

TULLAWONG STATE HIGH SCHOOL
Soaring to great heights



JUNIOR COURSE GUIDE
2022

Year 8

Contents

KEY CONTACTS.....	3
WELCOME	4
JUNIOR SECONDARY CURRICULUM.....	5
CURRICULUM LEARNING OVERVIEW	6
LEARNING PATHWAYS – ARTS	8
LEARNING PATHWAYS – BUSINESS, IT & HOME ECONOMICS.....	16
LEARNING PATHWAYS – DESIGN TECHNOLOGIES	22
LEARNING PATHWAYS – ENGLISH.....	25
LEARNING PATHWAYS: HEALTH AND PHYSICAL EDUCATION (HPE)	28
LEARNING PATHWAYS – HUMANITIES	33
LEARNING PATHWAYS – MATHEMATICS.....	38
LEARNING PATHWAYS – SCIENCE	41

Key Contacts

Executive Team

Principal	Ms Kiah Lanham
	Mr Harley Dawson Year 7 & Alinta House Deputy
	Mr Joshe Newton Year 8 & Kiata House Deputy
Deputy Principals	Ms Arlene Walker Year 9 & Garagah House Deputy
	Mr Geoff Hooton Year 10 & Bambara House Deputy
	Mr David Ferguson Year 11/12 & Wooroonga Deputy
Business Manager	Mrs Nicole Wilson

Leadership Team

	Ms Kate Jessup
Guidance Officers	Mr David Pye
	Mrs Elyse Gilbert
Head of Department Arts	Mrs Zoe Wells
Head of Department Culture & Engagement	Mr Chris Bubke
Head of Department English	Ms Sonia Dow
Head of Department Health & Physical Education	Mrs Natasha Galbraith
Head of Department Humanities/Languages	Ms Charlene Benbow
Head of Department Inclusion	Mr Michael Hague
Head of Department Industrial Technologies	Mrs Mel Horton
Head of Department IT/Business/ HEC	Ms Bharati Singh
Head of Department Mathematics	Mr Ryan Verhagen
Head of Department Science	Ms Shannon Trims
Head of Department Senior Schooling	Ms Therese Rae
Head of Department Teaching & Learning	Ms Liana Nation

Welcome

Welcome to the Tullawong State High School community. We are proud to serve our community by fulfilling & upholding our school's Vision, Mission & Values.

Vision

Empowering students to reach their full potential

Mission

Fostering a positive school culture for learning, allowing all students to create their future.

Values

Courage

Diligence

Integrity

Respect

Principles of Junior Secondary

Our approach to teaching and learning in Junior Secondary recognises the unique developmental needs of early adolescents and to ease the transition from primary to secondary education. It emphasises real-life, meaningful learning experiences undertaken in a stable and supportive environment. To support our Junior students through this time of extensive change in their lives we utilise the six Principles of Junior Secondary to provide an evidence-based framework to support adolescence through this time of academic, social and emotional change.

DISTINCT IDENTITY - Junior Secondary students will be encouraged and supported to develop their own group identity within the wider high school.

QUALITY TEACHING - Teachers working with students in the Junior Secondary years will be equipped with skills, so they can support young teens through these crucial early high school years.

STUDENT WELLBEING – Our targeted Ignite program along with our extensive range of support services will be available and deployed to meet the social and emotional needs of Junior Secondary students.

PARENT AND COMMUNITY INVOLVEMENT - We want parents to stay connected with their students' learning when they enter high school. Parent communication and engagement with key activities and events are strongly encouraged.

LEADERSHIP – A range of exciting leadership opportunities are available to our Junior Secondary Students across Years 7, 8 and 9. Our dedicated leadership programs will foster and develop our potential leaders of the future.

LOCAL DECISION-MAKING – Consultation with Staff, Students and the broader school community is crucial in decisions making that will influence the Junior Secondary environment. We aim to ensure that throughout the Junior phase of learning our students current and future needs are met.



Junior Secondary Curriculum

At Tullawong SHS, our vision is empowering students to reach their full potential. In order to achieve this vision, we prioritise curriculum delivery throughout years 7-10 in order to prepare our students for success in senior subjects. The best preparation for success in the new QCE system is to teach, assess and report on the Prep to Year 10 Australian Curriculum prior to the commencement of senior studies.

The QCAA senior syllabuses build on the expectations of the Prep to Year 10 Australian Curriculum. The syllabuses are grouped in the eight learning areas of the Australian Curriculum to highlight this continuity. At Tullawong SHS, each learning area is mapped back from the relevant senior syllabus to ensure that the curriculum is both developmentally appropriate, as well as aligned to the Australian Curriculum.

When developing the 7-10 curriculum, Tullawong SHS created their Curriculum, Assessment and Reporting Plan (CARP) to demonstrate vertical and horizontal alignment. This is showcased through mapping documentation and is strengthened through Year/Band Plans, Unit Plans and Task Sheets. Mapping a developmentally-appropriate approach to the cognitions, as well as the text types and genres students will be exposed to in the Senior Syllabus, allows students to engage in quality learning that will set them up with the skills and knowledge needed to achieve successful outcomes in their desired pathway. It allows them to:

- Identify the skills they need to demonstrate in each assessment task
- Measure their improvement over time as they move into the next year level.
- Measure improvement in cognitions and text types/genres.
- Ability to practice assessment text types/genres and cognitions.
- Will increase success by having more time to be explicitly taught cognitions and assessment text types/genres.

Continuity and Coherence of Learning

Teaching the Years 7 to 10 Australian Curriculum in each learning area supports continuity and coherence of learning and a seamless transition between Year 10 and senior studies by providing:

- Appropriate time for students to develop the depth of knowledge, understanding and skills necessary for success in senior studies
- A clear line-of-sight for the development of students' cognitive skills across year levels
- The best possible foundation in the general capabilities which reflect the senior syllabus skills, behaviours and dispositions that prepare students to live and work successfully in the 21st century
- Equitable access to the curriculum for all students at all state schools
- Common parameters for delivery of the curriculum across schools.

Junior Certificate of Education (JCE)

The Junior Certificate of Education (JCE) is a school based, junior schooling qualification, awarded to eligible students at the end of Year 9 on completion of the Junior phase of learning. Throughout their Junior Secondary years of schooling students will work to set explicit targets for each of their academic subjects and will reflect and receive feedback on their progress through formal and informal opportunities during their schooling.

The JCE will allow students explicit opportunities to celebrate success when they achieve their set goals/targets & also become reflective thinkers. The JCE adopts similar practices to the QCE that students will seek to obtain in their Senior years of schooling and seeks to prepare & empower students towards their pathways to reach their full potential.

Curriculum Learning Overview

Tullawong State High School offers a broad range of educational pathways in Junior School. Our school aims to provide students with the opportunity to access learning experiences across the key learning areas.

YEAR 7

Students in year 7 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 7 Curriculum Plan								
Core	English	Mathematics	Science	History & Geography	HPE	Business Civics & Citizenship	Languages	IGNITE
Electives Rotations*	Digital Technologies, Digital Media, Art, Drama, Home Economics, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development							

*Electives run subject to numbers

YEAR 8

Students in year 8 study the following core subject areas and will rotate through a selection of electives throughout the term. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 8 Curriculum Plan								
Core	English	Mathematics	Science	History & Geography	HPE	Business Civics & Citizenship	Languages	IGNITE
Electives Rotations*	Digital Technologies, Digital Media, Art, Drama, Home Economics, Design Technology, Music, Dance, Dance Extension, Media, Rugby League Development							

*Electives run subject to numbers and staffing

Year 9

Students in year 9 study the following core subject areas and will select 4 semester electives, unless they are a part of the Dance or Rugby League Development programs which run in place of 2 semester electives. In addition, students will rotate through a program of afternoon sport and Write That Essay Program.

Year 9 Curriculum Plan						
Core	English	Mathematics	Science	History	HPE	IGNITE
Electives*	Digital Technologies Visual Art, Drama, Woodwork, Digital Technologies, Economics & Business, Food Studies, Fashion, Media, Civics & Citizenship, Languages, Dance, Dance Extension, Music, Rugby League Development					

*Electives run subject to numbers and staffing

JUNIOR

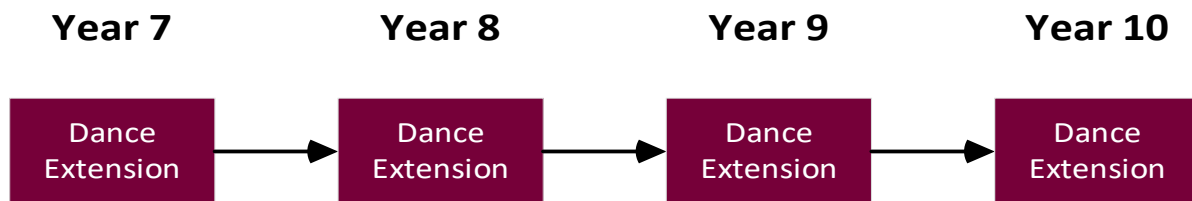
Arts

GUIDE

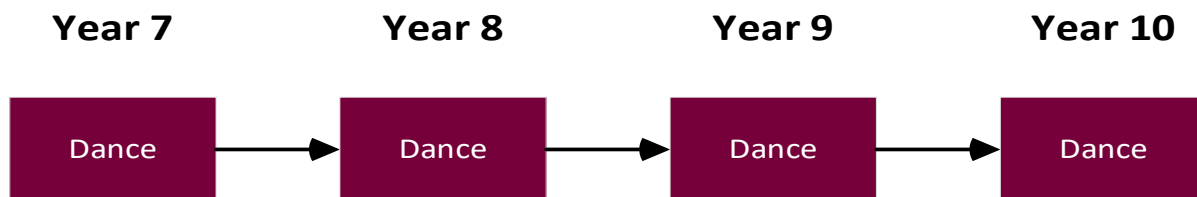


Learning Pathways – Arts

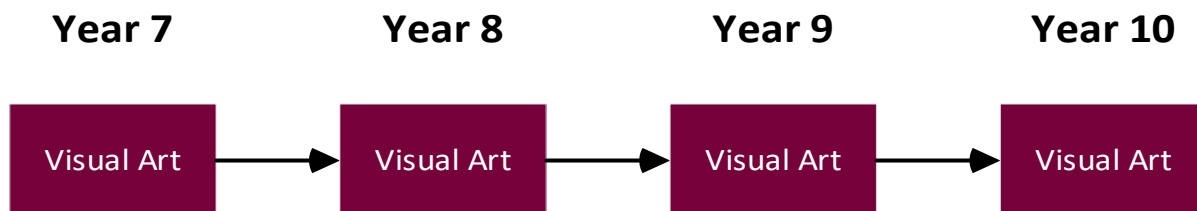
Dance Extension



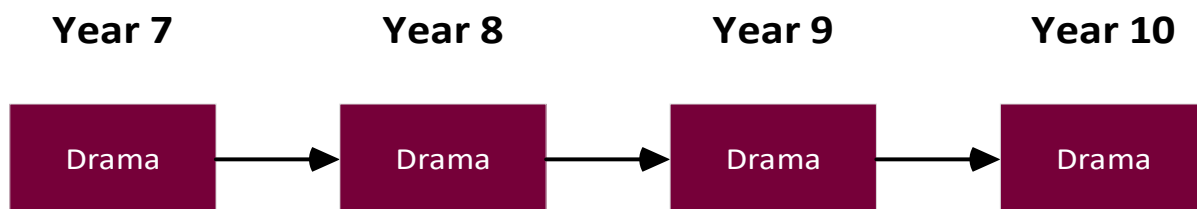
Dance



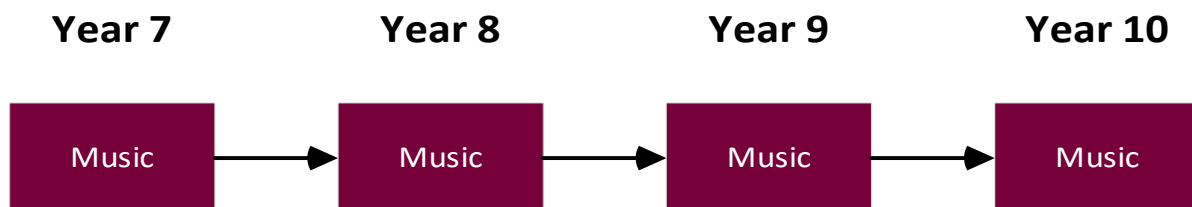
Visual Arts



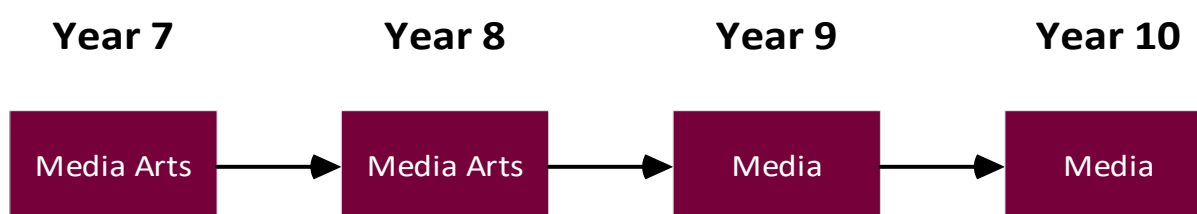
Drama



Music



Media Arts



Year 8 Dance Extension

Purpose

Dance is the study of movement, the body's capabilities and how it is used to communicate a choreographic intention. Dance Extension is an audition-based course that extends and nurtures students who are gifted and talented in the areas of dance performance and choreography. Dance Extension follows the Australian Curriculum and provides students with concentrated technical training in the areas of Ballet, Jazz, Contemporary, Musical Theatre and Hip Hop, opportunities to choreograph and skills to analyse and evaluate their own and others dance work with an emphasis on building their 21st century skills.

*Please note that Dance extension is through audition entry only

Key skills

- Identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.
- Choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent.
- Learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Dance Technique II This unit will further develop students technical and performance skills in a range of artistic dance genres including: Ballet, Jazz, Contemporary and introduce students to the style of Musical Theatre.	Dance Project - Performance/s
Unit 2	Hit the Lights II This unit will provide students with the opportunity to learn, rehearse and polish large dance works in preparation for Dance Night.	Performance
Unit 3	Dance Reflection and Response This unit will introduce students to the dance analysis skills required to reflect and respond to live and filmed dance works.	Extended Written Response
Unit 4	Dance Creation, Composition and Performance II This unit allows students will engage with a range of choreographic devices and processes to develop their choreographic skills.	Choreography

Pathways

Students will progress from Year 8 Dance Extension to Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further development for their continued study in Year 9 & 10 Dance Extension. The usual progression would then be the study of Senior General Dance in Year 11 and 12. Dance Extension opportunities exist through audition for students in Year 11 and 12 with the opportunity to study a Certificate III in Dance.

Year 8 Dance

Purpose

Dance is the study of movement and the body's capabilities and how it is used to communicate a choreographic intention. Through dance, students represent, question and celebrate human experience and explore how movement is used as the medium for personal, social, political, historical, emotional and physical communication. Dance has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Key skills

- Identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.
- Choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent.
- Learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Moving Through Art In Unit 1, students perform and make dances using the elements of dance, choreographic devices and form to communicate an intent inspired by visual artworks as stimulus. Students will explore the contemporary dance genre.	Dance Project <ul style="list-style-type: none">- Performance- Choreography
Unit 2	Moving Through the World In Unit 2, students investigate/performance dance from another culture to understand their use of elements of dance, choreographic devices and production elements to communicate the social/cultural/artistic purpose of the dance.	Dance Project <ul style="list-style-type: none">- Multimodal Performance- Performance

Pathways

Students will progress from Year 8 Dance with the opportunity to continue further studies of Dance in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Dance. The usual progression would then be the study of Senior General Dance in Year 11 and 12.

Year 8 Visual Art

Purpose

Visual Arts is the study of how visual mediums and representations engage, inspire, motivate and enrich the community. In Visual Art, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and world views. Students undertake this journey by exploring and using a range of visual techniques, technologies, practices and processes and develop a personal visual aesthetic in response to stimuli.

Key skills

- Identify and analyse how visual conventions and viewpoints are used to communicate ideas and apply this knowledge in their art making.
- Explain how an artwork is displayed to enhance its meaning.
- Evaluate how they and others are influenced by artworks from different cultures, times and places.
- Plan art making in response to exploration of techniques and processes used in their own and others' artworks.
- Demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	DRAWING & PAINTING 101 In this unit students will develop a range of drawing and mixed media painting skills and techniques using the elements of art to complete a mixed media self-portrait. Students will learn the foundation skills to write an artist statement to support their completed mixed media self-portrait.	Visual Art Project <ul style="list-style-type: none">- Making- Extended Written Response
Unit 2	SCULPTURE 101 This unit will introduce students to the concept of metamorphosis and how it is communicated through art. Students will learn the basic hand-built techniques of clay -pinch pot, slab and coil method, low relief and hand painting techniques. Sculptural techniques focussing on Albert Giacometti's sculptural forms using plaster and wire will also be studied in this unit.	<ul style="list-style-type: none">- Making

Pathways

Students will progress from Year 8 Visual Art with the opportunity to continue further studies of Visual Art in Year9. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Visual Art. The usual progression would then be the study of Senior Certificate III In Visual Arts in Year 11 and 12.

Year 8 Drama

Purpose

Drama is study of the human condition and the exploration of social, political, historical and cultural communities through an expression of voice and movement. Drama has the capacity to engage, entertain, inspire and enrich all students. In making and staging Drama, students learn how to be focused, innovative and resourceful and collaborate to take on responsibilities for Drama presentations. They can explore their imagination and take risks in storytelling through role and dramatic action.

Key skills

- Identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- Evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.
- Devise, interpret and perform drama.
- Manipulate the elements of drama, narrative and structure to control and communicate meaning.
- Apply different performance styles and conventions to convey status, relationships and intentions.
- Use performance skills and design elements to shape and focus theatrical effect for an audience.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Treasure Seekers In this unit, student will develop their confidence, performance and critiquing skills; analysing their work and how the dramatic languages were manipulated. They will combine the relevant elements of Drama in devised role-play to explore and develop themes based on a stimulus. They will develop roles consistent with situation, dramatic forms through the performance style of realism to convey status, relationships and intentions.	Drama Project <ul style="list-style-type: none">• Role Play• Improvisation• Written self-reflection
Unit 2	Tale Twisters This unit enhances student knowledge about dramatic languages and dramatic meaning through devising, interpreting and performing Drama. They will explore the dramatic style of Children's Theatre identifying conventions and individually writing an appropriate narrative structure into a script of the fractured fairy tale genre. A student-devised work will be selected and, in small groups, they will collaborate to rehearse and polish a performance in this style. They will communicate dramatic meaning and intent through manipulating and shaping a dramatic performance for theatrical effect for a primary school aged audience.	Drama Project <ul style="list-style-type: none">• Script writing• Performance

Pathways

Students will progress from Year 8 Drama with the opportunity to continue further studies of Drama in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Drama. The usual progression would then be the study of Senior Applied Drama in Year 11 and 12.

Year 8 Music

Purpose

Music is the study of how sound is arranged to communicate an intention or viewpoint. Music is a basic expression of the human experience and is used to celebrate, enrich, inspire, commiserate, entertain and motivate. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can provide a greater understanding of the world around them. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers.

Key skills

- Identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.
- Evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Building My foundation In this unit, students will be exploring the elements of music and the ways in which they can be manipulated to build and communicate ideas and capture a particular style of music. Along with learning and applying basic music theory, students will be engaging in a project where they are to perform and make music, capturing the essence of a particular genre of music explored in class. Students will study a range of foundation genres, including three in depth at teacher discretion from Rock, Pop, RnB, HipHop, Jazz, Blues, Soul, Funk, Reggae, Opera, and Country.	Music Project <ul style="list-style-type: none">• Performance• Composition

Pathways

Students will progress from Year 8 Music with the opportunity to continue further studies of Music in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Music. The usual progression would then be the study of Senior Certificate II in Music Industry Skills in Year 11 and 12.

Year 8 Media Arts

Purpose

Media Arts is the study of creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through gaining knowledge, understanding and skills of technologies and how they function, students will develop enjoyment and confidence to participate and experiment with the media-rich culture and practices that surround them. Skills in creative and critical thinking allow students to develop a sense of curiosity and discovery to explore perspectives of consumers and become socially aware producers of media content.

Key skills

- Identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view
- Evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic codes to make meaning
- Identify and analyse the social and ethical responsibility of the makers and users of media artworks
- Produce representations of social values and points of view in media artworks for particular audiences and contexts
- Use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning
- Collaborate with others in design and production processes and control equipment and technologies to achieve their intentions

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Storytelling In unit 1, students will build on the skills developed in understanding media and genre conventions in artworks, and begin examining the ways in which audiences make meaning. They will investigate how audiences from a range of cultures, times and places experience and make meaning of artworks, and explore the influence of social and cultural values on this understanding. Students will also develop ethical practices and gain a deep understanding of issues in practice across all ranges of media artworks they investigate, make, distribute and view. Students will study the foundation genres of action, comedy, horror, science fiction, western and drama as well documentaries and biopics.	Media Project <ul style="list-style-type: none">• Extended Response• Multimedia Production

Pathways

Students will progress from Year 8 Media Arts with the opportunity to continue further studies of Media Arts in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Media. The usual progression would then be the study of Senior General Film, Television and New Media in Year 11 and 12.

JUNIOR

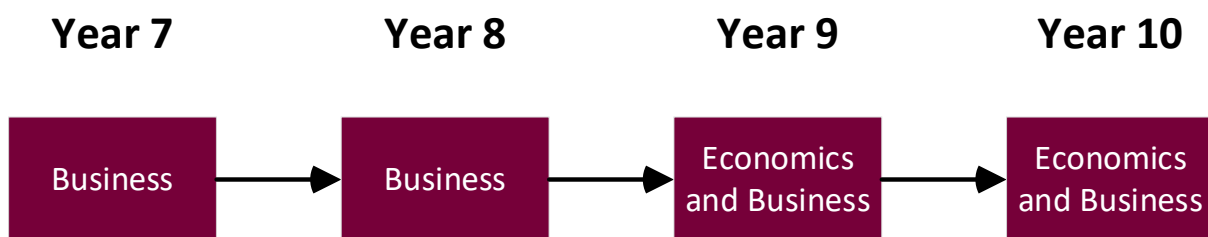
*Business, IT &
Home Economics*

GUIDE

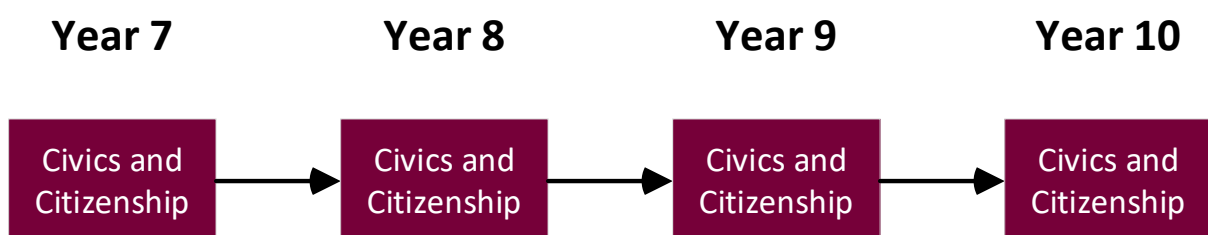


Learning Pathways – Business, IT & Home Economics

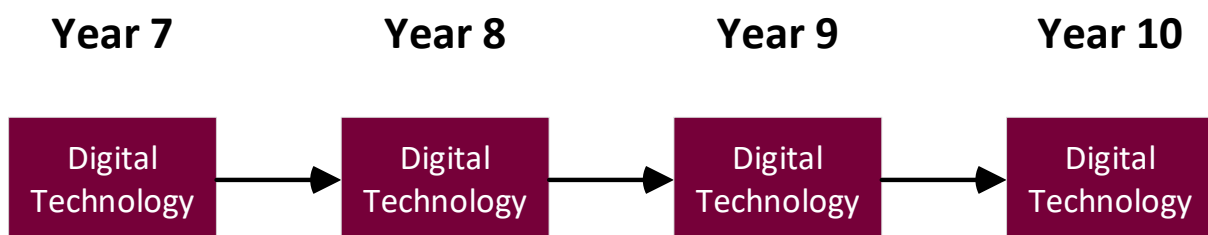
Business



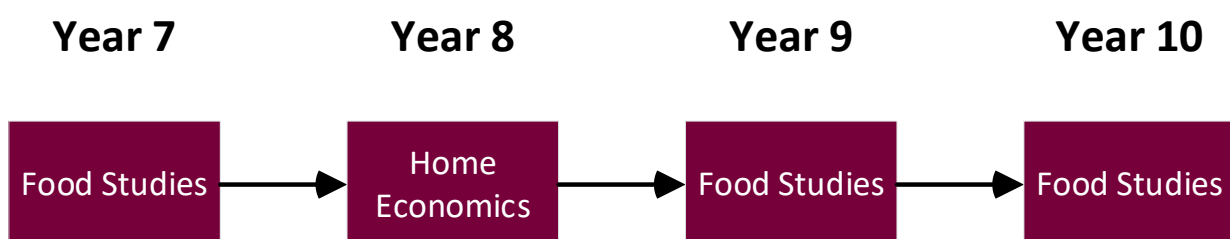
Civics and Citizenship



Digital Technology



Food Studies



Year 8 Business

Purpose

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

Key skills (from the Curriculum Document)

- Students ask inquiry questions about why markets are needed, and why governments are involved.
- Students gather information and data from a range of sources to investigate the issue or event.
- Students will critically examine information and data and accounting for different perspectives.
- Make informed decisions using economic reasoning and applying economics and business knowledge, skills and concepts to familiar and new situations.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).	Project task: Students will be assessed in an exam style type assessment. The assessment is a combination exam that comprises short answer questions and extended answers in response to a stimulus.

Pathways

Students will progress from Year 8 Business to Year 9 Economics and Business. The cognitions and subject content are further strengthened and deepened in Year 8, in preparation for the introduction of Economics and Business units in the Year 9 and 10 electives. The usual progression would then be the study of General Business in Years 11 and 12.

Year 8 DIGITAL TECHNOLOGY

Purpose

Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

The Year 8 curriculum gives students the opportunity to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

Key skills (*from the Curriculum Document*)

- Analyse and evaluate data from existing computer games to determine what makes an effective game.
- Evaluate the design and production process of a computer game.
- Define and decompose problems in terms of functional requirements and constraint
- Design and create a game using the Scratch software
- Plan and manage the production of a digital game

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1 Game Development	Through this unit students will design, test, modify and implement code to create a computer game. As part of the process they will design algorithms that incorporate branching code and iterations. As part of the development process students will learn to effectively communicate their ideas and collaborate online.	Project: Students create a digital game using the Construct 2 software
Unit 2 Data and Web Development	Through this unit students will learn to distinguish between the different types of computer networks and their purposes. They will be able to explain how data is compressed, secured, transmitted, and represented in computer systems. They will then design, create, test and modify a HTML website to transmit formatted data across a network.	Project: Comprised of a written and practical component.

Pathways

Students will progress from Year 8 Digital Technology to the Year 9 Digital technology elective. The cognitions and subject content are further strengthened and deepened in Years 9 and 10, in preparation for the progression of the VET subject, the Certificate III in IT.

Year 8 HOME ECONOMICS

Purpose

The study of food, nutrition and home economics enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Food studies can play an important role in transforming, restoring and sustaining societies and the natural, managed and constructed environments.

The Year 8 curriculum gives students the opportunity to investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Key skills (from the Curriculum Document)

- Explain factors that influence the design of products, services and environments to meet present and future needs
- Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities
- Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes
- Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques
- Apply project management skills to document and use project plans to manage production processes
- Independently and safely produce effective designed solutions for the intended purpose

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1 Food for Life	In this unit, students will utilise the Australian Healthy Eating Guidelines to design a meal for a family that is healthy for all family members. Students will investigate the Australian Guide to Healthy Eating Guidelines and then generate two different healthy dinner options.	Project: Propose and implement an eating plan which will promote good health and wellbeing.
Unit 2 Sustainable Textiles	In this unit, students will produce a reusable shopping bag using sustainable materials, design a suitable care label, develop a business logo and create swing tags for the bag.	Project: Produce a shopping bag out of a durable fabric that may be used as an alternative to single use plastic bags

Pathways

Students will progress from Year 8 Home Economics which introduces the skills of sewing. The cognitions and subject content are further strengthened and deepened in Years 9 and 10 Food Studies, in preparation for the progression into the VET subject, the Certificate II in Hospitality.

Year 8 CIVICS and CITIZENSHIP

Purpose

Civics and Citizenship aims to ensure students develop a lifelong sense of belonging to and engagement with civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural, multifaith society and a Christian heritage. They further deepen their knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society.

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Key skills (from the Curriculum Document)

- Students develop civic knowledge and understanding.
- They learn to apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society.
- They explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.	Written task: Students complete a research booklet that identifies their nominated Community leader They then develop a flyer that motivates people to action by including the ways everyday people can act as active and informed citizens.

Pathways

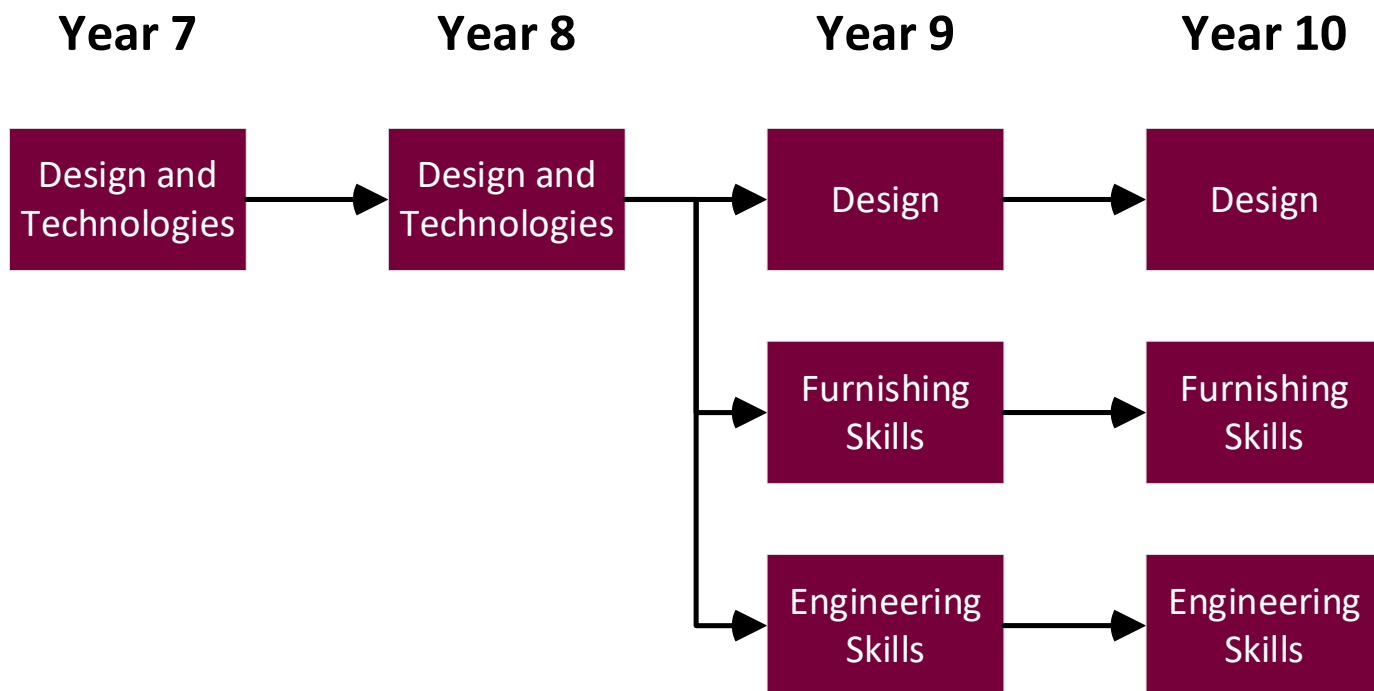
Students will progress from Year 8 Civics and Citizenship to Year 9 Civics and Citizenship. The cognitions and subject content are further strengthened and deepened in Years 9 and 10, in preparation for the progression of the General subject Legal Studies in Years 11 and 12.

JUNIOR

Design Technologies GUIDE



Learning Pathways – Design Technologies



Year 8 Design and Technologies

Purpose

Design and Technologies introduces students to problem solving through design thinking. Students learn to create innovative solutions through the application of a design process, and develop communication skills through sketching and annotation. Through the lens of engineering principles and systems, year eight Design and Technologies students analyse how motion, force and energy interact. They explore how cams convert motion and produce energy, and investigate methods of self-propulsion. Through both units of year eight students apply a simple design process to create and adapt ideas using an evaluative process to make considered decisions. Production skills are honed through the construction of working prototypes within predefined specifications. Students learn to manipulate tools and equipment to safely and independently operate within the workshop environment.

Key skills (from the Curriculum Document)

- independently and safely produce effective designed solutions for the intended purpose
- develop criteria for success, including sustainability considerations, and use these to judge the suitability of ideas and designed solutions and processes
- create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Motion and Energy: Students analyse how motion force and energy interact, through the exploration of how cams convert motion and produce energy. They apply this to the design of a simple engineered solution that demonstrates cams and motion. Through the application of a simple design process students use divergent and convergent thinking skills to develop ideas through sketching and low fidelity prototypes, evaluate against criteria to refine, and propose a final concept. They will then independently and safely create a working prototype	Kinetic Sculpture: Students create design ideas for a kinetic sculpture that demonstrates cams and motion to primary school students judge their best idea, and produce a prototype
Unit 2	Found it!: Students investigate methods of self-propulsion and apply these to the design of a self-propelled vehicle that is made of found objects. Students build working prototypes, test and refine in preparation for a distance and speed challenge.	Found it!: Students create design ideas for a self-propelled vehicle made of found objects, judge their solution, and produce a prototype

Pathways

Students will have the opportunity to continue their studies through year nine Design and Technologies subjects. Students will be able to specialise with the choice to study year nine Design and Technologies (FUR), Design and Technologies (ESK), or Design and Technologies.

Skills Pathway: Students that wish to develop their practical skills and pursue a trade post school should continue their studies within Design and Technologies (FUR) or Design and Technologies (ESK) which may be selected again in year 10. This pathway continues through our senior subjects: Building and Construction; Engineering Skills; or Furnishing Skills.

General Pathway: Students wishing to pursue a career within the design field (e.g., Architect, Interior designer, Industrial designer) have the opportunity to select year nine Design and Technologies, and year ten Design and Technologies both of which form prerequisites for General Design in years 11 and 12.

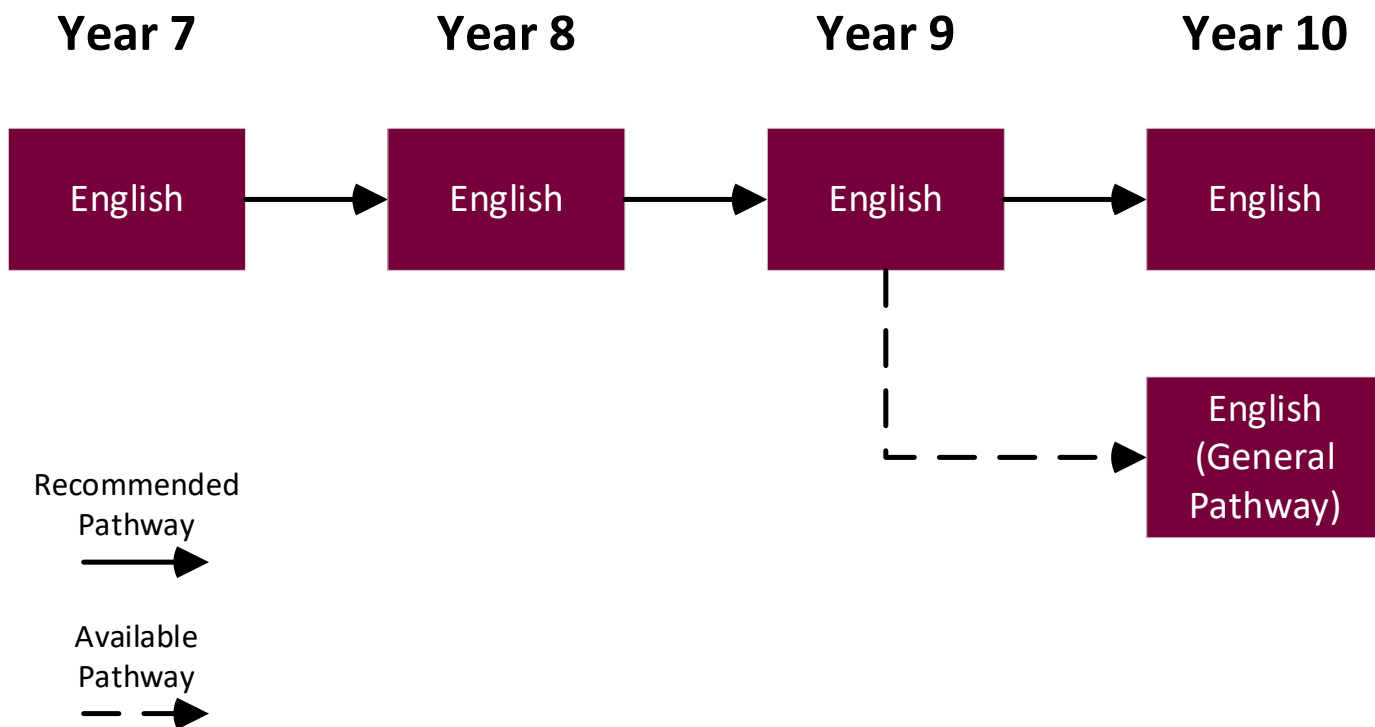
JUNIOR

English

GUIDE



Learning Pathways – English



Year 8 English

Purpose

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

Year 8 will follow the Australian Curriculum for English, which develops 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. English will challenge students to develop into dynamic communicators who can use language creatively, persuasively and analytically. Students will be exposed to a range of literary, media and screen texts that will be relevant to their own lives and also challenge them to expand their world-view.

Key skills (from the Curriculum Document)

- Communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments
- Listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts
- Create a range of imaginative, informative and persuasive types of texts, controlling for context, purpose and audience
- Use the conventions of written and spoken/signed English

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Advertising Analysis - Students will analyse and interpret a collection of print advertisements, and will understand the ways advertising persuades the target audience to accept messages.	Analytical Written Examination: Students will create a response which answers the question: How is the selected advertisement effective or ineffective?
Unit 2	Media Studies - Students will study a collection of intercultural media texts including Reality TV, TV series, Documentaries and News Reports. They will study the inter-relationship between media and culture.	Multi-Modal Presentation: Students will create a multi-modal presentation that responds to the question: Is Australian TV too reliant on American media?
Unit 3	Novel and Film Study: Students will study a novel and its companion film. Students will study the way themes can be represented through different modes	Extended Written Response: Students will compare and contrast the representation of 1- 2 key themes from both texts. Students will respond to the question: Which does it better – the novel or the film?
Unit 4	Creative Writing - Students will study poems that focus on daily experiences from a variety of cultures. Students will identify and analyse values represented in the poetic texts.	Short Story - Students will write a short story in response to a poetic text studied in class.

Pathways

Students will progress from Year 8 English to Year 9 English. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 English. The usual progression would then be the study of Senior English in Year 11 and 12.

JUNIOR

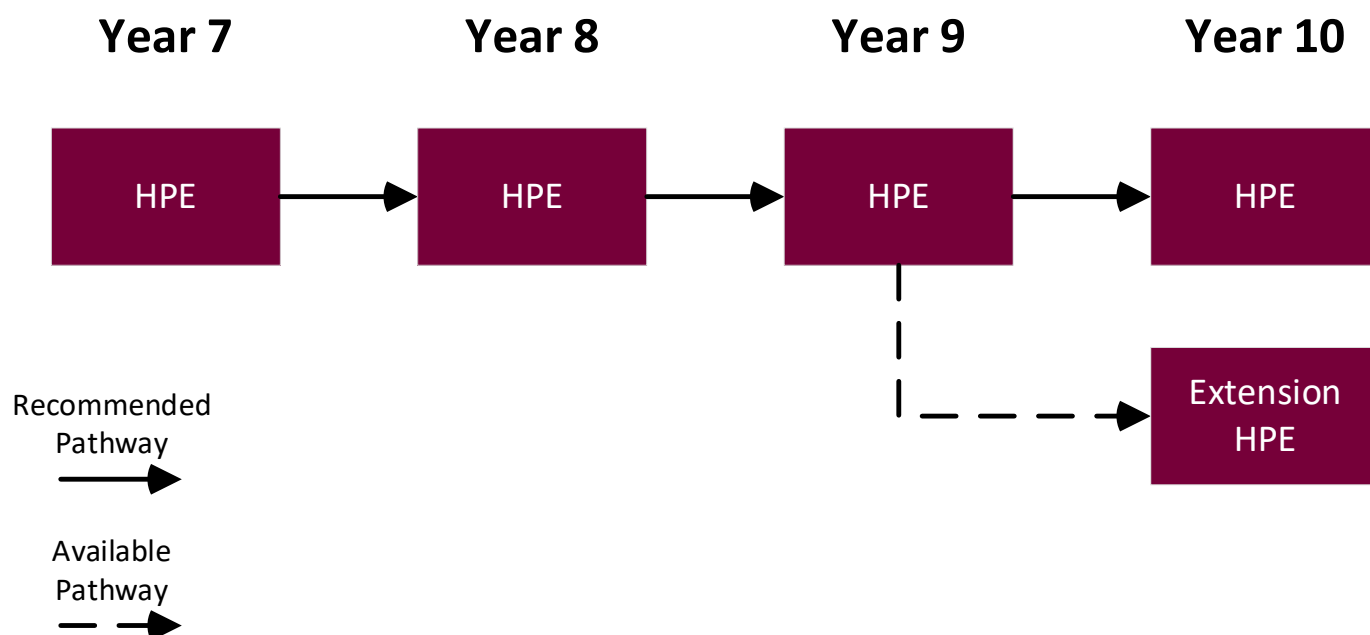
Health & Physical Education

GUIDE

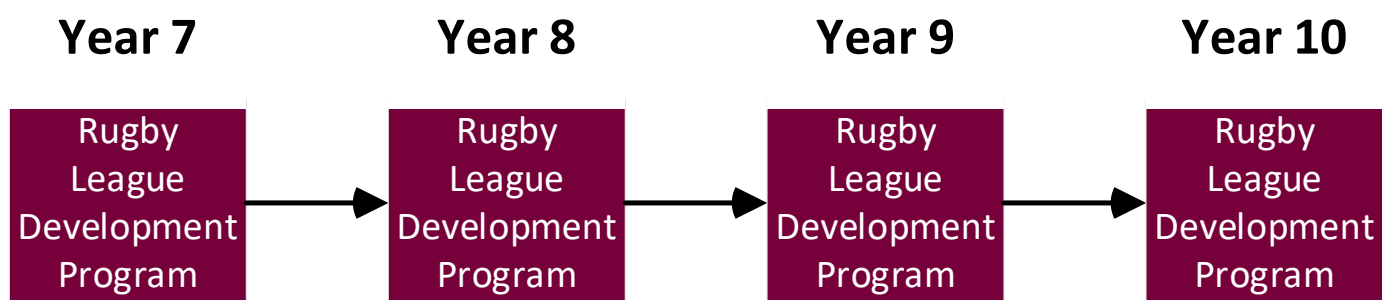


Learning Pathways: Health and Physical Education (HPE)

Heath & Physical Education (HPE)



Rugby League Development Program (RLDP)



Year 7 Health and Physical Education

Purpose

"In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population" (Australian Curriculum). Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognizes the importance of physical activity in the lives of individuals and groups in our society. HPE offers students opportunities to develop knowledge, understandings, processes and skills necessary to make informed decisions about their physical wellbeing and health.

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 practise and refine personal, behavioural, social and cognitive skills. Health and Physical Education at Tullawong State High School provides Year 7 students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Key skills

- Students analyse contextual factors that influence identities, relationships, decisions and behaviours
- Students analyse the impact that attitudes and beliefs about diversity have on community connection and wellbeing
- Evaluate the outcomes of emotional responses to different situations
- Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts
- Students apply criteria to make judgments about and refinement of their own and others' specialised movement skills and movement performances
- Students work collaboratively to design and apply solutions to movement challenges

Course Structure & Assessment Overview – Health and Physical Education

	Unit Outline	Assessment Summary
Unit 1	<p>In this unit, students will critically analyse factors about social media that influence identities, relationships, decisions and behaviours. They will analyse the impact attitudes and beliefs about diversity in online environments have on community connection and wellbeing. Students will evaluate the outcomes of emotional responses related to the negative impacts related to social media use.</p> <p>In this unit, students will evaluate the outcomes of emotional responses related to addressing and managing health situations derived from alcohol and drug and the effect on mental and physical health. They will access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different net court environments. They refine and consolidate skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students will explore movement concepts and strategies to evaluate and refine their own and others' movement performances.</p>	<p>In the theory unit students will Construct an essay that analyses the negative impacts of various aspects of social media use has on adolescent mental health. Students will then evaluate the impact of mental health issues on young people.</p> <p>In the practical unit students will participate in a range of net and court games where they will be assessed on aspects such as leadership, cooperation and fair play. They will also use teacher feedback and guidance to improve their performance in these games and sports.</p>

Unit 2	<p>In this unit, students will evaluate the outcomes of emotional responses related to addressing and managing health situations related to risk taking behaviours around issues such as alcohol and drug use. Students will evaluate the impact that this risk-taking behaviour can have on adolescent mental health as well as physical health. They will access, synthesise and apply health information from credible sources to propose and justify responses to health situations, including applying basic first aid.</p> <p>Students will demonstrate leadership, fair play and cooperation across a range of movement in invasion games. They will work collaboratively to design and apply solutions to movement challenges in invasion games.</p>	<p>In the theory unit students will respond to an exam that will present several health-based scenarios and situations that require the students to propose and justify appropriate responses.</p> <p>In the practical unit students will participate in a range of invasion style games and sports where they will be assessed on aspects such as leadership, cooperation and fair play. They will also work collaboratively to design and apply solutions to various movement challenges within the context of these invasion style games and sports.</p>
---------------	--	---

Pathways

Students will progress from Year 7 HPE to Year 8 HPE. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10 HPE. Extension opportunities exist in year 10 for students meeting the pre-requisites to study HPE Extension. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

Year 7 Rugby League Development Program

Purpose

In the Rugby League Development program in Year 9, students are given the opportunity to develop both practical and social skills in an inclusive environment. The Rugby League Development program is embedded within the Health and Physical Education subject area, and recognises the importance of providing students with a curriculum opportunity that focuses on building the skills and practical aspects of Rugby League.

The Rugby League Development Program has a values-based focus with a clear goal of developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort, and self-discipline. The program runs for the entire year and is supported through mentoring, training and education from nationally accredited associations and industry experienced coaches.

Key skills

- Students propose and evaluate interventions to improve fitness and physical activity levels in order to participate in rugby league
- Students demonstrate leadership, fair play and cooperation when training, officiating and playing games
- Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing in rugby league
- Students apply and transfer movement concepts and strategies in response to tactical plays in rugby league
- Students work collaboratively to design and apply solutions to improved performance in rugby league

Course Structure & Assessment Overview

Course Outline	Assessment Summary
Throughout the year, students will look at the health benefits related to physical activity and how to safely manage themselves and others whilst participating in sport, specifically rugby league. They can apply this knowledge to real life games and sport and will have the opportunity to demonstrate leadership, fair play and cooperation through a variety of skills and drills relating to rugby league. They will also engage in games and sport that allow them to apply decision making and problem-solving skills to enhance their own and others health, safety and wellbeing.	<p>In the practical unit students will be assessed on the following skills:</p> <ol style="list-style-type: none">1. Leadership, fair play and cooperation<ul style="list-style-type: none">• Leading warm ups, drills and games• Positive encouraging• Including all ability levels2. Decision-making and problem-solving skills<ul style="list-style-type: none">• Pass selection• Use of space• Tackle selection• Changing body position3. Apply concepts to new and challenging situations<ul style="list-style-type: none">• Attacking Strategy• Defensive Strategy4. Make judgements about their own and others skills and performances<ul style="list-style-type: none">• Refining own skills to improve performance• Positive communication to peers about their performance5. Work collaboratively to apply solutions to challenges<ul style="list-style-type: none">• Execution of plays• Team work to achieve a try• Communication in defence

Pathways

Students will progress from Year 7 RLDP to Year 8 RLDP. The knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 and 10 RLDP. This path of study can lead to a number of opportunities in senior when pre-requisites are met, including General Physical Education, Certificate III in Fitness or Certificate II in Sport & Recreation in Year 11 and 12.

JUNIOR

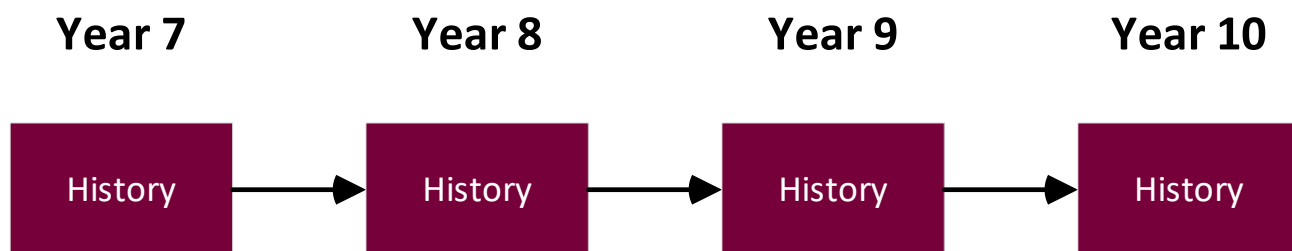
Humanities

GUIDE

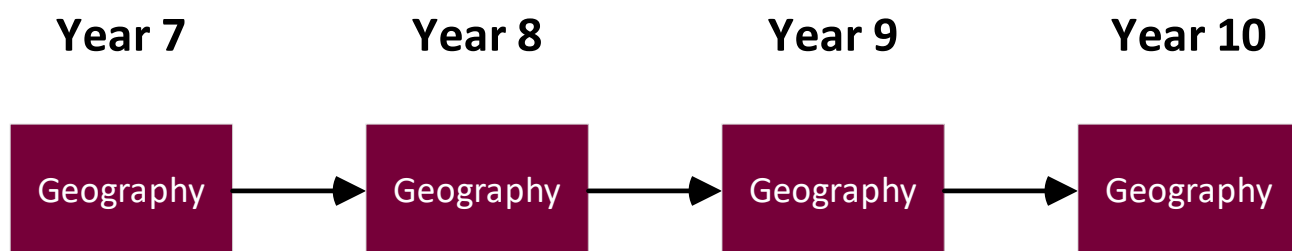


Learning Pathways – Humanities

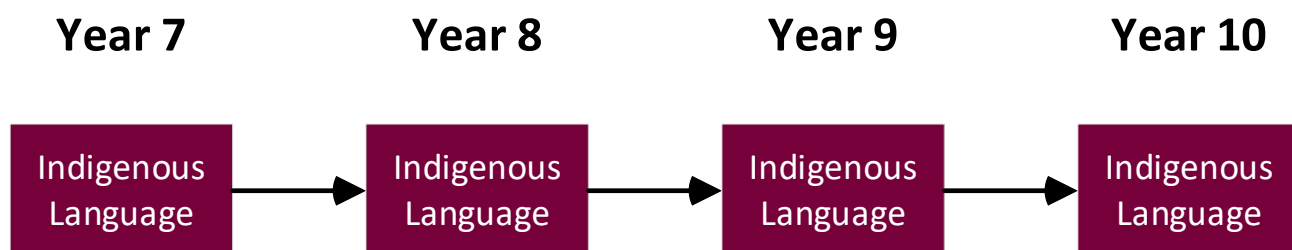
History



Geography



Indigenous Language



Year 8 History

Purpose

The Humanities centre on the human fascination with the way people interact with each other and with their environments, now and in the past. It involves investigations of sometimes topical and challenging issues and promotes critical thinking, empathy, and the development of optimistic future visions. The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Year 8 History concentrates on two strands: historical knowledge and understanding, and historical skills. This is a continuation skill development from Year 7. These aspects are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

Key skills

- suggest reasons for change and continuity over time
- describe the effects of change on societies, individuals and groups
- describe events and developments from the perspective of different people who lived at the time
- explain the role of groups and the significance of particular individuals in society
- identify past events and developments that have been interpreted in different ways
- sequence events and developments within a chronological framework, using dating conventions to represent and measure time
- develop questions to frame a historical inquiry
- identify and select a range of sources and locate, compare and use information to answer inquiry questions
- examine sources to explain points of view
- interpreting sources, they identify their origin and purpose
- develop texts, particularly descriptions and explanations
- organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<u>Expanding Contacts (Black Death in Europe)</u> In this unit, students develop an understanding of Medieval society through a study of the short and long term impacts of the Black Death. Students continue to develop the historical inquiry skills of analysing sources using the TADPOLE structure.	Examination - Short Responses to Historical Sources
Unit 2	<u>Western and Islamic World (Renaissance Italy)</u> In this unit, students develop an understanding of the way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society. Students will continue to develop historical inquiry skills to locate, compare, select and use information from a range of sources as evidence.	Investigation - Historical Essay based on Research

Pathways

Students will progress from Year 8 History to Year 9 History. The deep Historical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 History. The usual progression would then be the study of Senior Ancient or Modern History in Year 11 and 12, if prerequisites are met.

Year 8 Geography

Purpose

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. A framework is implemented for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Year 8 Geography supports the Australian Curriculum for students build on their understanding of place, space, environment, interconnection, sustainability and change and apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Key skills

- describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently
- explain interconnections between people and places and environments and describe how these interconnections change places and environments
- describe alternative strategies to a geographical challenge referring to environmental, economic and social factors.
- identify geographically significant questions to frame an inquiry
- evaluate a range of primary and secondary sources to locate useful information and data
- record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions
- interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions
- present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms
- propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	<p><u>Changing Nations</u></p> <p>Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.</p>	Investigation - Data Report

Unit 2	<p><u>Landforms and Landscapes</u></p> <p>Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' 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. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</p>	<p>Examination – Combination Response</p>
---------------	---	---

Pathways

Students will progress from Year 8 Geography to Year 9 Geography. The deep Geographical knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 10 Geography. The usual progression would then be the study of Senior Geography in Year 11 and 12, if prerequisites are met.

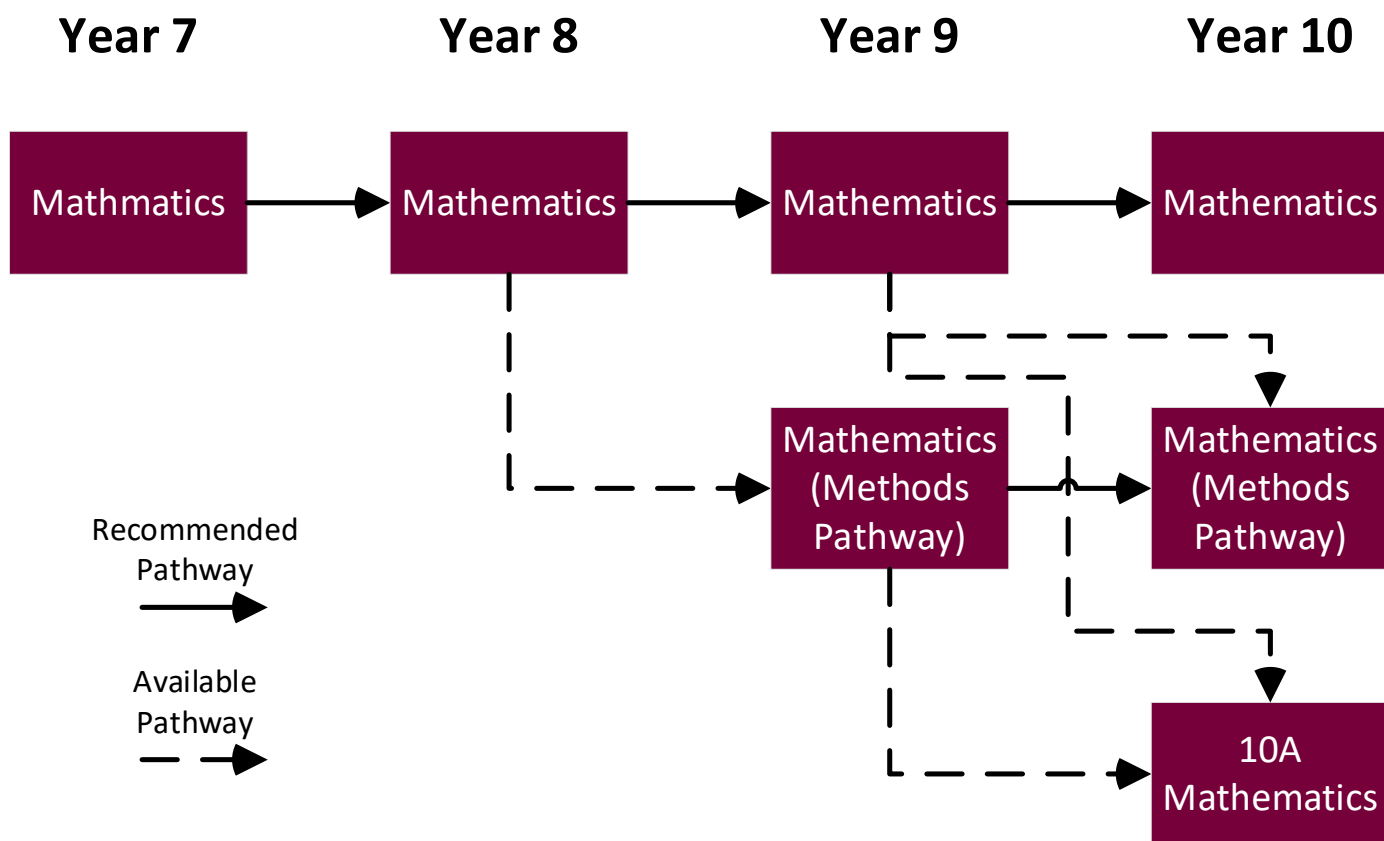
JUNIOR

Maths

GUIDE



Learning Pathways – Mathematics



Year 8 Mathematics

Purpose

Learning mathematics creates opportunities for and enriches the lives of all Australians. It is important that students become confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens.

Year 8 will follow the Australian Curriculum for Mathematics, which develops the three strands of Number and Algebra, Measurement and Geometry and Statistics and Probability. These strands describe the content that is to be taught and learnt within the Australian Curriculum. Mathematics is also developed around the four proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These proficiencies describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Key skills (from the Curriculum Document)

- **Understanding:** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **Fluency:** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **Problem solving:** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **Reasoning:** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Describe index laws, describe and carry out operations on rational and irrational numbers, make sense of time duration and solve problems involving rates, ratios and percentages.	Examination: Written 60min + 5min perusal Calculator Allowed
Unit 2	Model authentic situations and explain issues related to data collection using appropriate language in a problem solving and modelling task.	400-600 words Up to 6 pages (excl. appendices) 4 weeks (incl. 11hr in class)
Unit 3	Solve problems related to perimeter, area, volume, capacity and congruency for a variety of shapes.	Examination: Written 60min + 5min perusal Calculator Allowed
Unit 4	Simplify a variety of algebraic expressions, including through expanding and factorising, as well as solve linear equations and problems related to profit and loss.	Examination: Written 60min + 5min perusal Calculator Allowed

Pathways

Students will progress from Year 8 Mathematics to Year 9 Mathematics or Year 9 Mathematics (Methods Pathway). The enrichment opportunities in Year 9 and 10 in the Methods Pathway classes allow for students who have even further developed their skills and may be considering particular pathways through school. Students may also choose to study the 10A Mathematics elective in Year 10, in addition to the Year 10 Methods Pathway class, to support their development of curriculum knowledge for Mathematical Methods and Specialist Mathematics in Year 11 and 12.

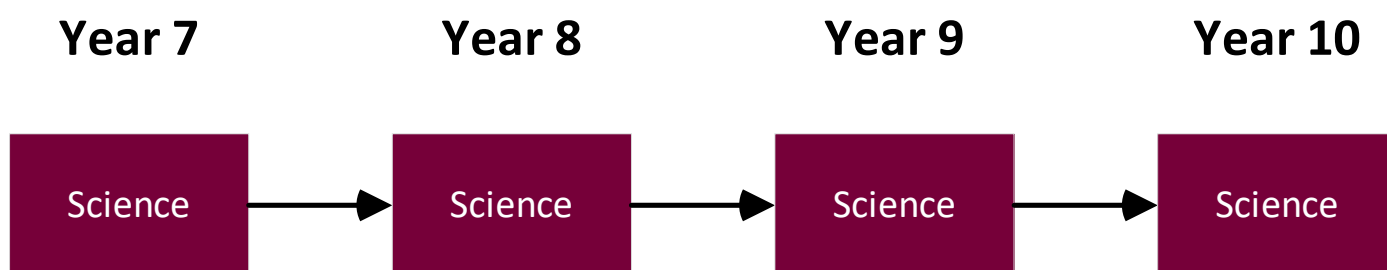
The usual progression for students will be into Senior Mathematics. Students may choose to study one of either Essential Mathematics, General Mathematics or Mathematical Methods, depending on prerequisites. Students can also study Specialist Mathematics as an elective in senior, in conjunction with Mathematical Methods, depending on prerequisites.

JUNIOR

Science GUIDE



Learning Pathways – Science



Year 8 Science

Purpose

Students are naturally curious about the world around them and Science empowers them with opportunities to challenge their understanding of important Science concepts, processes and practices. Critical and creative thinking skills are developed to draw evidence-based conclusions and apply these to real world contexts.

Year 8 will follow the Australian Curriculum for Science, which develops the three interrelated strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. 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 rock cycle. Students use experimentation and representations to explain relationships between components in systems. They make predictions and conclusions by drawing on evidence while considering other points of view.

Key skills (from the Curriculum Document)

- Questioning and predicting based on scientific knowledge
- Planning and conducting a range of investigation types
- Processing and analysing data and information
- Evaluating quality of data and identifying improvements
- Communicating ideas, findings and evidence-based solutions using scientific language and representations

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Particles and Matter: Students extend their application of the particle model of matter to explain differences between elements, compounds and mixtures, and between physical and chemical change. They are introduced to the periodic table of elements, including symbolic representation of elements.	Short Response and Data Test: Students will compare physical and chemical changes and use the particle model to explain the properties of substances. They will analyse trends in data and justify their conclusions.
Unit 2	Rocks and Earth Science: Students will explore how sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. They will recognise that rocks and minerals provide valuable resources.	Research Investigation: Students will compare processes of rock formation and examine occupations in mining. They will evaluate claims made by others.
Unit 3	Kinetic and Potential Energy: Students will investigate different forms of potential energy, make predictions, conduct fair tests and consider safety. Students will process and analyse experimental data and evaluate experimental methods used in investigations. They will use diagrams to represent energy flow, transfer and transformation.	Student Experiment: Students will describe energy types, transfers and transformations in simple systems. They identify variables when planning and modifying investigations.
Unit 4	Cells and Reproduction: Students will identify cells as the basic units of living things. They will use microscopes to identify specialised cellular structures and compare plant and animal cell structure including reproductive cells.	Data Test and Short Response Exam: Students will analyse the relationship between structure and function at cell, organ and body system levels.

Pathways

Students will progress from Year 8 Science to Year 9 Science. The deep knowledge and skills developed as a result of the study of this course will prepare students for further development in Year 9 & 10 Science. The usual progression would then be the study of Biology, Chemistry, Physics, Psychology, Certificate II in Horticulture and Certificate III in Laboratory Skills in Year 11 and 12.