History?

- Unit 1: Deep time history of Australia – provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies.
- Unit 2: The Mediterranean World: Egypt – students explore the influence of geography on the history of ancient Egypt, such as its location in a river valley and relative geographic isolation. Students investigate Egypt's development as a strong, centralised dynastic government, which unified it early in Egypt's history, and they examine the achievements and legacies often represented through impressive monumental remains.

### Assessment

A wide variety of assessment items are undertaken over the year including:

- Short and extended response exams
- a research based assignment

### SUCCESS in HISTORY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

# JAPANESE

## Why Study Japanese?

Japan has a very rich history and culture that is significantly different from our own. Studying Japanese teaches students an appreciation of a language and culture that is diverse and varied from our own. Students acquire an understanding that language and culture affect how we develop our own set of values, attitudes, and beliefs.

The aim of the Japanese language course is to develop practical language skills so that students can express their needs and opinions, and communicate in everyday situations – at home, school, in leisure time. To ensure every student thrives, two streams of Japanese are offered based on a student's previous experience. Students will sit a diagnostic test at the start of the year to ensure that students are placed in the sequence that best supports their progress.

- ACARA 9.0 F- 10 Sequence: Tailored for students with prior Japanese language experience building upon existing skills.
- ACARA 9.0 7 - 10 sequence: designed for beginners or those with limited exposure to Japanese.

## Aims:

Through studying Japanese, students will:

- Develop practical communicative language skills to discuss real-life issues.
- Gain an understanding and appreciation of a different culture, lifestyle, and perspective
- Develop and expand upon communication skills
- Develop skills to problem solve and find ways of expressing themselves.

## What is studied in Japanese?

Term 1/Term 3  
Me, Myself and I  
Term 2/Term 4  
School Life

## Assessment

A wide variety of assessment items are undertaken during this course assessing:

- Comprehension
- Communication

## Subject Specific Requirements

Stationery (pencils), 1 exercise book, 1 grid notebook (1cm x 1cm).

## SUCCESS in JAPANESE derives from:

- **Self-motivation to continually study of the covered material**
- **An ability to work independently and seek clarification where needed**
- **Persistence to practice the script and content**

# MATHEMATICS

## Why Study Mathematics?

The study of Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### Aims:

Through studying Mathematics, students:

- can be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens,
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in all strands, and
- recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## What is studied in Mathematics?

The content strands of Mathematics are covered in various units in year 7.

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"><li>• Number and place value</li><li>• Real numbers</li><li>• Money and financial mathematics</li><li>• Patterns and Algebra</li><li>• Linear and non-linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Using units of measurement</li><li>• Geometric reasoning</li><li>• Shape</li><li>• Location and transformation</li></ul>	<ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>

### Assessment

Students complete assignments and investigations as well as a written exam each term.

### Subject Specific Requirements

- Students must bring a scientific calculator to class every lesson and a Kent set when required.
- All students are invited and encouraged to enter the Australian Mathematics Competition. The entry fee is approximately \$6.00.

### SUCCESS in MATHEMATICS derives from:

- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**

# SCIENCE

## Why Study Science?

Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

### Aims:

Through studying Science students will:

- Understand the world around them
- Think critically and creatively
- Use evidence to make justified decisions

## What is studied in Science?

Science Understanding	Science Skills	Science as Human Endeavour
Biology	Questioning & Predicting	Nature & Development of Science
Chemistry	Planning & Conducting	Use and Influence of Science
Physics	Analysing	
Earth & Space	Evaluating & Concluding	
	Scientific Communications	

## Assessment

A wide variety of assessment items are undertaken during this course including:

- Exams
- Research tasks
- Experimental investigations

## Subject Specific Requirements


Safety is a prime consideration in all science activities. It is important that students:

- wear shoes with impervious uppers
- wear safety glasses and aprons (supplied)
- behave in a safe manner

## SUCCESS in SCIENCE derives from:

- **Attending classes and participating in both theoretical and practical activities**
- **Completing homework and revision**





# **CORE SUBJECTS YEAR 8**

## Why Study English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

### Aims:

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others

## What is studied in English?

- **Unit 1: *Guilty or Innocent?*** – In this unit, students will delve into *Frankenstein*, Phillip Pullman’s theatrical adaptation of Mary Shelley’s classic novel. The play presents a rich tapestry of moral and ethical dilemmas that challenge both the characters and the audience. At its core, *Frankenstein* explores the consequences of scientific ambition, the boundaries of human responsibility, and the ethical implications of creation.
- **Unit 2:** In this unit, students will embark on an in-depth study of a novel, where the primary focus will be on identifying and interpreting the key themes presented by the author. Themes are the underlying messages or central ideas that give a story its deeper meaning and understanding them is crucial to appreciating the novel as a whole.
- **Unit 3: *Setting the Scene***– In this unit, students will explore the powerful film *Rabbit-Proof Fence* directed by Phillip Noyce. Our focus will be on how characters are represented in the film, examining the complex interplay between race, power and identity. We will analyse how the film portrays both the Aboriginal characters and the European authorities, considering the historical context of the Stolen Generations and the impact of these representations on the audience.
- **Unit 4: *Painting Pictures with Words*** – Australia — renowned for its rich and diverse landscape — has inspired many stories that explore its coastline, deserts and forests. In this unit, students engage with a variety of elements that make up an imaginative text and read, listen to, view and share opinions about the relationship between the Australian landscape and how it can be used to create narratives.

### Assessment

A wide variety of assessment items are undertaken over the year including: a range of imaginative, informative and persuasive types of texts including narratives, multimodal presentations, performances, literary explanations, transformations of texts and reviews.

### SUCCESS in ENGLISH derives from:

- **A regular engagement with texts via reading**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**



# GEOGRAPHY

## Why Study Geography?

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

### Aims:

Through studying Geography, students will:

- develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries.
- develop students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.
- Develop students' understanding of the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and the redistribution of population resulting from internal migration.

## What is studied in Geography?

- Unit 1: focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed
- Unit 2: Landforms and Landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

## Assessment

A wide variety of assessment items are undertaken over the year including:

- a short response exam
- a research based assignment

### SUCCESS in GEOGRAPHY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

# HEALTH AND PHYSICAL EDUCATION

## Why Study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing and critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills. Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

### Aims:

Through studying Health and Physical Education, students will:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

## What is studied in Health and Physical Education?

- Touch/Bouncing Back (Resilience skills)
- Soccer/Respectful Relationships
- Netball/Who Am I (Family, Values & Beliefs)
- Cultural Games & Personal Fitness/More than just a Game (History of Physical Activity)

### Assessment

A wide variety of assessment items are undertaken including:

- Physical Performance Tasks
- Multimodal Presentations
- Research Reports
- Analytical Essays
- Exams

### Subject Specific Requirements

Students will be required to wear their sports uniform, hat, sunscreen and appropriate shoes. Students may participate in an off campus excursion which would cost approximately \$15.00.

### SUCCESS in HEALTH AND PHYSICAL EDUCATION derives from:

- **Thorough researching skills**
- **A strong ability to work both independently and cooperatively**
- **Confidence to perform tasks in a physical environment**

# HISTORY

## Why Study History?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

### Aims:

Through studying History, students will:

- pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century?
- develop knowledge, understanding and appreciation of the past and the forces that shape societies
- develop an understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- develop the capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

## What is studied in History?

- Unit 1: The Western and Islamic World: Medieval Europe – students are provided with an overview of content related to the transformation of the Roman world and the spread of Christianity and Islam. They examine the key features of medieval Europe and the way dominant beliefs and values, such as Christianity, shaped society.
- Unit 2: The Asia-Pacific World: Japan under the Shoguns – students contrast features of medieval societies, and explore the impact of western contact on Japan. They investigate the way of life in Shogunate Japan, including social, cultural, economic and political features and examine the role of the Tokugawa Shogunate in reimposing a feudal system and exerting increasing control
- Unit 3: the Expanding Contacts: The Spanish conquest of the Americas - students investigate the nature of Aztec society and the impact of the Spanish conquest. They examine the reasons behind European exploration and expansion and investigate the nature of the contact and conflict between the Spanish conquistadors and the Aztecs and the subsequent effects on both groups of people in the short and longer-term.

### Assessment

A wide variety of assessment items are undertaken over the year including:

- short response exams
- a research based assignment

### SUCCESS in HISTORY derives from:

- **Thorough researching skills**
- **A strong ability to work independently**
- **Extensive drafting and revision of work**

## Why Study Japanese?

Japan has a very rich history and culture that is significantly different from our own. Studying Japanese teaches students an appreciation of a language and culture that is diverse and varied from our own. Students acquire an understanding that language and culture affect how we develop our own set of values, attitudes, and beliefs.

The aim of the Japanese language course is to develop practical language skills so that students can express their needs and opinions, and communicate in everyday situations – at home, school, in leisure time.

### Aims:

Through studying Japanese, students will:

- Develop practical communicative language skills to discuss real-life issues.
- Gain an understanding and appreciation of a different culture, lifestyle, and perspective
- Develop and expand upon communication skills
- Develop skills to problem solve and find ways of expressing themselves.

## What is studied in Japanese?

Food revolution  
World Traveller

### Assessment

A wide variety of assessment items are undertaken over the year including:

- Comprehension
- Communication

### Subject Specific Requirements

Stationery (pencils), 1 lined notebook, 1 grid notebook (1cm x 1cm).

### SUCCESS in JAPANESE derives from:

- **Self-motivation to continually study the covered material**
- **An ability to work independently and seek clarification where needed**
- **Persistence to practice the script and content**

# MATHEMATICS

## Why Study Mathematics?

The study of Mathematics develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

### Aims:

Through studying Mathematics, students:

- can be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens,
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in all strands, and
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## What is studied in Mathematics?

The content strands of Mathematics are covered in various units in year 8.

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"><li>• Number and place value</li><li>• Real numbers</li><li>• Money and financial mathematics</li><li>• Patterns and Algebra</li><li>• Linear and non-linear relationships</li></ul>	<ul style="list-style-type: none"><li>• Using units of measurement</li><li>• Geometric reasoning</li></ul>	<ul style="list-style-type: none"><li>• Chance</li><li>• Data representation and interpretation</li></ul>

### Assessment

Students complete assignments and investigations as well as a written exam each term.

### Subject Specific Requirements

- Students must bring a scientific calculator to class every lesson and a Kent set when required.
- All students are invited and encouraged to enter the Australian Mathematics Competition. The entry fee is approximately \$6.00.

### SUCCESS in MATHEMATICS derives from:

- **Commitment to extensive practice and rehearsal of procedures at school and at home**
- **Challenging yourself with problem solving – simple through to complex**

# SCIENCE

## Why Study Science?

Learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

### Aims:

Through studying Science students will:

- Understand the world around them
- Think critically and creatively
- Use evidence to make justified decisions

## What is studied in Science?

Science Understanding	Science Skills	Science as Human Endeavour
Biology	Questioning & Predicting	Nature & Development of Science
Chemistry	Planning & Conducting	Use and Influence of Science
Physics	Analysing	
Earth & Space	Evaluating & Concluding	
	Scientific Communications	

## Assessment

A wide variety of assessment items are undertaken over the year including:

- Exams
- Data tests
- Research tasks
- Experimental investigations

## Subject Specific Requirements

Safety is a prime consideration in all science activities. It is important that students:

- wear shoes with impervious uppers
- wear safety glasses and aprons (supplied)
- behave in a safe manner

## SUCCESS in SCIENCE derives from:

- **Attending classes and participating in both theoretical and practical activities**
- **Completing homework and revision**





# **ART AND TECHNOLOGY SUBJECTS YEARS 7 & 8**

# DESIGN & TECHNOLOGIES

## Why Study Design & Technologies?

The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Technologies Australian Curriculum. Design & Technology introduces the basic concepts of the technologies subject areas. Additionally, students use the design process to develop knowledge and skills in a range of practical practices and procedures in both a kitchen and workshop setting.

## Aims:

Through studying Design & Technologies, students will:

- Increase their understanding as to how technology works and shapes our world.
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Produce designed solutions suitable for a range of technologies
- Understand the roles and responsibilities of people in technologies occupations and how they contribute to society

## Assessment

A wide variety of assessment items are undertaken during the semester.

- Finished products
- Written assessment
- Tasks completed using sketching techniques

## Subject Specific Requirements

- Workplace health and safety requirements for activities must be met, for students to participate in practical components
- Enclosed impervious upper leather shoes, hair tied back from the face, tied back apron, the correct wearing of safety glasses (workshop) and the following of safety procedures as instructed by the teacher
- A USB to save computer-based work
- Each student will be required to pay a levy

## SUCCESS in DESIGN & TECHNOLOGY derives from:

- A strong ability to work independently
- Adhering to all safety procedures and protocols
- Following teacher direction to complete projects
- Problem solving skills

# DIGITAL TECHNOLOGIES

## Why Study Digital Technologies?

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

### Aims:

Through studying Digital Technologies, students will:

- Use structured data to model objects and events that shape the communities they actively engage with. Identify the key elements of a problem and the factors and constraints at play.
- They design increasingly complex algorithms that allow data to be manipulated automatically.
- Broaden their programming experiences to include general-purpose programming languages.

## What is studied in Digital Technologies?

- Hour of code block Programming
- Introduction to Data base use
- Scratch Programming

### Assessment

Assessment items undertaken during this course include:

- Projects

### Subject Specific Requirements

eg. USB device, access to computer at home, display folder

## SUCCESS in DIGITAL TECHNOLOGIES derives from:

- **A strong ability to work independently**
- **Problem Solving Skills**
- **Logical Thinking**

# DRAMA

## Why Study Drama?

In Drama, students learn in and through the practices of Drama: creating performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

## Aims:

In this course, the focus is on the students:

1. Exploring and responding to
  - drama works, performances, practices and contexts from a range of cultures, times and places
  - the diversity of drama created and/or performed by First Nations Australians
2. Developing practices and skills
  - creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles
  - critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others
3. Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation
4. Presenting and performing drama in informal and/or formal settings

## Unit of Study?

Delve into Drama

## Assessment

A wide variety of assessment items are undertaken during this course including:

- Devise their own drama works and communicate this through improvising, directing and scriptwriting
- Perform drama works as individuals and members of a group
- Analyse and evaluate drama works in relation to the elements of drama

## SUCCESS in Drama derives from:

- **Critical reflection**
- **An ability to work both independently and part of a group**
- **Creative thinking**
- **Willingness to explore new situations and scenarios**



# MEDIA ARTS

In Media Arts, students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers. Students explore media arts in a diverse range of contexts including local, regional, national and global contexts.

## **Aims:**

In this course, the focus is on students:

1. Exploring and responding to
  - media arts works, practices and contexts from across cultures, times, places and/or other contexts
  - the diversity of media arts created by First Nations Australians
2. Developing practices and skills
  - creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms and/or styles through available media technologies
  - critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others
3. Create (producing) media arts works in a variety of forms
4. Presenting/screening/distributing media arts works they have produced to audiences

## **Assessment**

A wide variety of assessment items are undertaken during this course including:

- Listening and Analysis Responding tasks
- Performing music on chosen instruments in the style of the unit
- Composing own works to fit the unit style

## **Subject Specific Requirements**

- Student laptop as per the BYOD requirements

# MUSIC

## Why Study Music?

In Music, students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers. Students explore music in a diverse range of styles, cultures, traditions and contexts.

### Aims:

In this course, the focus is on the students:

1. Exploring and responding to
  - music and music practices across cultures, times, places and/or other contexts
  - the diversity of music created by First Nations Australians
2. Developing practices and skills
  - creative practices and skills for listening (including aural skills), vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (including beat and rhythm, tempo, pulse, simple/compound metre), pitch, dynamics and expression, form and structure, timbre and texture
  - critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others
3. Composing in a variety of forms and genres
4. Presenting performances of music to audiences

### Unit of Study

- Musical Beginnings

### Assessment

A wide variety of assessment items are undertaken in this subject including:

- Listening and Analysis Responding tasks
- Performing music on chosen instruments in the style of the unit
- Composing own works to fit the unit style

### SUCCESS in MUSIC derives from:

- **Critical Reflection**
- **An ability to work both independently and part of an ensemble**
- **Creative thinking**

# FOOD SPECIALISATION

## Why Study Food Specialisation?

In this subject students engage in the design process with a food context. The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Design and Technology Australian Curriculum. They will trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges as part of the folio development. This subject acknowledges the important role food plays in our lives. Food will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial.

## Aims:

Through studying Food Specialisation, students will:

- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have developed and impacted food choices over time
- Make informed and ethical decision about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibility to select and manipulate appropriate food tools and equipment when designing and creating solutions
- Analyse and evaluate problems or needs to identify and create solutions

## What is studied in Food Specialisation

**Introduction to Food** – Working in the kitchen: safety, hygiene; recipe basics introduction to basic food preparation techniques.

## Assessment

Design Briefs/folio development

## Subject Specific Requirements

- Where possible we support students with various nutritional requirements but in certain situations, students will need to provide ingredients for themselves.
- The school makes every effort to avoid the possible impact of allergic reactions but parents and students need to be aware that they may need to make alternative arrangements in the provision of utensils
- Workplace Health and Safety requirements for practical areas must be met, for students to participate in practical components. Enclosed impervious upper leather shoes with non-slip soles; hair tied back from the face; follow safety and hygiene regulations and procedures.
- Students may be required to bring ingredients, particularly for assessment, but practical lesson ingredients will be provided. Students are required to bring suitable containers to take their practical work with them.
- Each student will be required to pay a subject levy.
- Laptop /BYOD device will be required.

## SUCCESS in FOOD SPECIALISATION derives from:

- **consistent application in class to complete assigned written and practical tasks**
- **be able to work effectively independently and in groups**
- **completion of missed work or incomplete work at home**

# VISUAL ARTS

## Why Study Visual Arts?

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

## Aims:

Through studying Visual Art students will:

- Develop technical skills in handling a variety of Art making media
- Develop and understanding of a variety of artists and art making practices
- Be able to effectively display and critique their own and others artworks

## What is studied in Visual Art?

### UNIT: Personal Maps

In this unit students will:

- Identify and analyse how contemporary and past artists use visual conventions to record visual information and construct personal maps to show relationships, record place and navigate a journey, starting Australian artworks, including those of Aboriginal artists and Torres Strait Islander artists.
- Evaluate how they and others are influenced by artworks from different cultures, times and places including Indigenous perspectives on representing places.
- Experiment with and apply new knowledge of visual conventions and processes in their art making
- Plan their art making in response to exploration of Collage, Printmaking and 2D Mixed Media materials, techniques and processes used in others' artworks.
- Demonstrate use of visual conventions, techniques and map making processes and methods of display to communicate and enhance meaning in their artworks.

## Assessment

Students will **make** a:

- Mixed media collage about a chosen place using photographic folio, drawing and/or painting materials (Maps show relationships)
- Series of prints that form a record of place (Maps as a record of place)
- Two-dimensional mixed media artwork in the form of a 'personal map' inspired by artists and artworks made and viewed (Maps to navigate a journey/ Personal Maps)

Students will **respond** by:

- Paragraph response analysing artworks to identify how artists use visual conventions related to maps (Maps show relationships and Maps as a record of place)
- Paragraph response comparing artworks to consider how to display own artworks to enhance meaning (Maps to navigate a journey)
- Paragraph response comparing the representation of maps as a theme in own work and that of other artists (Personal Maps)

## Subject Specific Requirements

- Sketchbook, 2B, 4B and 6B lead pencils, Internet access

**SUCCESS** in VISUAL ARTS derives from:

- **A willingness to experiment with materials and resolve artworks**
- **The ability to think divergently about artworks and ideas**



# TEXTILE STUDIES

## Why Study Textile Studies?

In this subject student engaged in the design process in the context of textiles. The activities in this course of study will provide opportunities for students to develop skills and demonstrate outcomes from the Design and Technology Australian Curriculum. They will be required to trial and experiment with techniques and develop suitable proposals and quality products in response to design challenges as part of the portfolio development. This subject acknowledges the important role textiles plays in our lives. Textiles Studies will be presented from a number of perspectives including cultural, legal, ethical, commercial and industrial.

## Aims:

Through studying Textile Studies, students will:

- Investigate, design, plan, manage, create and evaluate solutions
- Understand how technologies have developed and the impact of textile choices over time
- Make informed and ethical decision about the role, impact and use of technologies in the economy, environment and society for a sustainable future
- Engage confidently with and responsibility to select and manipulate appropriate textiles, tools and equipment when designing and creating solutions
- Analyse and evaluate problems or needs to identify and create solutions

## What is studied in Textile Studies?

Safe and appropriate sewing machines and equipment use, basic sewing skills to create a personal textile product for a specific purpose; develop knowledge of fibre and fabric characteristics to make informed choices.

## Assessment:

Assessment items are undertaken during this course including but not limited to:

- Design Briefs/folio development
- Product development

## Subject Specific Requirements

- Workplace Health and Safety requirements for practical areas must be met, for students to participate in practical components. Enclosed **impervious upper leather shoes with non-slip soles**; hair tied back from the face; follow safety regulations and procedures.
- Basic materials will be provided for the textile units.
- Each student will be required to pay a subject levy.
- Laptop/BYOD device will be used and other general stationary and subject specific requirements.

## SUCCESS in TEXTILE STUDIES derives from:

- **consistent application in class to complete assigned written and practical tasks**
- **be able to work effectively independently and in groups**
- **completion of missed work or incomplete work at home**

