

TULLAWONG STATE HIGH SCHOOL
Soaring to great heights



2027 Subject Handbook

Year 8

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Welcome

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

Our Vision Statement

Empowering students to reach their full potential

Our Mission

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

Our Core Values

Integrity Respect Courage Diligence

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.



Key Contacts Executive Team

Principal	Chris Keating	
Deputy Principals	Harley Dawson	Year 7 & Alinta House Deputy
	Geoff Hooton	Year 8 & Bambara House Deputy
	Corey Gieskens	Year 9 - 10 & Kiata House Deputy
	Frances McColl	Year 11 - 12 & Garagah House Deputy
Business Manager	Nicole Wilson	

Senior Leadership Team

Head of Department Arts	Zoe Wells
Head of Department English	Carlita Brunes
Head of Department Health & Physical Education	Carissa Jordan
Head of Department Humanities & Languages	Charlene Benbow
Head of Department Mathematics	Ryan Verhagen
Head of Department Science	Sheridan Vickers-Dalton
Head of Department Technologies	Mel Horton
Head of Department Junior Engagement	Danielle Crocker-Caughey
Head of Department Middle Engagement	Chris Bubke
Head of Department Senior Engagement	Therese Rae
Guidance Officer - Year 8 (2027)	Andrew Iddles
Year Level Co-Ordinator - Year 8 (2027)	Matt Russell

Junior Secondary Curriculum

At Tullawong SHS, our vision is empowering students to reach their full potential. To achieve this vision, we prioritise curriculum delivery throughout years 7-10 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 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	
Subject	Duration
Arts	2 Semesters (2 lessons per week)
English	2 Semesters (3 lessons per week)
Health and Physical Education	2 Semesters (2 lessons per week)
Humanities	2 Semesters (2 lessons per week)
IGNITE (Roll Marking)	2 Semesters (5 lessons per week)
Languages (Gubbi Gubbi)	2 Semesters (2 lessons per week)
Mathematics	2 Semesters (3 lessons per week)
RISE	2 Semesters (1 lesson per week)
Science	2 Semesters (2 lessons per week)
Technologies	2 Semesters (2 lessons per week)
Elective Subjects *	Duration
Dance Extension	2 Semesters (2 lessons per week)
Rugby League Development	2 Semesters (2 lessons per week)

*Electives run subject to numbers and application processes

Student Support

At Tullawong SHS, students and families can access a Guidance Officer for counselling and support with learning or personal concerns. Appointments can be made if needed. The school Chaplain is also available to support students, staff and families as part of the wellbeing team.

The Inclusion team supports students with disabilities and those who need extra help with their learning. They work with parents and teachers to create Personalised Learning Plans, which outline strategies to help each student succeed.

These teams work closely with teachers, teacher aides, families and outside agencies to make sure all students at Tullawong SHS feel supported and can achieve their best..

Assessment / Junior AARA Process

Tullawong State High School is committed to inclusive education practices to enable all students to access quality learning and assessment opportunities and pathways to success. These practices help to remove barriers for some students whose disability, impairment, medical condition or other circumstance may affect their ability to read, respond to or participate in assessment. In cases where students are unable to meet a due date, they will submit an AARA Junior Form which is available on the school's website.

[TSHS – Junior AARA Application Form](#)

The Arts

Year 8 Dance

Purpose

Dance is the study of movement and how the body can communicate ideas through planned steps and actions clearly expressed. Through dance, students represent, question and celebrate human experience and explore how movement communicates personal, social, political, historical, emotional and physical ideas to others in performance contexts. Dance has ability to engage, inspire and enrich all students, spark imagination and help students reach creative and expressive potential in learning process fully. In Dance, students use movement to communicate meaning. They engage in choreography, performance, and reflection, exploring a range of styles and contexts to understand how the body expresses ideas and emotions.

Key skills

- **Exploring and Responding:** Students analyse and experience dance across cultures, times, and contexts, including the work of First Nations Australians and the importance of respecting Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build and refine choreography and performance skills, applying safe practices and developing technical and expressive movement using the elements of dance.
- **Critical Practices:** Students reflect on and evaluate their own work and the work of others.
- **Creating Dance:** Students choreograph dances to communicate ideas, using the elements of dance, choreographic devices, and form.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Moving Through Art In this unit, students will demonstrate how to stay safe both physically and mentally while performing Students will employ technical and expressive skills when they manipulate the elements of dance and choreographic devices to create dance works.	Performance Students will be given a genre and create a dance routine for a selected audience.

Pathways

Students will progress from Year 8 Dance with the opportunity to select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Dance.

Year 8 Drama

Purpose

Drama is the study of human experience and how people use voice and movement to express ideas in society. Drama engages, entertains, inspires and enriches all students in learning. In making and staging Drama, students learn to stay focused, be creative and work together while taking responsibility for performances. Students create, perform, and respond as both artists and audiences. They learn to use the elements and conventions of drama across different forms and styles to communicate meaning.

Key skills

- **Exploring and Responding:** Students analyse and experience drama from diverse cultures, times, and contexts, including work by First Nations Australians, with an understanding of Indigenous Cultural and Intellectual Property.
- **Developing Skills:** Students build skills in creating and performing drama using the elements of drama, while reflecting on and evaluating their own work and the work of others.
- **Creating Drama:** Students develop drama through improvised, devised, and scripted forms.
- **Performing Drama:** Students present and perform drama in informal and formal settings, often for specific audiences.

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 select this as an elective in Year 9. The knowledge and skills developed as a result of the study of this course will prepare students for further study into Senior Applied Drama.

Year 8 Media Arts

Purpose

Media Arts is the study of how people create stories and representations of the world using communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Through learning how these technologies work, students gain knowledge, understanding and practical skills, and they build confidence and enjoyment to take part in and experiment with the media-rich culture around them. Creative and critical thinking skills help students develop curiosity and a sense of discovery as they explore different perspectives of audiences and users. They also learn to become socially aware creators of media content who can communicate ideas clearly and responsibly in everyday contexts.

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 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 because 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.

Year 8 Music

Purpose

Music is the study of sound and how it is used to share ideas or viewpoints. Music is a simple form of human expression used to celebrate, inspire, entertain and motivate people. Through performing, composing and listening to music, students build skills and knowledge and understand the world around them better. Music learning helps students to perform, create and share sound as listeners, composers and performers with clear expression always well. These skills help students grow confidence and enjoy music in many everyday settings and communities.

Key skills

- Identify and analyse how the elements of music are used in different styles and apply this knowledge in r 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 they 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 because 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 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 because 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 Dance Extension

Purpose

Dance is the study of movement, the body's abilities, and how it communicates choreographic ideas. Dance Extension is an audition-based course that supports and develops students with talent in performance and choreography. Dance Extension follows the Australian Curriculum and offers technical training in Ballet, Jazz, Contemporary, Musical Theatre and Hip Hop. Students choreograph and learn to analyse and evaluate their own and others' dance work, building 21st century skills through practical learning and creative practice in a supportive environment that strengthens confidence, technique, expression, and collaboration across all dance styles developed further.

***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 because 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.

English

Year 8 English

Purpose

The English curriculum is organised into 3 connected strands: Language, Literature and Literacy. In Year 8, students develop skills in listening, reading, speaking, writing and creating through a wide range of texts, including novels, poetry, films, non-fiction and digital media.

Students analyse and evaluate how texts are shaped by purpose, audience and context. They study literature from First Nations Australian traditions and from Australian and international authors. Texts explore themes such as relationships, ethics and different perspectives.

Year 8 students create imaginative, informative, persuasive and analytical texts using more complex language, vocabulary and text structures.

Key skills

- Read, view, listen to and create a range of complex texts
- Speak and write clearly for different audiences and purposes using Standard Australian English
- Analyse, evaluate and enjoy literature and language
- Use language to express ideas, emotions and communicate with others

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	How are we influenced? Students read and view print and digital ads to explain how ideas are represented and how these texts reflect or challenge modern Australian society.	Examination: Response to stimulus Students answer questions about how language, images and the structure of ads shape meaning and influence audiences.
Unit 2	Time to Getaway Students read and view different travel texts that inform and influence audiences about tourism destinations around the world.	Extended response: Persuasive multimodal presentation Students create a persuasive multimodal presentation about an international tourist destination for young travellers.
Unit 3	A Monster Calls Students explore how ideas are represented in the graphic novel, 'A Monster Calls' by Patrick Ness.	Short response: Analytical paragraphs Students explain the aesthetic qualities of the novel, and how language and visuals create meaning.
Unit 4	Ethical Dilemmas: What's Right and What's Wrong? Students explore different perspectives on real-world ethical dilemmas shown in a range of texts.	Extended response: Vignette Students create an imaginative written vignette based on an ethical dilemma explored in 'The Karate Kid' (2010).

Pathways

Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years. Students will continue to develop their knowledge and skills each year in English, before choosing to study either Essential English or General English in Year 11 and 12.

Health and Physical Education

Year 8 Health and Physical Education (General or Rugby League stream)

Purpose

'In an increasingly complex, sedentary and rapidly changing world, it is important for young Australians to manage life's challenges and to thrive 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 changing and multi-dimensional nature of health and recognises the importance of physical activity for individuals and groups in society. At its core, Health and Physical Education develops movement skills and concepts that enable students to take part in a range of physical activities confidently, competently and creatively.

Key skills

- Students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences.
- Students analyse how stereotypes, respect, empathy and valuing diversity influence relationships.
- Students analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.
- Students apply and transfer movement skills and movement concepts across a range of situations.
- Students implement and evaluate the effectiveness of movement strategies on movement outcomes.
- Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes.

Course Structure & Assessment Overview

* Students can select the General stream or the Rugby League stream

** The Rugby League stream follows the same theory unit outline as the General stream, but with all practical elements being based on Rugby League

	Unit Outline	Assessment Summary
Unit 1	Fitness	Theory & Practical – students will design and perform a training program focussing on one fitness component identified through personal fitness testing data.
Unit 2	Respect in Action & Net and Court Games	Theory – students will investigate how respect, stereotypes and media messages influence relationships and wellbeing in their class. They will propose evidence-based strategies to improve wellbeing and strengthen connection and respectful behaviours in their class. Practical – students implement and evaluate the effectiveness of their movement strategies across volleyball, badminton and tennis.
Unit 3	Rock and Water & Invasion Games	Theory – students will focus on awareness of one's own strengths and capabilities and one's ability to play together, work together and live together with other people in an ever-changing multicultural society. They will complete a weekly reflective journal for assessment. Practical – students apply and transfer movement skills and movement concepts across basketball, netball, futsal, European handball and hockey.
Unit 4	Safe at Sport & Striking and Fielding Games	Theory – students will research common sports injuries, how they occur and their treatment and rehabilitation. Practical – students apply and transfer movement skills and movement concepts across softball/baseball, T-ball and cricket.

Pathways

Students will progress from Year 8 HPE to Year 9 HPE. The deep knowledge and skills developed through the study of this course will prepare students for further development in Year 10 HPE. This path of study can lead to several opportunities in senior, including Physical Education, Certificate III in Fitness or Applied Sport & Recreation (General or Rugby League stream).

Humanities

Year 8 Civics and Citizenship

Purpose

Civics and Citizenship helps students build a lasting sense of belonging and involvement in civic life as active informed citizens in Australia a secular democratic nation with a diverse multicultural multifaith society and a Christian heritage background for all students in schools today across Australia. They also deepen their knowledge understanding and appreciation of values principles institutions and practices in Australia’s democratic government and law and the role of citizens in Australian government and society and civic life today.

The purpose of Civics and Citizenship in Year 8 is the understanding of the Australia system of government. It aims to develop students’ thinking and skills as they explore the principals of justice, democracy and the rile of law. The subject also focuses on the protection of individual rights through the justice system and the role of our country’s constitution.

Key skills

- Describe how Australia’s government and legal system work
- Explain what Australian democracy is like
- Develop questions and find, select, and organise information
- Analyse information and identify different viewpoints and issues in political, legal, or civic topics
- Use civics and citizenship terms and concepts correctly

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Government and Democracy In this unit, students will explain different aspects of democracy such as elections how citizens are informed and participate in them. They will describe the role of political parties acting as elected representatives and how they make up government.	Project
Unit 2	Law and Citizens In this unit, students will explain characteristics and types of laws that exist within Australia, as well as determining how laws are made within Parliament.	Examination
Unit 3	Citizenship, Diversity and Identity In this unit, students will identify ways that Australian’s are able to express both their individual and collective identity, as well as explaining different perspectives on Australia’s national identity.	Project

Pathways

Students will progress from Year 8 Civics and Citizenship to Year 9 Civics and Citizenship. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of Civics and Citizenship in Year 10 as an elective subject. The progression beyond these levels would be the study of Legal Studies as a general subject in Years 11 and 12

Year 8 Economics and Business

Purpose

Economics and Business helps students shape their social and economic futures and contribute to prosperous, sustainable and fair Australian and global economies. The study of economics and business builds knowledge, understanding and skills that prepare students to manage their financial futures and take part in supporting the wellbeing and sustainability of the economy, environment and society.

The purpose of Economics and Business in Year 8 is to equip students with the knowledge and skills necessary to navigate the complexities of market. They will examine the role of consumers, workers and producers in our economy and the relationships between them. They will learn the characteristics of a successful business and the role of entrepreneurs. Additionally, students will develop the skills to set goals, plan budgets and consider ways to obtain an income. This foundation will prepare students for further studies and real-world applications.

Key skills

- Understanding the market
- Identify how entrepreneurial capabilities contribute to business success
- Identify various sources of income and the different ways people can derive income.
- Planning and decision-making
- Apply and use economics and business knowledge, terms, skills and concepts

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Businesses and Budgeting In this unit, students investigate a real-world business case study and build their understanding of economics and business concepts. They explore why businesses exist, identify entrepreneurial qualities, and explain the role of budgeting and taxation through the example of Boost Juice. Throughout the unit, students develop skills in organising information, using business terminology, and evaluating the costs and benefits of financial decisions.	Project
Unit 2	Markets in Australia In this unit, students will learn about different markets in Australia, how they work, and how they connect with businesses and the government. They will explore how businesses respond to changes in the market and develop skills in analysing and interpreting data. Students will also examine cause and effect, and the costs and benefits of business and economic decisions	Examination

Pathways

Students will progress from Year 8 Economics and Business to Year 9 Economics and Business. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of Economics and Business in Year 10 as an elective subject. The progression beyond these levels would be the study of Business as a general subject in Years 11 and 12

Year 8 Geography

Purpose

This purpose of Year 8 Geography to deepen students' understanding of the world by exploring how natural processes shape landscapes and how human activities drive urban change. It encourages critical thinking about environmental, economic, and social issues, with a focus on sustainability, spatial patterns, and the connections between people and the environment.

Key skills

- Explain how natural forces shape landscapes
- Understand how cities grow, where people live, and effects of migration
- Study how to manage city growth and environmental change sustainably
- Develop skills to collect, analyse, and interpret data, including maps
- Understand how people and the environment affect each other and suggest solutions

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Changing Nations In this unit students look at how countries change over time, especially in their human geography. It studies urbanisation, why many people in the United States live on the East Coast, and how internal and international migration affect population patterns. Students explore how population is spread and how it changes over time, as well as the social, economic, and environmental impacts of migration and urban growth. This helps them understand and reflect on their own communities and society.	Investigation
Unit 2	Landforms and Landscapes This unit studies how landscapes and the landforms that make them. It looks at how landforms are formed, how different cultures value and understand them, and the natural hazards and management of these areas. Students explore how landscapes are important to people, including Aboriginal and Torres Strait Islander Peoples, using examples from Australia and around the world.	Examination

Pathways

Students will progress from Year 8 Geography to Year 9 Geography. The knowledge and skills developed in the study of this course will prepare students for the continued study of Geography as an elective in Year 10. The progression beyond these levels would be the study of Geography in Years 11 and 12 as a general subject.

Year 8 History

Purpose

The Humanities focus on human curiosity about how people interact with each other and their environments, both in the present and in the past. It involves studying important and sometimes challenging issues while encouraging critical thinking, empathy and positive ideas about the future.

Year 8 History helps students connect the ancient world to the modern world. By studying societies from about 650 to 1750 AD, students learn skills like critical thinking, analysing sources, and investigating history. They explore how trade, cultural exchange, and changing beliefs helped shape the world we live in today.

Key skills

- Identify the sequence of events and the reasons why an event happened, as well as the consequences that followed
- Recognize aspects of society that remained the same versus those that transformed over time.
- Investigate how and why people in the past held different beliefs, attitudes, and values
- Evaluate why certain events, developments, or individuals are considered historically
- Analyse information from multiple sources (such as texts, maps, and archaeological data)
- Use historical terms, knowledge and concepts

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Empires and Expansions: The Vikings In this unit, students will explore the importance of people, groups, and institutions in Viking society. They will use primary and secondary sources to identify evidence and explain how cultural beliefs were important to the Vikings.	Investigation
Unit 2	Medieval Europe & the Early Modern World In this unit, students will explore Medieval Europe and the time between the ancient and modern worlds. They will study important events and developments, including the Black Plague, the feudal system, and the creation of the Magna Carta.	Investigation

Pathways

Students will progress from Year 8 History to Year 9 History. The knowledge and skills developed as a result of the study of this course will prepare students for the continued study of History in 10. The progression beyond these levels would be the study of Ancient or Modern History in Years 11 and 12.

Languages

Year 8 Indigenous Language – Gubbi Gubbi

Purpose

Languages are designed to support all students in Australia to learn a language in addition to English. The curriculum recognises that students bring different linguistic and cultural backgrounds to their learning, whether English, the target language, or combinations of both. It is organised to include different pathways and entry points that cater for background language learners, first language learners and second language learners.

The study of Gubbi Gubbi is designed to enable all students to learn a language, in addition to English, which is the traditional/target language of the area. It allows students to appreciate, value and respect of First Nations people through an understanding of the importance of language and culture.

Key skills

- Understanding of Aboriginal and Torres Strait Islander cultures, histories, and social structures.
- Knowledge of proper protocols, kinship structures, and respectful engagement with traditional owners and community members
- Develops the ability to view the world through a different cultural lens
- Recording, documenting, and interpreting oral history.

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	First Nations Australian – Prominent & Proud In this unit, students explain how First Nations role models help and support their communities. They use speaking and multimedia skills to communicate clearly and respectfully about the positive impact these role models have.	Investigation
Unit 2	First Nations Australian – Sustainability and Country In this unit, students learn about the similarities and differences in sustainable practices. They use language skills to communicate in different ways for different audiences. Students use Gubbi Gubbi to write letters to a local Elder and a Member of Parliament, changing their tone and language to show respect and follow cultural and formal rules.	Investigation
Unit 3	Cultural Sites In this unit, students explore how language custodians pass down language and cultural knowledge. They create a bilingual tourism campaign and use speaking skills to communicate clearly and respectfully about the importance of cultural sites.	Project
Unit 4	Identity In this unit, students explore their own identity using First Nations perspectives. They create a personal piece, such as a dance, artwork, song, poem, or story, to show their cultural understanding and sense of self.	Project

Pathways

Students will progress from Year 8 Languages (Gubbi Gubbi) to Year 9 Languages (Gubbi Gubbi) as an elective subject.

Mathematics

Year 8 Mathematics

Purpose

Learning mathematics creates opportunities for and improves the lives of all Australians. It is important that students become confident and creative users of mathematics who can communicate clearly. They learn to use mathematics to explore, represent, and understand situations in their personal life, work, and as active members of society.

Year 8 follows the Australian Curriculum V9.0 for Mathematics, which includes six interrelated strands: Number, Algebra, Measurement, Space, Statistics and Probability. These strands describe what students learn in mathematics. Mathematics is also built around four proficiencies (Understanding, Fluency, Reasoning and Problem-solving) and four Mathematical processes (Mathematical Modelling, Computational Thinking, Statistical Investigation and Probability Experiments and Simulations). These processes underpin the curriculum, guide assessment development and provide opportunities for students to learn how to use mathematics in a variety of ways.

Key skills

- work with integers, fractions and decimals, and place them on the number line
- use and extend exponent laws to solve problems with numbers
- solve real-world problems involving ratios, percentages, rates and proportions
- simplify algebraic expressions and solve linear equations using tables, graphs and algebra
- explore Pythagoras' theorem and understand irrational numbers
- solve problems involving circles (area and circumference) and understand congruence and similarity using algorithms
- work with 3D coordinates using digital tools
- investigate probability, including combined events, using tables, diagrams and simulations
- collect and analyse data, comparing results from different samples

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Students will solve problems involving rational numbers, linear equations, time and exponent laws. They will also need to apply algebraic thinking to solve, expand and factorise linear equations and expressions. Students will use 3D coordinates.	Task 1A: Short Response (Monitoring) Task 1B: Examination Task 1C: Examination
Unit 2	Students will solve an authentic financial problem using operations with rational numbers.	Task 2: Guided Inquiry
Unit 3	Students will solve problems involving the perimeter and area of 2D shapes, the volume of prisms and trigonometric problems involving Pythagoras' theorem. They will use formulas, appropriate metric units, and recognise rational and irrational decimals.	Task 3A: Examination Task 3B: Short Response (Monitoring)
Unit 4	Students will solve an authentic problem by exploring, solving and graphing linear relations and inequalities. Students will also conduct a short, two-step chance experiment to determine outcomes.	Task 4A: Assignment (Monitoring) Task 4B: Guided Inquiry Task 4C: Probability Experiment and Simulation (Monitoring)
Unit 5	Students will investigate an authentic problem by considering the implications of data collection and analysing samples of data.	Task 5: Statistical Investigation
Unit 6	Students will use algorithmic thinking to solve problems involving similarity and congruency by applying the properties of 2D shapes.	Task 6: Examination

Pathways

Students will have the opportunity to continue their studies through to Year 8 to 9. In Year 10, high achieving students may have the opportunity to engage in Extension Mathematics – this will allow students to explore the “Optional Content for post-Year 10 mathematics pathways” from the Australian Curriculum (supporting pathways into Mathematical Methods and Specialist Mathematics). Students can progress into General or Applied subjects in Year 11 and 12.

Science

Year 8 Science

Purpose

Students are naturally curious about the world around them and Science helps them explore and question their understanding of important scientific concepts, processes and practices. Critical and creative thinking skills are developed so students can draw evidence-based conclusions and apply them to real world contexts.

Students are introduced to cells as microscopic structures that explain the properties of living systems. They also explore how matter changes at a particle level and distinguish between chemical and physical change. Students begin to classify different forms of energy and describe how energy causes change in systems, including the rock cycle. They use experiments and models to explain relationships within systems and make predictions and conclusions based on evidence while also considering different points of view.

Key skills

- 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

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Energy Rocks: Students will be introduced to types of energy, and their transfers/transformations in simple systems. They will explore the properties of rocks to explain how these properties relate to their formation and influence their use. The science inquiry skills in this unit will be the planning and conducting of safe, reproducible investigations to test relationships and explore models.	Project: Students will construct a Rube Goldberg simple machine to represent different forms of energy transfers and transformations. Investigation: Students will explain how properties of rocks are linked to the way they are formed and how their properties influence their use to create a sales pitch of a rock.
Unit 2	Plate Tectonics: Students will learn about the theory of plate tectonics to apply this to explain patterns of change in the geosphere. Within the context of plate tectonics, students will analyse the key considerations that inform scientific responses to volcanoes, earthquakes and tsunamis and how these responses impact society.	Investigation: Students will take on the role of a scientific advisor preparing a briefing presentation/podcast interview for the public responding to tectonic activity in a high-risk region (e.g., Japan, New Zealand, or Iceland).
Unit 3	Medical Advances: Students will learn about the role of specialised cell structures, organelles and the relationship between these at an organ and body system level. They will then use this understanding in the context of in vitro fertilisation (IVF) to analyse how factors have influenced the development of and led to changes in scientific knowledge in the medical field of fertility.	Exam: Students will apply their knowledge about cell structure, organelles in cellular function. Investigation: Students will develop an IVF brochure for a doctor's office to analyse the relationship between structure and function of the female reproductive system as well as the importance of science communication and different factors influencing the development of IVF.
Unit 4	Experimental Changes: Students will be able to classify and represent types of matter and distinguish between physical and chemical changes. They will use this understanding to perform science inquiry skills such as equipment use, construction of representations to organise and process data, data analysis and sources of error in methods.	Experimental Investigation: Students will classify and represent different types of matter in a magnesium oxide experiment to distinguish between physical and chemical change. They will construct appropriate data representations, analyse data and identify sources of error in methods.

Pathways

Students will progress from Year 8 Science to Year 9 Science. The deep knowledge and skills developed because 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.

Technologies

Year 8 Digital Technology

Purpose

Digital Technologies helps students to create new solutions using design thinking. They build skills to meet current and future needs in flexible and creative ways.

In Year 8, students learn about data, hardware and cybersecurity. They also design a digital solution for a real-world problem and begin using a programming language.

Key skills

- Explain how data is transmitted and secured in networks
- Interpret, model and represent data
- Select hardware
- Identify cybersecurity threats
- Select and use a range of digital tools

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Data, Hardware, Networks & Cybersecurity This unit introduces students to the use of spreadsheets to interpret and model data. They learn how data travels and is stored in networks, identify cybersecurity threats and manage their digital footprint.	Folio of tasks
Unit 2	Designing digital solutions Through this unit students develop a creative digital solution for a robot that addresses an issue within the Moreton Bay region and learn to use the programming language Java to draw their solution	Folio of tasks

Pathways

Students will study Digital Technology for one semester in Year 7 or 8. The subject content are further strengthened and deepened in Years 9 (one semester) and 10 (one year), progressing to the VET subject, Certificate III in Information Technology.

Year 8 Design and Technologies

Purpose

Design and Technologies helps students solve problems by following a design process and using design thinking. They build communication skills by drawing sketches and adding notes to explain their ideas.

In this subject, students explore how products are designed. They develop practical skills by creating a prototype that meets set requirements. Students also learn to use tools and equipment safely and work on their own in a workshop setting.

Key skills

- Explain how the features of materials and machinery impact decisions
- Create design solutions based on an analysis of needs or opportunities
- Create and adapt ideas and justify decisions
- Communicate using technical terms and graphical representations
- Safely produce designed solutions

Course Structure & Assessment Overview

Note: Students are required to wear leather or vinyl enclosed shoes when in the workshop.

	Unit Outline	Assessment Summary
Unit 1	Wooden toys Students learn how to safely manipulate tools and equipment within the workshop to construct a prototype to specifications. They make connections between processes used and workplace health and safety considerations around the use of pine and operation of the pedestal drill and disc sander.	Project <ul style="list-style-type: none">▪ Practical: Toy Truck▪ Annotated production sequence
Unit 2	Pinball Students explore force, motion and energy through the context of a pinball machine. They will create and adapt ideas for their own pinball machine and make a working prototype.	Project <ul style="list-style-type: none">• Cardboard prototype• Design folio

Pathways

Students will study Design and Technologies in either Year 7 or 8 for one semester. From year nine students will be able to specialise with the choice to study year nine Furnishing and/or Engineering for one semester. Students may then go on to choose a one-year course of Furnishing or Engineering in year 10. This pathway continues through our senior subjects: Building and Construction, Engineering Skills and Furnishing Skills

Year 8 Food and Fibre

Purpose

The study of food and fibre helps improve the lives of people and communities. It supports healthy choices and better ways of living.

In Year 8, students learn how features of technologies can be combined to design and create sustainable solutions.

Key skills

- Explain how the features of technologies impact on design decisions
- Create designed solutions based on analysis of needs or opportunities
- Justify decisions against developed design criteria
- Communicate design ideas and solutions using technical terms and graphical representations
- Independently and collaboratively document and manage processes
- Safely produce designed solutions

Course Structure & Assessment Overview

	Unit Outline	Assessment Summary
Unit 1	Fight Food Waste (Food Unit) Students learn about the impacts of food waste and create a recipe card that uses commonly wasted food items. They produce food products that address the challenge of reducing food waste. <i>NB Students must wear nonporous (leather or vinyl) enclosed shoes</i>	Project: Produce Use it up recipes Create a Use it up recipe card
Unit 2	Sustainable Textiles (Fibre Unit) Students learn about sustainable textiles, and create and produce a reusable bag	Project:

Pathways

Students will study Food and Fibre in either Year 7 or 8. Elective subjects of Food Specialisation are offered in Years 9 (one semester) and Year 10 (full year) in preparation for the progression of the VET subject, the Certificate II in Hospitality.

Students have the opportunity to select Year 9 (one semester) or Year 10 (full year) Fashion in preparation for Fashion (Applied) in Years 11 and 12.

