PEREGIAN BEACH COLLEGE

PRE-KINDY - YEAR 12

2026 YEAR 7 & 8 HANDBOOK

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Peregian Beach

Table of Contents

Overview

Vision

To enable each of our students to realise their full academic, social, cultural, sporting and community potential, and to assist them in becoming valued members of their communities.

Subject Load

Blue number indicates number or allocated periods per week:

Subject		Lessons Per Week	
		Year 7	Year 8
English		5	5
Mathematics		5	5
Science		3	3
Health & PE		3	3
HASS		3	3
The Arts	Music	-	2
	Visual Art	2	-
Technology	Design (Food)	-	2
	Digital (ICT)	2	-
Japanese		2	2
Grow Your Mind / Assembly		1	1
Mind		2	2
Movement		2	2
Total periods/week		30	30

Wellbeing

Grow Your Mind

At our school, we believe that education is about academic achievement AND about developing well-rounded individuals who can navigate the complexities of life. We know that when children have the skills of resilience, emotional regulation and perspective, they will do better socially, academically and physically. With the evidence-based, curriculum aligned, innovative Grow Your Mind program, we aim to provide our students with the tools and resources they need to thrive in all areas of their lives. Our school values prevention and building the skills of positive mental health habits in our students. By the time our students leave our school we want them to have a tool belt of strategies they can use and practice to help them on the path of enduring good mental health. We all have mental health and we can all learn ways to look after it. Starting early and regular practice are key.

Homeroom Class

Each morning, students gather in Homeroom for roll call and announcements. This time also allows them to connect with each other and their Homeroom teacher. The Homeroom teacher oversees the general welfare of the students in their group and serves as the primary point of contact for any issues related to academics, behaviour, social matters, family concerns, uniform standards, and more. Importantly, this time is also used to start every learning day with positive mental health habits to help build mental fitness, using the Grab 5 component of our Grow Your Mind wellbeing framework. Current research shows that that this type of regular and integrated approach is more likely to result in positive psychological gains.

Year 7

English

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

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Term	Course Outline
Term 1	Novel study Students read, interpret, and analyse a young adult novel, focusing on how narrative elements convey themes throughout the text. They will also learn the conventions of writing an analytical essay, enabling them to effectively articulate their insights and analyses of the novel.
Term 2	Persuasive speaking Students explore different forms of persuasive communication by examining various persuasive techniques and language devices. They will analyse both historical and contemporary persuasive speeches to understand the effectiveness of these methods. Students create and present a multimodal presentation on a topic of their choice, demonstrating their understanding of persuasive strategies.
Term 3	Narrative The Narrative unit extends students understanding of effective narrative writing by analysing and writing each of the five parts of a narrative text: orientation, complication, rising action, climax and resolution, and supporting the students in writing their own narrative. Students will learn how to construct sentences and paragraphs to achieve the effects needed to interest the reader.
Term 4	Poetry Students engage with various forms and styles of poetry, fostering their creativity, critical thinking, and communication skills. They will learn to appreciate the power of language and its ability to evoke emotions, convey ideas, and comment on social issues.

Mathematics

The proficiency strands Understanding, Fluency, Problem-Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions;
- Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms;
- Problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments;
- Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

	Concepts
Term 1	Whole numbers Geometry Number properties and patterns
Term 2	Fractions and percentages Algebra Decimals Semester 1 review
Term 3	Negative numbers Statistics and probability Polygons, solids and transformations
Term 4	Equations Measurement Semester 2 review

Science

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion.

They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered.

They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes. Throughout each unit, students are assessed using formative quizzes, summative unit tests and scientific investigations.

Term	Topic
1	Chemical Sciences • Intro to science • Mixtures
2	Physical Sciences • Forces
3	Biological Sciences • Classification and Biodiversity • Food chains and Food webs
4	Earth and Space Sciences • Our place in space

Health and Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

- Personal, social and community health and
- Movement and physical activity

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. The curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students develop specialised movement skills and understanding in a range of physical activity settings and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation and lifelong physical activities play in shaping cultures and identities.

In a typical school week, students will have lessons in from each of the two content strands, i.e. there will be subject matter relating to Personal, social and community health and subject matter from the Movement and physical activity strand.

Learning experiences in Health and Physical Education cover a range of focus areas. These are:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- fundamental movement skills
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- physical performance observation
- game play communication and strategy discussions
- coaching and peer evaluation
- written tasks – research and problem solving
- multi modal presentations
- spoken tasks

Humanities and Social Sciences

There are 4 strands to the study of Humanities and Social Sciences in Year 7. These are:

- History
- Civics and Citizenship
- Geography
- Economy and Business

In Semester 1 History and Civics and Citizenship will be studied, in Semester 2 Geography and Economy and Business will be studied.

Semester 1

History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.

An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.

In Year 7, students are expected to study the sub-strand *Deep time history of Australia* and at least one of the topics from *The ancient world* sub-strand. *The ancient world* sub-strand topics are:

- Greece
- Rome
- Egypt
- India
- China.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How do we know about the ancient past?
- Why, where and when did the earliest societies develop?
- What emerged as the distinctive features of societies of early First Nations Peoples of Australia?
- What emerged as the defining features and achievements of ancient societies?
- What have been the significant legacies of ancient societies?

Civics & Citizenship

In Year 7, students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How is Australia's system of democratic government shaped by the Constitution?
- What principles of justice help to protect the individual's rights to justice in Australia's system of law?
- How do features of Australian democracy and the legal system uphold and enact democratic values?
- How is Australia a diverse society and what factors contribute to a cohesive society?

Semester 2

Geography

The Year 7 curriculum involves the study of 2 sub-strands.

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

This topic draws on studies from Australia and countries in Asia.

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

This topic draws on studies from Australia and countries in Europe.

Economy & Business

The focus in Year 7 is the topic "**individuals, businesses and entrepreneurs**" within a personal, community and national context.

In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics

contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy?
- What are the different types of businesses that provide goods and/or services?
- What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business?
- Why do individuals contribute to their community and how do they derive an income?
- Why do consumers and businesses have both rights and responsibilities?

Visual Art

In Year 7, students analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice. They describe respectful approaches to creating and/or responding to artworks.

Students generate, document and develop ideas for artworks. They reflect on their visual arts practice. They select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning. They curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.

Students learn through:	
Exploring and responding Developing practices and skills Creating and making Presenting and performing	Experimental folios of artwork. The production of artworks (drawing, painting, design, sculpture, printmaking etc). Describing, analysing, interpreting and evaluating artworks (worksheets, written assignments and tests, PowerPoint presentations).

Digital Technology

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

In Year 7, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems.

When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

Term	Content
1	Data, Information and App Design
2	Networks Basic Web Design

Japanese

These years represent a transition to secondary school. Students in this sequence are continuing to study Japanese, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their immediate world and that of Japanese speakers. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

Japanese is used for classroom interactions and transactions, for creating and maintaining a class dynamic, and for explaining and practising language forms. Learners work both collaboratively and independently in Japanese, exploring a variety of texts, including songs/raps and role-plays, concerning their social, cultural, and communicative interests. They share language knowledge and resources to plan, problem-solve, monitor, and reflect. They use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language.

The primary context for learning and using Japanese remains the language classroom; however, there may be increasing opportunities for interaction with peers in a range of Japanese-speaking communities using technologies, partner-school arrangements, and community connections.

Course Outline:

Term 1:

Me, Myself, and I: Learning basic greetings, self-introductions, and the Hiragana alphabet. Comparing Australian and Japanese day-to-day life.

Term 2:

My Family! Learning how to discuss their family members, Hiragana revision and discussing family life and comic pop culture in Japan.

Term 3:

Let's Rock! Learning about various music styles and pop icons in Japan and comparing them with Australian music culture. Students expand on their conversation and self-introduction skills in role-plays.

Term 4:

Let's Eat! Learning all about famous Japanese cuisine. Students learn to read a traditional Japanese menu and order. They will also learn to cook some basic Japanese meals.

Year 8

English

The Year 8 English program's objective is for students to create structured and coherent texts for a range of purposes and audiences. Students will make presentations and contribute actively to class and group discussions, using language features to engage an audience. When creating and editing texts they will demonstrate understanding of grammar, use a variety of specialised vocabulary, accurate spelling and punctuation. Students will understand how text structures can influence the complexity of a text and are dependent on audience, purpose and contexts.

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Mathematics

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

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

	Concepts
Term 1	• Integers • Lines, shapes and solids • Fractions, decimals and percentages
Term 2	• Measurement and introduction to Pythagoras' Theorem • Algebra • Semester 1 review
Term 3	• Ratios and rates • Equations and inequalities • Probabilities and statistics
Term 4	• Straight line graphs • Transformation and congruence • Semester 2 review

Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view. Throughout each unit, students are assessed using formative quizzes, summative unit tests and scientific investigations.

Term	Topic
1	Chemical Sciences • Physical and chemical change • Elements and compounds
2	Physical Sciences • Energy
3	Biological Sciences • Cells • Body systems • Nervous system
4	Earth and Space Sciences • Active earth

Health and Physical Education

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Physical Education is organised into two content strands:

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- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Fundamental movement skills
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Students will be given formative and summative assessment tasks throughout each unit of work, in order to demonstrate their ability and understanding. The methods of assessment include:

- Physical performance observation
- Game play communication and strategy discussions
- Coaching and peer evaluation
- Written tasks – research and problem solving
- Multi modal presentations
- Spoken tasks

Humanities and Social Sciences

There are 4 strands to the study of Humanities and Social Sciences in Year 8. These are:

- History
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- Geography
- Economy and Business

In Semester 1 History and Civics and Citizenship will be studied, in Semester 2 Geography and Economy and Business will be studied.

Semester 1

History

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

In Year 8, students are expected to study at least one topic from the sub-strand *Medieval Europe and the early modern world* and at least one topic from either of the other 2 sub-strands, *Empires and expansions* and *Asia-Pacific world*.

The *Medieval Europe and the early modern world* sub-strand topics are:

- Medieval Europe (c.590–c.1500)
- The Renaissance (c.1400–c.1600)
- The emergence of the modern world (c.1500–1650)

The *Empires and expansions* sub-strand topics are:

- Mongol Empire (c.1206–c.1368)
- Ottoman Empire (c.1299–c.1683)
- Vikings (c.790–c.1066)
- The Spanish conquest of the Americas (c.1492–c.1572)

The *Asia-Pacific world* sub-strand topics are:

- Angkor/Khmer Empire (c.802–c.1431)
- Japan under the Shoguns (c.794–1867)
- Polynesian expansion across the Pacific (c.700–1756)

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged, and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What were the perspectives of people from the time?
- Which significant people, groups and ideas from this period have influenced and shaped the world today?
- How and why have historians interpreted this period differently?

Civics & Citizenship

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- What is the role and impact of elections and political parties in Australian democracy?
- How can citizens shape and influence Australia's political system?
- How are laws made and applied in Australia?
- What different perspectives are there about national identity?

Semester 2

Geography

The Year 8 curriculum involves the study of 2 sub-strands.

Landforms and landscapes – focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.
It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Changing nations – focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.
It is suggested that the study of this topic draws on studies from Australia, the United States of America and a country in Asia.
Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments, and how can these changes be managed?

Economy & Business

The focus of learning in Year 8 is the topic "**Australian markets**" within a national context. Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, support for the common good, and the importance of goal-setting, budgeting and planning.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

- How do markets influence decision-making about the allocation of resources to the production of goods and services?
- How do businesses develop or adapt to opportunities in the market and changes in the workplace?
- What is the role of Australia's taxation system and how does it support individuals and business?
- Why are financial planning and budgeting important processes for individuals and businesses?

Music

Music in Year 8 involves three different components of study and assessment. Over the course of the year the students' knowledge, understanding and skills are examined through responding, composing and performance assessment pieces.

Responding is assessed through identifying and analysing how the elements of music are used in different styles and genres of music throughout time. Students learn how to effectively listen, deconstruct and discuss music using the music elements and musical language. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within the discipline of music. Students learn and explore how to apply this knowledge in their performances and compositions through singing, playing instruments, listening, moving, improvising and composing.

Composing is an extremely useful tool in educating students in musical theory. Throughout Year 8 students will create their own music compositions in hard copy using manuscript and with music creation computer programs such as Finale, Sibelius or Garage Band. These will be assessed on technical ability, creativity and ability to mirror a given musical context.

All students in Year 8 have the opportunity to develop their performance skills in one or more of the College's class sets of instruments. These include recorder, ukulele, guitar and keyboard. Students may also learn the skills needed to perform vocally in a studio/stage setting. Students extend their understanding of music practice through active engagement, both individually and collaboratively, with musical elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. Performance is assessed through technical ability, creativity, effort and showmanship and musical context.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present musical works, and to communicate their own music practice and that of others.

Term 1	**World Music** – Students will learn about traditional music, it's features and instruments, through several world cultures and how this has been combined with western music create new musical styles.	Podcast
Term 2	**Popular Music** – Students will learn about the genre of Pop music and its styles and development since 2010.	Riff Composition and Performance
Term 3	**Music From the Movies** – An in depth look into the many different styles and genres of music composed for movies.	Film Music Composition
Term 4	**Old 'v' New** – Students study the use of past music in new songs and songs. They will discover how music elements and concepts have been reused and revised in our modern-day music culture and how some artists innovatively recreate old music pieces and samples in their new repertoire.	Song Analysis and Composition

Food Technology

The central focus of Food Technology is the wellbeing of people within their personal, family, community and work roles. Food Technology encourages personal independence and effective living within the wider community and promotes preferred futures for self and others. Food Technology is an interdisciplinary study; drawing on the fields of nutrition, technology, the built environment, human development, relationships and behaviour. Food Technology education is about becoming independent, connecting with others and taking action towards preferred futures that support individual and family wellbeing. Through Food Technology education, students become empowered, active and informed members of society. Food Technology education has the potential to play a major role in supporting young people to participate effectively in changing social, cultural and economic times.

This program will enable students to explore a range of issues and experiences around food and design. These include:

Safety and Systems

- Equipment and safe practice
- First Aid responses
- Understanding the recipe; deconstructing and repurposing
- Measurement

Nutrition & Health

- Understanding the Food Pyramid
- Making informed choices
- Exploring the consequences of lifestyle choices

Food Celebration & the Globe

- Understanding food and its origins
- Exploring food staples and global culture
- Celebrations, food and our relationship with it.
- Combining food cultures

Food: Marketing & Business

- Messages we receive
- Labelling revisited, food for sale
- Considering sustainable packaging
- Researching and surveying customer needs and produces responsibilities.

Australian Food History and Modern Influences

- Bush Tucker
- Chinese Influence
- Multicultural Evolution

Japanese

In Year 8, students initiate and maintain interactions in the Japanese language in familiar and unfamiliar contexts related to a range of interests and experiences. They use Japanese to collaborate problem-solve and adjust language in response to others. They interpret information, ideas, and opinions in texts. They demonstrate an understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures, expressions, and levels of formality to create texts. They select and use combinations of kana and familiar kanji appropriate to the context.

Students apply the conventions of spoken Japanese and phrasing patterns to develop fluency. They demonstrate an understanding that spoken, written and multimodal texts use different conventions, structures, and features to convey meaning. They comment on structures and features of Japanese text, using metalanguage. They reflect on how the Japanese language, culture and identity are interconnected, and compare this with their language(s), culture(s) and identity.

Course Outline:

Term 1:

My Friends and I: Learning how to make small talk with friends, how to describe their friends and what do friends their age do for fun in Japan. Students are also expanding their knowledge and practising reading and writing in the script.

Term 2:

My 7-Day Whirlwind Tour Around Japan: Learning about famous cities, landmarks, and cuisines unique to Japan. The students also learn how to get around Japan. They research various cities and design their 7-day itinerary using script. Students also learn about travel etiquette when visiting Japan. This is also in preparation for the Year 9 Japan Tour.

Term 3:

My Neighbourhood: Students learn to describe their community. Students discuss and compare housing in Japan and Australia.

Term 4:

My School Week: Learning to discuss school subjects they like. The students discuss what school looks like in Japan and what subjects they study.