

2026 YEARS 7 AND 8 CURRICULUM GUIDE

Hume Anglican Grammar
Freier Campus



Anglican Grammar
Hume

Aim High, Be Proud

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Introduction

This guide provides a detailed overview of the first two years of the academic life of a student in the Secondary school. In line with our mission and vision statements, our curriculum offers a rich learning experience to suit every type of learner and covers a breadth of interest areas.

Mission

As an Anglican Diocesan School, we offer our local communities affordable, high quality, independent co-education, from Prep to Year 12, in a caring and inclusive Christian environment.

Values

Christian	An inclusive Christian community in the Anglican tradition built upon compassion and service to others.
Excellence	High standards in all we do and asking individuals to strive for their full potential.
Resilience	A positive approach, founded upon realistic expectations and flexible actions that help us deal with the challenges of life.
Respect	Principled and disciplined; we care for ourselves and value others.
Integrity	A community whose members are accountable, responsible and trustworthy.
Safety	Care for the health and wellbeing of all members of our community.

Vision

We seek to inspire in our students a love of learning and, through a rigorous and rounded educational experience, to provide them with the means to achieve a fulfilling life.

Homework and Study

The School aspires for students to grow as learners and understand the way they learn. The partnership between parents and teachers contributes to students developing organised and conscientious study habits in class and at home. This partnership is critical to preparing students for their senior school years.

Year 7 students can expect 30–60 minutes of homework each weeknight, with minimal homework required in Semester 1.

Year 8 students can expect 60–90 minutes of homework each weeknight.

There are many strategic reasons why homework is considered a necessary and valued part of the curriculum.

- To perform at a maximal level, students need to commit time outside of class to prepare for their forthcoming classes, for consolidating ideas and concepts. Homework is an important link from the previous lesson to the next lesson.
- Metacognition – the reflective aspect of learning, whereby a student thinks about what brings about successful learning for themselves – is a necessary component of success at school and in life. Leading an examined life opens us to the possibility for self-improvement and change. A reflective person wants to improve, be renewed and make progress. Homework provides a time for reflection and growth.
- Learning research indicates if we do not revisit a new idea presented in class as soon as practicable afterwards, and certainly within a 24-hour period, it is unlikely to be retained in long-term memory. The idea should be continually reviewed. Homework is an opportunity to re-engage with concepts.
- Higher-order thinking takes more time than can be given in class and will only occur as the student reflects on the material presented. Students are asked to probe deeper in their understanding, to analyse new ideas and grapple with the morality and ethics of concepts as they relate to their world. Homework is mind-stretching.

The following are examples of what you can expect your child to be engaging with during homework time:

- Pre-reading with the handing in of notes or presentation of key idea(s) to check. This develops awakening skills and makes students accountable for the task
- Question preparation. Students prepare a question based on the text read for homework
- Pre-testing ideas or concepts for the next unit or next sub-topic
- Summarising key ideas and concepts taught in the lesson
- Tasks that encourage reflection of the material taught or application of the concepts and skills presented in the lesson
- Challenging questions designed to engage learners in serious thinking on the topic
- Designing students' own assessment task or question
- Specific independent practice at home
- Post-assessment reflection
- Preparing a personal stand, judgement or viewpoint on a particular question
- Journal and/or reflective writing
- Projects or assignments that might require research or thinking that can be done at home

Submission of Work Practices

Hume Anglican Grammar strives to provide an equitable educational experience, to establish academic excellence as a habit of mind and equip our learners with essential lifelong skills. The punctual submission of best-quality work is a feature of academic integrity.

To support our students in the spirit of aiming high and being proud of their work, the 'Submission of Work Practices' policy is explained to students early in the year.

This policy:

- outlines the protocols and expectations required of students when submitting work
- pertains mainly to reportable assessments. However, the policy makes clear the School's expectation of a high standard of personal effort required in all tasks
- outlines the process for applying for an extension to complete assessment tasks and the situations where extensions will be granted
- outlines the consequences for the late or non-submission of assessment tasks without a valid extension, and the consequences for below-standard work

Co-curricular Activities

A range of activities is offered to Years 7 and 8 students such as Music and Drama performance evenings, Debating, as well as House sporting carnivals, inter-school carnivals for selected students, team sport inter-school competitions and other activities. Many of these require leadership, communication and problem-solving skills and students are encouraged to become involved to help them develop as individuals and be part of a learning community. The skills developed become very important in future years when we look for students to take more significant leadership roles in the senior secondary years.

The Years 7 and Year 8 Camps are a major pastoral experience designed to engage students in significant challenges to promote personal growth, confidence and peer bonding. These camps are the pinnacle of our outdoor adventure/challenge programs and compulsory for all students.

Years 7 and 8 Curriculum Overview

The Years 7 and 8 Curriculum is designed to enable our learners to experience a wide range of subject areas. Students in Years 7–10 undertake lessons in the core areas of English, Mathematics, Science and Humanities as prescribed by the Australian Curriculum:

<https://www.australiancurriculum.edu.au/f-10-curriculum/>

Further, Health and Physical Education (HPE), Languages (Italian), and Religious and Values Education (RAVE) are compulsory for all students in Years 7 and 8. Years 7 and 8 students study seven year-long subjects. In addition, they study two alternating Arts and Technology subjects per semester in an array of disciplines. These include Music, Performing Arts (Dance and Drama), Technology, and Visual Arts.

A general course will follow the structure below:

Semester 1	English	Mathematics	Science	Humanities	HPE	LOTE	Technology*	Performing Arts*
Semester 2	English	Mathematics	Science	Humanities	HPE	LOTE	Visual Arts*	Music*

* The semester-long subjects may be timetabled in different semesters to the example above.

All students at Hume Anglican Grammar follow a ten-day timetable that consists of five 60-minute periods per day. A full ten-day span is called a cycle. The following is a summary of the lesson allocations for each subject in Years 7–8:

English	8 periods per cycle
Mathematics	8 periods per cycle
Science	7 periods per cycle <i>*8 periods per cycle in Year 8*</i>
Humanities	8 periods per cycle
Health & Physical Education	4 periods per cycle
Languages - Italian	4 periods per cycle
Arts and Technology two subjects per semester: Music Performing Arts Technology Visual Arts	8 periods per cycle (4 periods x 2 subjects)

*A pastoral care program is delivered in Homeroom, Chapel and Assembly.

A note on examinations

Hume Anglican Grammar seeks to immerse students in a rich and rewarding academic and pastoral experience that enables them to flourish as individuals. This means gently introducing students to the expectations of senior and tertiary study from a young age. Mid-year examinations are held in June for students in Years 7–12 and again in November. In Years 7 and 8, students complete examinations of one-hour's duration in: English, Humanities, Italian, Mathematics and Science. The early introduction to exams enables our learners to become accustomed to the requirements of being assessed under timed conditions, in an environment with which they are familiar and feel at ease.

Year 7 Course Overviews

English

Overview

English is structured around three core strands: language, literacy and literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means the focus of English is on both the analysis and interpretation of texts as well as their creation. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language, developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

Duration

This compulsory subject runs for TWO semesters.

Educational Objectives

Students learn to:

- Participate in dynamic and inquisitive classrooms, through activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments
- Develop critical reading skills, through exploring a diverse range of short and more complex texts across a range of genres, styles and features
- Demonstrate an ability to select evidence from these texts to evaluate and integrate ideas and information to justify their own interpretations. They further select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience
- Understand and appreciate the ways in which texts are produced for specific purposes, audiences and contexts and how the language we use can create powerful imagery for readers, engaging the senses and the imagination
- Create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues

Topics of Study

- Text study – novel
- Text study – film
- Issues analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations
- Reading Circles

Methods of Assessment

Students will complete a range of assessment tasks over the semester, these will include:

- Text Analysis essays
- Language-based tasks
- Media Journals
- Oral presentations
- Creative writing tasks
- Examination

Health and Physical Education

Overview

The curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Duration

This subject runs for TWO semesters.

Educational Objectives

Students learn to:

- Proficiently perform complex movement and manipulative skills, such as those required for athletics and a range of other sports
- Begin to understand and evaluate common individual and group tactics used in minor games and Invasion, Strike/Field and Net/Court games.
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- Assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.
- Explore the function and the food sources of the major nutrients required by the body
- Develop their understanding of a range of drugs and alcohol, and investigate and rehearse strategies to enhance their health and wellbeing

Topics of Study

Semester 1:

- Minor games and Fundamental Movement Skills
- Athletics
- Variety of of Strike/Field and Net/Court games
- Nutrition

Semester 2:

- Variety of of Strike/Field and Net/Court games
- Sun and Water safety

Methods of Assessment

Students will complete a number of assessment tasks over the year; these will include:

- Skill assessments
- Project work
- Written tests
- Data Analysis

Humanities

Overview

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (RAVE, History, Geography, Economics and Business) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under conditions and made meaning of it. The study of RAVE provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the role of Religion (focus on Christianity) in society and values.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective

Topics of Study

- Rave – **Anglican identity, individual identity and society.**
- History - Ancient civilizations in Australia and Rome
- Geography – livability
- Business and Economics – Types of businesses and why they exist

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Topic tests
- Practical exercises
- Oral Presentations
- Short Investigative projects
- Annotated visual displays
- Research reports
- Examination

Italian

Overview

In Year 7, students begin their study of Italian and typically have little prior knowledge or experience of the language and associated cultures. Many will have learnt an additional language in primary school or may have exposure to different home languages which will allow them to bring existing language learning strategies and intercultural awareness to their new experience of learning Italian. Students will work with different modes of communication – speaking, reading, writing, listening and viewing – through different text genres with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use language to create and communicate their own meanings. Students will begin to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to English, their own languages and cultures. The teacher will initiate the use of Italian in classroom routines, structured interaction and learning tasks. The teacher will also introduce a metalanguage to discuss language and culture and consider language learning.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Socialise with peers and adults by exchanging greetings, good wishes, factual information and opinions about self, family and friends
- Identify factual information from a range of spoken, written and multimodal texts and process and represent meaning through classifying and sequencing
- Participate in listening to, reading and viewing imaginative text and making connections with characters, events, actions, settings and key ideas and messages
- Create imaginative texts that present events, characters from their own experiences
- Translate phrases and short texts from Italian to English and vice versa
- Develop awareness of features of the Italian sound system including pronunciation, stress and intonation and how these are represented in written form
- Understand and use key features and patterns of the Italian grammatical system and the features of common spoken and written texts

Topics of Study

- Welcoming, greetings and salutations
- Nationalities, languages and countries
- Birthday wishes
- Here is my family

Methods of Assessment

Students will complete a number of assessment tasks over the semester. These will include:

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- Examination

Mathematics

Overview

Students explore new content in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the mathematics content across these three content strands and are used to develop the content to reinforce working mathematically within the topic areas.

Duration

This subject runs for TWO semesters.

Educational Objectives

By the end of Years 7 students should be able to:

- Compare the cost of items to make financial decisions
- Use fractions, decimals and percentages, and their equivalences for expressing quantities
- Solve problems involving percentages and all four operations with fractions and decimals
- Solve problems involving the comparison, addition and subtraction of integers
- Make the connections between whole numbers and index notation and the relationship between perfect squares and square roots
- Solve simple linear equations and evaluate algebraic expressions after numerical substitution
- Represent numbers using variables
- Connect the laws and properties for numbers to algebra
- Use the Cartesian plane to represent transformations and assign ordered pairs to given points
- Interpret simple linear representations and model authentic information
- Classify and solve simple numerical problems involving angles formed by a transversal crossing two parallel lines
- Use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms
- Classify triangles and quadrilaterals
- Describe different views of three-dimensional objects
- Determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes
- Identify issues involving the collection of continuous data
- Calculate mean, mode, median and range for data sets and explain their relationship in data displays
- Construct stem-and-leaf plots and dot-plots

Topics of Study

- Whole Numbers and Integers
- Fractions, Decimals and Percentages
- Algebra
- Measurement
- Linear equations and graphs
- Geometry and transformations
- Statistics and probability

Methods of Assessment

Students will complete a range of different assessment tasks over the semester. These may include:

- Written skills and analysis tests
- Assignments/problem solving exercises
- Homework tasks and Examination

Music

Overview

In Music, students develop both performance and musicianship skills. They use listening skills to identify patterns in rhythm and pitch. Students learn how musicians communicate through practical tasks in both rhythm study and choral singing. They undertake rhythm study using cups and body percussion to develop their sense of rhythm and timing and use composition skills to present an original work. Students will participate in choral singing, developing their sense of pitch and building their confidence through group singing.

Duration

This subject runs for ONE semester.

Educational Objectives

In Music, students will:

- Undertake Rhythm Study to develop skills in rhythm and composition.
- Undertake Choral Singing to develop skills in pitch and ensemble work.
- Theory & Aural units will further develop skills in both pitch and rhythm.

Topics of Study

- Rhythm Study
- Choral Singing
- Theory & Aural Skills

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These include:

- Performance tasks
- Composition tasks
- Music theory and aural skills tests
- Demonstration

Performing Arts

Overview

The Performing Arts course will focus on the areas of Drama and Dance. In Dance, students explore dance forms and styles through choreography and performance. They use safe dance practices and extend their technical and expressive skills. Students make and perform dances in groups to communicate ideas and intentions. In Drama, students build on their understanding of role, character and relationships. They use expressive skills to sustain character and situation. As they make and respond to Drama, students explore ways meaning is created and consider social, cultural and historical influences. Performing Arts assist students to develop confidence and self-esteem, celebrate human experience, take risks and challenge their own creativity.

Duration

This subject runs for ONE semester.

Educational Objectives

In Dance, students will:

- Use safe dance practice, elements of dance, movement categories and improvisation to explore ways of making literal movements into abstract movements
- Practise and refine technical and performance skills in style-specific techniques
- Rehearse and perform focusing on technical skills appropriate to style and/or choreographic intent
- Analyse how choreographers use elements of dance and production elements to communicate intent
- In Drama, students will:
 - Combine the elements of drama in devised drama to explore and develop issues, ideas and themes
 - Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning
 - Perform devised drama using a range of performance styles, maintaining commitment to role and applying production areas.
 - Analyse how the elements of drama have been combined in devised drama to convey different forms, performance styles and dramatic meaning

Topics of Study

- Explore and Express
- Dance and Drama Practices
- Present and Perform
- Respond and Interpret

Methods of Assessment

- Performance in a short, dramatic performance
- Completion of a performance
- Analysis and reflection

Science

Overview

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe, of life in all of its many forms, of themselves and of the technology that has evolved out of scientific experimentation in order to enhance our ability to explore, measure, test, analyse, evaluate and communicate.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop manipulative skills and processes associated with sound scientific practice through laboratory work
- Use the experimental approach to problem-solving
- Develop the skills and confidence to access, process and communicate information so they may be scientifically informed and aware
- Build an understanding and appreciation of their world, so that they may develop a system of values in which they have great respect for, and a commitment to nurture, their world and living things
- Develop skills in analytical and critical thinking
- Acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis
- Develop the skill of applying their key knowledge and key concepts to explain or predict new phenomena

Topics of Study

- Investigating science
- Laboratory skills
- Forces
- Simple machines
- Mixtures
- Astronomy
- Earth resources
- Habitats and interactions
- Classification

Methods of Assessment

Students will complete a number of assessment tasks over the year. These will include

- Topic tests
- Practical reports
- Book work assessment
- Project work – research and investigative
- Examination

Technology

Overview

Technology combines the two areas of digital and design technology. Through the focus on digital technology students are provided with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions. Students are introduced to computer systems, programming and web design. The design and technologies area will enable students to develop an appreciation and understanding of the importance of design. They will make use of sketches to complete their three-dimensional model and produce a portfolio. Students investigate design briefs and constraints and plan their materials and methods to best generate and produce an outcome using design thinking. They will consider the environmental impacts and sustainability around certain materials being used.

Duration

This subject runs for ONE semester.

Educational Objectives

By the end of this unit, students should be able to:

- Design, produce and evaluate solutions for an engineered device
- Create and represent design ideas using a variety of techniques
- Select a range of materials and equipment to safely and efficiently produce solutions
- Develop their computational thinking
- Create a range of digital solutions using programming (websites)
- Communicate and collaborate online with an understanding of cyber-safety and legal responsibilities

Topics of Study

- Occupational health and safety (including safe handling of tools)
- Investigating different materials used in technology
- Design process and investigation of client design briefs
- Environmental impacts of materials
- The introduction of simple circuits and their electronic components
- Computer Systems – Parts of Computer/Binary/Network Basics
- Microsoft Office – Word and PowerPoint
- Inventions and Inventors
- Animation
- Web Design – HTML Basics

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include

- Topic tests
- Assignments and projects
- Problem solving tasks and technical drawings
- Open-ended student guided tasks

Visual Arts

Overview

In Visual Arts, students make and respond to artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students examine their own culture and develop a deeper understanding of their practices as an artist. They build an awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. They engage in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Students build confidence, curiosity, imagination and a personal aesthetic.

Duration

This subject runs for ONE semester.

Educational Objectives

In Visual Arts students will:

- Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks
- Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks
- Create and display artworks, describing how ideas are expressed to an audience
- Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences

Topics of Study

- Explore and represent ideas
- Visual Arts practices
- Present and perform
- Respond and interpret

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Visual Art journal
- Artworks
- Art assignment
- Short-answer questions

Year 8 Course Overviews

English

Overview

English is structured around three core strands: Language, Literacy and Literature. Together these strands enable students to have greater skills and knowledge of speaking, listening, reading and writing. Texts and language are central and essential concepts. This means that the focus of English is on both the analysis and interpretation of texts as well as their creation. The use of language is purposeful and built around an understanding of linguistic concepts. Students learn to appreciate, enjoy and use language, developing a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. The English course seeks to build upon key skills and knowledge developed in previous year levels.

Duration

This compulsory subject runs for TWO semesters.

Educational Objectives

Students learn to:

- Participate in dynamic and inquisitive classrooms, through activities that challenge them to form ideas and build upon the ideas of others, solving problems, justifying opinions and developing and expanding arguments
- Explore and examine the role and importance of audience and language on the creation of imaginative, informative and persuasive texts, using this understanding in the production of their own sophisticated persuasive, creative and informative texts
- Evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience
- Create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues

Topics of Study

- Text study - novel
- Text study - film
- Issues analysis
- Language development, including vocabulary, grammar and sentence structure
- Writing for a range of purposes and audiences
- Oral presentations

Methods of Assessment

Students complete a variety of assessment tasks over the semester, including:

- Text Analysis essays
- Writing folio
- Media Journals
- Oral presentations
- Creative writing tasks
- Examination

Health and Physical Education

Overview

The curriculum for Year 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Duration

- This subject runs for TWO semesters.

Educational Objectives

Students will learn to:

- Perform complex movement and manipulative skills, such as those required for athletics and a range of other sports
- Understand and evaluate common individual and group tactics used in striking and fielding, invasion and Net/WCourt games
- Maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity
- Assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour
- Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing and in depth look at verbal and non-verbal consent
- Develop their understanding of a range of safety procedures and strategies to enhance their health and wellbeing

Topics of Study

Semester 1:

- Variety of of Strike/Field and Net/Court games
- Physical Activity & Sedentary Guidelines with Skeletal and Muscular System Overview

Semester 2:

- SEPEP Basketball
- Variety of of Strike/Field and Net/Court games
- Respectful Relationships

Methods of Assessment

Students complete a variety of assessment tasks over the year, including:

- Practical skill and tactical understanding assessments
- Project work
- Written tests

Humanities

Overview

Humanities is the study of human societies, environments, people and their cultures in the past and the present. Humanities (History, Geography, Economics and Business and Rave and Civics) provides a framework for developing the key ideas and concepts that enable students to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The study of Civics and Citizenship provides the knowledge and skills conducive to functioning as an active member of society. This includes elements of the study of Australia's legal system, tourism and finances. In Business and Economics, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Chronology, terms and concepts
- Historical questionings and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication
- Explain patterns on the surface of the earth
- Application of concepts such as location, distribution, spatial interaction, scale, movement, spatial change over time and spatial association
- Study of the physical and human environments from a spatial perspective
- Apply Economics and Business knowledge, skills and concepts

Topics of Study

- Geography - Landscapes and Landforms.
- History - Ancient civilizations – (may include the Vikings, the Mongols and the Pacific Islanders)
- Civics and Business - The governance and economic structure of Australia
- RAVE - Citizenship, culture and diversity

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Topic tests
- Practical exercises including field reports
- Oral presentations
- Short investigative projects
- Multimedia presentations
- Annotated visual displays
- Research reports
- Web quests
- Examination

Italian

Overview

In Year 8, students continue their study of Italian bringing their prior knowledge acquired through studies in Year 7. Students continue to work with different modes of communication: speaking, reading, writing and listening through different text genres with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. Students will continue to observe the relationship between language and culture, particularly through comparing what they learn in Italian to English, their own languages and cultures. They will identify cultural references in texts and consider how language reflects practices, perspectives and values. The teacher will continue to use Italian and metalanguage meaningfully in classroom routines, structured interaction and learning tasks.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Socialise with peers and adults by exchanging greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes
- Identify factual information from a range of spoken, written and multimodal texts and process and represent meaning through classifying, and sequencing and summarising
- Participate in listening to, reading and viewing imaginative text and making connections with characters, events, actions, settings and key ideas and messages
- Create imaginative texts that present events, characters and emotions from their own experiences
- Translate phrases and short texts from Italian to English and vice-versa
- Develop awareness of features of the Italian sound system including pronunciation, stress and intonation and how these are represented in written form
- Understand and use key features and patterns of the Italian grammatical system and the features of common spoken and written texts, and multimodal texts

Topics of Study

- Clothing and shopping
- Healthy eating
- Italian education system
- The changing weather

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These will include:

- Written assessments
- Reading assessments
- Listening assessments
- Speaking assessments
- Examination

Mathematics

Overview

Students explore new concepts in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of the mathematics content and reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Duration

This subject runs for TWO semesters.

Educational Objectives

By the end of Year 8 students should be able to:

- Solve problems involving profit and loss
- Use efficient mental and written strategies to carry out the four operations with integers
- Solve everyday problems involving rates, ratios and percentages
- Recognise index laws and apply them to whole numbers
- Describe rational and irrational numbers
- Simplify a variety of algebraic expressions
- Make connections between expanding and factorising algebraic expressions
- Solve linear equations and graph linear relationships on the Cartesian plane
- Convert between units of measurement for area and volume and calculate these for various shapes including the area of circles and the volume of prisms
- Perform calculations to determine perimeter and area of parallelograms, rhombuses and kites and the circumference for circles
- Make sense of time duration in real applications
- Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- Determine complementary events and calculate the sum of probabilities
- Model authentic situations with two-way tables and Venn diagrams
- Choose appropriate language to describe events and experiments
- Explain issues related to the collection of data and the effect of outliers on means and medians in that data

Topics of Study

- Integers and indices
- Fractions, decimals, percentages
- Ratios and rates
- Algebra
- Measurement
- Linear graphs and equations
- Geometry
- Statistics and probability

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include

- Written skills and analysis tests
- Assignments/Problem Solving exercises
- Homework sheets
- Examination

Music

Overview

In Year 8 Music, students develop their skills as performers and musicians. They learn to listen actively, identifying patterns in rhythm and pitch, and begin to understand how musicians work together in ensembles and perform for audiences. Students are introduced to keyboard and guitar, developing core techniques and playing skills. Through music theory and aural training, they deepen their understanding of musical elements. A highlight of the course is participation in a 1980s rock band project, where students apply their learning in a fun, practical setting.

Duration

This subject runs for ONE semester.

Educational Objectives

In Music, students will:

- Experiment with the elements of music using their voice, instruments, and digital tools to create and shape sound
- Rehearse and perform as part of an ensemble, developing teamwork and collaboration
- Build foundational technique and confidence on both keyboard and guitar
- Engage with music technology and explore digital sound production
- Strengthen listening skills and improve their ability to recognise pitch and rhythm

Topics of Study

- Instrumental Study: Guitar
- Instrumental Study: Keyboard
- Music Fundamentals: Theory
- Music Fundamentals: Aural
- Music Creation: Digital Music
- Music Performance: 1980s Rock Band

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These include:

- Ensemble performance
- Music language and aural skills tests
- Instrumental Demonstration

Performing Arts

Overview

The Performing Arts course includes the subject areas of Dance and Drama. In Dance, students explore various dance styles, developing their foundational technique and learning choreography in each style. They further engage in the choreographic process to devise and perform their own original dance works. In Drama, students deepen their understanding of role, character, situation, and relationships. They develop expressive skills by using voice, movement, gesture, and facial expression to create engaging Drama performances. Performing Arts fosters collaboration, critical thinking and problem-solving skills, and creativity, while also building students' self-confidence and encouraging personal expression.

Duration

This subject runs for ONE semester.

Educational Objectives

In Dance, students will:

- Develop their understanding of and apply safe dance practices
- Explore the history and characteristics of various dance styles
- Learn, rehearse, and perform choreography in various dance styles
- Engage in the choreographic process to devise, rehearse, and perform original dance works
- Develop their understanding of group structures and movement categories and apply these in self-choreographed dance works
- Develop and refine physical and performance skills in style-specific techniques

In Drama, students will:

- Develop their understanding of and apply the elements of drama in devised and scripted drama to explore and develop issues, ideas, and themes
- Plan, structure, and rehearse drama, exploring ways to communicate and refine dramatic meaning
- Perform devised and scripted drama using a range of performance styles
- Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles, and dramatic meaning

Topics of Study

- Explore and Express
- Dance and Drama Practices
- Present and Perform
- Respond and Interpret

Methods of Assessment

- Dance performance
- Drama performance
- Complete Dance performance analyses and reflections
- Complete Drama performance analyses and reflections

Science

Overview

The key learning area of science aims to help students develop an understanding of the physical world they live in and its place in the universe. They consider life in its many forms and themselves in relation to the world. They study the technology that has evolved out of scientific experimentation in order to enhance their ability to explore, measure, test, analyse, evaluate and communicate.

Duration

This subject runs for TWO semesters.

Educational Objectives

- Become familiar with and be able to apply the language and fundamental concepts of science
- Develop manipulative skills and processes associated with sound scientific practice through laboratory work
- Use the experimental approach to problem solving
- Develop the skills and confidence to access, process and communicate information in order to be scientifically informed and aware
- Build an understanding and appreciation of their world to develop a system of values underpinned by great respect for, and a commitment to nurture the world and all living things
- Develop skills in analytical and critical thinking
- Acquire the skill of proposing a hypothesis then designing and evaluating an experiment to test their hypothesis
- Develop the skill of applying their key knowledge and key concepts to explain or predict new phenomena

Topics of Study

- Working with scientific data
- Cells
- Living systems
- Growth and reproduction
- Physical and chemical change
- Elements, compounds and mixtures
- Geology – rocks
- Energy

Methods of Assessment

Students will complete a range of assessment tasks over the semester including:

- Topic tests
- Practical reports
- Book work assessment
- Project work – scientific poster and model construction
- Project work – research and investigative
- Examination

Technology

Overview

Technology combines the two areas of digital and design technology. In Year 8, students build on their understanding of the topics within these two areas from Year 7 content. Through the focus on digital technology students are provided with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions. Students are introduced to networks and networking, data and ICT issues. The design and technologies area will enable students to continue to develop skills in designing products to suits a client's needs. They will make use of design process to complete a functional product from their portfolio. Students will analyse the appropriateness of using particular materials for specific purposes relating to design and technologies and be able to follow a plan to produce a functioning product. They will consider as a research project undertaking reusable resources.

Duration

This subject runs for ONE semester.

Educational Objectives

By the end of this unit, students should be able to:

- Design, produce and evaluate solutions for an engineered device
- Create and represent design ideas using a variety of techniques
- Select a range of materials and equipment to safely and efficiently produce solutions
- Develop their computational thinking
- Create a range of digital solutions using programming (websites)
- Communicate and collaborate online with an understanding of cyber-safety and legal responsibilities

Topics of Study

- Occupational health and safety (including safe handling of tools)
- Design process and investigation of client design briefs
- Environmental impacts and sustainable use of technologies
- New and emerging technologies used in the environment
- Computer Systems – Networking Performance
- Data and Information
- Programming – Python and Embedded Systems
- Web Design – Advanced HTML and CSS Design

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Topic tests
- Assignments and Projects
- Research Report
- Problem-solving tasks and technical drawings
- Open-ended student guided tasks

Visual Arts

Overview

In Visual Arts, students make and respond to artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students examine their own culture and develop a deeper understanding of their practices as an artist. They build an awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies. They engage in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Students build confidence, curiosity, imagination and a personal aesthetic.

Duration

This subject runs for ONE semester.

Educational Objectives

In Visual Arts students will:

- Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks
- Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks
- Create and display artworks, describing how ideas are expressed to an audience
- Analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences

Topics of Study

- Explore and represent ideas
- Visual Arts practices
- Present and perform
- Respond and interpret

Methods of Assessment

Students will complete a range of assessment tasks over the semester. These may include:

- Visual Art journal
- Artworks
- Art assignment
- Short-answer questions

Contacts

Please contact the following staff should you have any queries.

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