

YEAR 7

SUBJECT SELECTION HANDBOOK



2026

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Dear Parents, Caregivers and Students of Year 6,

Marsden State High School is committed to assisting you and your child in making informed decisions about subject selection and career pathways. The information provided in this Subject Information Booklet, our School Website and Facebook page aim to provide you with information that will assist you and your child select their subjects for high school.

We understand that a student's journey to secondary school offers some exciting opportunities for their learning pathways with specialist teachers of subjects and facilities that enable students to explore their learning options.

In year 7, students begin their learning journey and exploration of elective subject choices offered at Marsden SHS. In order to ensure that students meet the requirements of the National Curriculum, it is important that students select subjects across all 8 learning areas by the time they complete Year 8. In order to meet these requirements students study the following learning areas.

Compulsory Subjects (Core)	Elective Subjects (Semester choices) In year 7 and 8 students must study at 1 Semester from each learning area of Technologies, Languages and The Arts.
ENGLISH MATHEMATICS SCIENCE HUMANITIES AND SOCIAL SCIENCES HEALTH AND PHYSICAL EDUCATION (1Semester)	THE ARTS - DANCE - DRAMA - FILM, TELEVISION AND MEDIA STUDIES - MUSIC - VISUAL ARTS DESIGN TECHNOLOGY - DESIGN - GRAPHICS - INDUSTRIAL TECHNOLOGY - TEXTILES AND FOOD STUDIES DIGITAL TECHNOLOGY - ESPORTS INDUSTRIES - ROBOTICS AND DRONES LANGUAGES - CHINESE - SPANISH

EXCELLENCE PROGRAMS



Marsden State High School students also have the opportunity to be involved in many Excellence programs in the areas of :

Academic Excellence

Sports Excellence

Basketball

Football

Netball

Rugby League - Boy and Girls

Volleyball

Arts Excellence

Dance

Drama

Music

All Excellence Programs at Marsden SHS are 12 month programs and require students to apply and trial for acceptance into the Programs.

Guide to selecting subjects:

Subject choice for year 7 students is based around completion of all 8 learning area. However, there is still student choice within these learning areas.

Electives must be chosen in the area of Technologies, The Arts, Health and Physical Education and Languages.

Choose subjects you think you will enjoy; you can do well in and find challenging; subjects that will increase your options for the future, and allow you to explore and understand all the options available for further schooling. This will help you find your interests and passions in learning at school.

Technology Requirements:

It is expected that all students at Marsden SHS have their own technological devices. This allows students a seamless transition for learning from school to home and in between. It is also vital that all students check their email communications daily for important messages from the school and their teachers, subject selection information and timetable updates. BYOD information is provided on page 5.

Year 7—9 2027 BYOD iPad Program

New students entering Year 7 –9 at Marsden State High School in 2026 are required to participate in our schools BYOD iPad Program. All students must bring a compatible Apple iPad paired with a keyboard case, active stylus and a screen protector as their primary learning device.

iPad Program - Device requirements

A mandatory requirement for BYOD is the device must support dual band 5ghz wireless networking in order to successfully connect to the school wireless network. Other terminology used to identify dual band wireless capable devices includes: 802.11ac, and WiFi 6 (or better). The device must be Wifi enabled only

Devices should have a battery capacity to last 8 hours or more (a full school day).

Supported Devices

- To participate in the MSHS iPad Program the minimum requirement is that the device specifications are:
Apple iPad running iOS/iPadOS version 15.0 or later
- iOS with active stylus capability
- 10.2 inch screen
- Wifi only

For more Information, please visit: <https://marsdenshs.eq.edu.au/facilities/computers-and-technology>

... of the School	... of the Parent/s	... of the Student
• provide suitable school Wi-Fi connection and filtering system • provide a blended educational environment • model safe device and internet practices • printer services	• purchase and maintenance of device • purchase, install and update applications • appropriate insurance and warranty • Sign the appropriate documents	• bring device fully charged each day • show respect for other devices, work and privacy • access technology as a Responsible User • Sign the appropriate documents

ENGLISH



Subject Structure

Term 1	Term 2	Term 3	Term 4
<u>Picture This</u> In this unit, students will explore the craft of narrative writing, with a focus on fantasy short stories. Students will learn to use language features including complex sentence structures, figurative language and expression to create engaging and original fantasy narratives. .	<u>Superheroes in Society</u> In this unit, students will explore why society need superheroes. They will design their own superhero and present a persuasive multimodal presentation.	<u>First Nations Peoples’ Experiences</u> In this unit, you will read a variety visual stories and explore how authors use language and visual images to convey meaning.	<u>Poetry and Songs—Social Commentary</u> In this unit, you will study a variety of songs and poems dealing with different social issues. You will use language features, text structures and visual elements to determine the social issue being addressed.
Assessment			
Term 1: Narrative Writing		Term 3: Written Short Response Exam	
Term 2: Spoken Persuasive Presentation		Term 4: Spoken Analytical Response	
Costs: Nil			

Achievement Standards:

By the end of Year 7, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend texts created to inform, influence and/or engage audiences. They identify how ideas are portrayed and how texts are influenced by contexts. They identify the aesthetic qualities of texts. They identify how text structures, language features including literary devices and visual features shape meaning.

They create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence. They adopt text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features.

MATHEMATICS



Subject Structure

Term 1	Term 2	Term 3	Term 4
-Number representation and Prime Factorising -Square numbers and square roots. -Operations with integers -Operations with fractions and decimals.	-Rational numbers, fractions, percentages and ratios -Algebraic Expressions -Algebraic Equations -Simple Linear representations	-Properties of angles and triangles -Area and volume -Properties of circles -Polygons -Three Dimensional Objects Transformations	-Statistics -Probability
Assessment			
Students complete a midterm assessment and an end of term assessment each term. These assessments are either an exam or assignment.			

Costs: Nil

Achievement Standards:

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and [index notation](#) and the relationship between perfect squares and [square](#) roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of [three-dimensional](#) objects. They represent transformations in the [Cartesian plane](#). They solve simple numerical problems involving angles formed by a [transversal](#) crossing two lines. Students identify issues involving the collection of continuous [data](#). They describe the relationship between the [median](#) and [mean](#) in [data](#) displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a [fraction](#) or [percentage](#) of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the [Cartesian plane](#). Students use formulas for the [area](#) and [perimeter](#) of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a [transversal](#) crossing [parallel line](#). Students determine the [sample space](#) for simple experiments with [equally likely outcomes](#) and assign probabilities to those outcomes. They calculate [mean](#), [mode](#), [median](#) and [range](#) for [data](#) sets. They construct stem-and-leaf plots and dot-plots.

SCIENCE



Science

Learning Area: Science

Subject Structure

Term 1	Term 2	Term 3	Term 4
Chemistry —States of matter and Separating mixtures	Biological Science —Classification and Interactions between Organisms.	Physical Science —Forces	Earth and Space Science —The Sun, Earth and Moon
Assessment			
Styles include exam, research task and experimental investigation. Term 1 Chemistry– Exam and Experimental investigation. Term 2 Biology– Classification Exam and Ecology Exam Term 3 Physics– Experimental Investigation Term 4 Earth and Space– Research task			

Costs: Nil

Achievement Standards:

By the end of Year 7 students explain how biological diversity is ordered and organised. They represent flows of matter and energy in eco-systems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural considerations required for field locations or use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings.

HUMANITIES AND SOCIAL SCIENCE



Subject Structure

Term 1	Term 2
• Active Citizenship • Government and Democracy • Roles & Responsibilities of Australian Citizens • Law in Australia • Democracy in Ancient Greece	• Deep Time History of Australia • Historical and cultural significance of Australia's Indigenous People • Importance of Indigenous Australian heritage sites • Analyse and evaluate historical sources
Assessment	
Collection of Work – Being a Marsden SHS Citizen	Exam & Historical Inquiry
Achievement Standards: Civics and Citizenship: By the end of Year 7, students describe the key features of Australia's system of government, and the principles and features of the Australian legal system. They explain the characteristics of Australian democracy. Students describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society. Students develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information and identify perspectives and challenges related to political, legal or civic issues. They identify and describe the methods or strategies related to civic participation or action. Students use civics and citizenship concepts, terms and sources to create descriptions, explanations and arguments. History: By the end of Year 7, students describe the historical significance of the ancient past and the histories of early First Nations Peoples of Australia. They identify the causes and effects of events, developments and achievements connected to groups and individuals in Australia and other societies from the ancient past. Students describe the social, religious, cultural, economic, environmental and/or political aspects related to changes and continuities in these societies. They identify the roles and achievements of significant individuals and groups, and the influences on the development of ancient societies. Students explain the importance of heritage sites connected to Australia and other societies from the ancient past. Students develop questions about the past. They locate and identify primary and secondary sources as evidence in historical inquiry. They describe the origin, content, context and purpose of primary and secondary sources. Students identify the accuracy and usefulness of sources as evidence. They sequence events and developments to describe causes and effects, and continuities and changes across societies and periods of time. They describe the perspectives, attitudes and values of the past in sources. They identify and describe historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and evidence from sources to create descriptions, explanations and historical arguments.	

Subject Structure

Term 3	Term 4
Water in the World & Place and Liveability - Managing and Sustaining Water - Water Scarcity - Factors influencing liveability - Perceptions of liveability - Liveability of Australia, Europe and Asia - Enhancing Liveability	Entrepreneurial Thinking - Interactions of consumers and producers in markets - Characteristics of entrepreneurs and successful businesses - Making consumer purchasing decisions
Assessment	
Exam and Assignment	Project—Exam and Collection of work

Achievement Standards

Geography: By the end of Year 7, students describe how the characteristics of places are perceived and valued differently by people. They describe the importance of environments to people. They describe the features of a distribution. They explain the interconnections between people and places and environments, and describe how these interconnections change places or environments. Students describe a response or strategy to address a geographical phenomenon or challenge.

Students develop questions about a geographical phenomenon or challenge. They collect, organise and represent relevant data and information, using primary research methods and secondary research materials. They identify similarities and differences, and describe patterns in data and information. They draw conclusions about the impact of the geographical phenomenon or challenge on people, places and environments. They develop a strategy for action. Students use geographical knowledge, concepts, terms and relevant findings from sources to create descriptions, explanations and responses.

Economics and Business: By the end of Year 7, students describe how decisions are made to allocate limited resources to individuals and communities in an economy. They describe the reasons businesses exist and types of businesses, and identify how entrepreneurial characteristics contribute to the success of a business. They describe the reasons individuals choose to work, how they may derive an income and the types of work that exist. Students identify the rights and responsibilities of individuals and businesses in terms of products and services.

Students develop questions to investigate an economic and business issue. They locate, select and organise data and information from sources. They interpret information and data to identify economic and business issues, trends or effects. They develop a response and identify potential costs and benefits. Students use economic and business knowledge, concepts, terms and sources to create descriptions and explanations.

HEALTH AND PHYSICAL EDUCATION



Health and Physical Education

Learning Area: Health and Physical Education

Subject Structure

Term 1	Term 2
Best and Fairest • Respectful relationships • Stereotypes • Power imbalance • Fair play • Movement strategies	Positive Peers • Communication • Assertiveness • Drugs and alcohol • Physical health • Movement skills
Assessment	
1. Folio	

Costs: Nil

Achievement Standards:

By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They 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. They 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. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

ARTS



Subject Structure

Term 1	Term 2
Dancing Through the Elements • Hip-hop or popular dance genre • Basic Introduction to ACARA terminology • Understanding of warm up • Role of the performer and the audience • Introduction to the functions of dance	Dancing Through the Elements • Investigation into fitness-based dance • Development of original fitness and choreography • Manipulation of levels, direction, shapes, tempo and formations
Assessment	
Making—Performance Responding Making—Choreography	

Costs: 2026 program fees to be advised

Achievement Standards:

By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance.

Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style specific techniques when performing dances for audiences.

Subject Structure

Term 1	Term 2
Puppetry • Introduction to the Elements of Drama and their application in performance • Explore puppetry theatre conventions • understand and experiment with character and story • introduce voice and movement techniques • learn how character can be created • Develop performance skills and stagecraft • Create short dramatic works. • Respond to dramatic works.	
Assessment	
Making—Puppetry Performance Responding – Short Response Making— Small group devised performance	

Costs: 2026 program fees to be advised

Achievement Standards:

By the end of Year 8, students analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience. They evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to drama.

Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Subject Structure

Term 1	Term 2
News Report • Focuses on key media concepts of representations, languages and audiences • Create and analyse own media text (news story) • Develop ability to communicate visually and verbally • Make links to representations, stereotypes, subcultural groups, audiences, television, news and scriptwriting	Short Film • Tell stories using recognised media formats • Create and analyse own media text (prosocial moral story) • Develop ability to communicate visually and verbally • Make links to representations, stereotypes, subcultural groups, audiences, television, news and scriptwriting
Assessment	
Mako News 1 Minute Short Film Artist Statement	

Costs: Nil

Achievement Standards:

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They 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 elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media [conventions](#) and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and [technologies](#) to achieve their intentions.

Subject Structure

Term 1	Term 2
World Music - Investigate the purpose of music in cultures around the world, including Indigenous Australia, and look at traditional music pieces and instrumentation. - Respond to and analyse musical excerpts - Create music and present performances to the class - Compose music using ostinato	Rock Music - Study the origins and development of Rock music from 1950s to today - Perform music in Rock styles - Research and develop informative presentation on a decade of Rock music.
Assessment	
Making— Ukulele Performance Responding – Multi-modal presentation Making— Notated composition	

Costs: 2026 program fees to be advised

Achievement Standards:

By the end of Year 8, students analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience. They evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe respectful approaches to composing, performing and/or responding to music. Students demonstrate listening and aural skills when composing and performing. They manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning. They notate, document and/or record the music they compose. They manipulate elements of music when performing their own and/or others' music. They demonstrate performance skills when performing music for audiences.

Subject Structure

Term 1	Term 2
Are You What You Eat? • Exploration of techniques and responses • Demonstrate visual conventions, techniques and processes • Identify and analyse how other artists use visual conventions, techniques and processes to communicate through artwork	Are You What You Eat? • Exploration of techniques and responses • Demonstrate visual conventions, techniques and processes • Identify and analyse how other artists use visual conventions, techniques and processes to communicate through artwork • Influence of artworks—different cultures, times and places
Assessment	
Smart Choice Food Paper Collage Responding Artist Red Foods Pop Art Culture	

Costs: Nil**Achievement Standards:**

By the end of Year 8, students identify and analyse how other [artists](#) use [visual conventions](#) and [viewpoints](#) to communicate ideas and apply this knowledge in their art making. They explain how an [artwork](#) is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of [visual conventions](#), techniques and processes to communicate meaning in their artworks.

DESIGN TECHNOLOGY



Subject Structure

Term 1	Term 2
Introduction to Design Technology practices and processes • Safety/Tool induction • Theory - (Health & Safety, Hand & Power Tools, Plans & Specifications, Sustainability, Material Properties & Uses) • Skill builders • 2 online quizzes • 1 Project • 1 Exam	Design Technology practices and processes • Theory - (Design Process) • Design Project
Assessment	
• 2 online quizzes (Term 1 - formative) - Health & Safety, Hand & Power Tools • Project (Term 1 - formative) • Exam (Term 1) - Health & Safety, Hand & Power Tools, Sustainability, Material Properties & Uses, Practical Procedures) • Design Project (Term 2) - Written - Folio and Practical - Product)	

Costs: Nil**Achievement Standards:**

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and [enterprise](#) to society. Students explain how the [features](#) of [technologies](#) impact on designed solutions and influence design decisions for each of the prescribed [technologies contexts](#).

Students create designed solutions for each of the prescribed [technologies contexts](#) based on an evaluation of needs or opportunities. They develop [criteria for success](#), including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of [technologies](#) and graphical representation techniques. Students apply [project management](#) skills to document and use [project](#) plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Subject Structure

Term 1	Term 2
Introduction to Drafting Industry practices and processes • Skill builders • 2D and 3D sketching • Orthographic CAD drawings • Pictorial CAD drawings	Introduction to Design practices and processes • Prototypes • 3D printing/Laser engraving • Design Folio
Assessment	
• Folio of sketches (term1) • Folio of CAD drawings (term1) • Design Folio (term2)	

Costs: Nil**Achievement Standards:**

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and [enterprise](#) to society. Students explain how the [features](#) of [technologies](#) impact on designed solutions and influence design decisions for each of the prescribed [technologies contexts](#).

Students create designed solutions for each of the prescribed [technologies contexts](#) based on an evaluation of needs or opportunities. They develop [criteria for success](#), including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of [technologies](#) and graphical representation techniques. Students apply [project management](#) skills to document and use [project](#) plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

Subject Structure

Term 1	Term 2
Introduction to Industrial Technology and Design practices and processes • Safety/Tool induction • Skill builders • 2 Projects • Theory - (Health & Safety, Hand & Power Tools) • 2 Graded Quizzes	Industrial Technology and Design practices and processes • Skill builders • Design Project • Theory - (Health & Safety, Hand & Power Tools) • Exam
Assessment	
• 2 Graded Quizzes (term1) Health & Safety, Hand & Power Tools • 3 Projects (term1 and term2) • Exam (term2) Health & Safety, Hand & Power Tools	

Costs: \$15.00 per Semester

Achievement Standards:

By the end of Year 8 students explain how people design, innovate and produce products, services and environments for preferred futures. For each of the 4 prescribed technologies contexts they explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities. Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

Subject Structure

Term 1	Term 2
Cook Safe, Cook Smart! Safety induction into kitchens Designing recipe Producing recipe Hygiene and safety procedures Managing a kitchen workspace	Introduction to textiles and embellishment Safety induction when working with Sewing Machines Working with textiles Sewing techniques Application of sewing skills (mending, sewing buttons etc) Designing and producing a cushion cover.
Assessment	
Students will design and produce a recipe from a personally designed recipe card. This will include identifying and using the correct hygiene practices. In textiles, students will design and produce a cushion cover using applique techniques. This will include identifying and correctly applying safety procedures for working within a textiles environment.	

Costs: \$70 for semester. *Includes supplying all ingredients and textiles. Food can be taken home at the end of the day if using own container brought from home.

Achievement Standards:

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and [enterprise](#) to society. Students explain how the [features](#) of [technologies](#) impact on designed solutions and influence design decisions for each of the prescribed [technologies contexts](#).

Students create designed solutions for each of the prescribed [technologies contexts](#) based on an evaluation of needs or opportunities. They develop [criteria for success](#), including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of [technologies](#) and graphical representation techniques. Students apply [project management](#) skills to document and use [project](#) plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.

DIGITAL TECHNOLOGY



Subject Structure

Term 1	Term 2
eSports Industry Strategy analysis User centred design Gameplay communication Leadership and Management of teams Presentation skills Outcomes analysis eSports industry analysis Networks	Micro-Controllers and sensors Algorithms and programming 3D Design and modelling Circuitry and Von-Neumann architecture User Centred Design User Experience Problem solving Iteration and branching Data modelling
Assessment	
Practical gameplay and analysis using data collection and reporting methods	Project—Design a simple application

Costs: Nil

Achievement Standards:

By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio [data](#) can be represented, secured and presented in digital systems.

Students plan and manage digital projects to create interactive information. They define and [decompose](#) problems in terms of functional requirements and constraints. Students design user experiences and algorithms incorporating [branching](#) and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate [data](#) from a range of sources to [model](#) and create solutions. They use appropriate protocols when communicating and collaborating online.

Subject Structure

Term 1	Term 2
Introduction to Engineering and LEGO Robotics - Students will be introduced the Engineering Design Process through a range of design challenges - Students will learn to construct and code LEGO robots to solve challenges - Learn the Core Values of the First LEGO League competition and how these can help improve collaboration and communication during challenges. - Provide knowledge to be able to compete in the First LEGO League Challenge	Drones Aviation and Engineering - Students will be introduced to aviation basics - Students will learn how to pilot a drone and understand how a drone works - Students will learn algorithms and programming to solve challenges - Students will investigate and design, as well as 3D model and print, solutions for everyday problems - Exploration of microcontrollers and sensors
Assessment	
Term 1 – Portfolio of completed design challenges and reflection tasks	
Term 2 – Project—Developing solutions to everyday problems	

Costs: Nil

Achievement Standards:

By the end of Year 8 students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition, using approaches such as divide and conquer to more clearly understand a problem by describing its component parts. Students represent and communicate their algorithmic solutions using flowcharts and pseudocode. Students check their solutions meet the specifications by testing and debugging their algorithms before and during implementation. They develop a deeper understanding of abstraction by explaining how and why digital systems represent data as whole numbers, which are then represented in binary.

Students build on their skills from Mathematics (*Statistics*) in acquiring and interpreting data. In Digital Technologies, students continue to advance these skills and are also given opportunities to validate the data they acquire to ensure it is accurate and consistent. They collect and transform many types of data from a wide range of sources. Students model structured data in meaningful ways using spreadsheets and single-table databases, and analyse and visualise the data to extract meaning from it.

They apply design thinking by using divergent techniques, such as mind mapping, role-play and using graphic organisers, to generate design ideas for user experiences and solution designs. Students review these ideas against design criteria and created user stories throughout their implementation as general-purpose programming by assessing them against current and future needs. They extend the use of these design criteria and user stories to evaluate the future impact of existing solutions.

Students apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform. They investigate how data is transmitted via wired and wireless networks and explain the need for encryption to protect and secure data. Students use an increasing range of the features of digital tools to improve their efficiency and the consistency of the content they create, locate and communicate. They plan and manage projects individually and collaboratively, improving their control over the quality of their content. Students investigate personal security controls, including multi-factor authentication, to protect their data if passwords are compromised, and they understand the impact of phishing and other cyber security threats on people and data.

LANGUAGES



Subject Structure

Term 1	Term 2
Chinese Culture - Land and people - History - Language - Chinese New Year - Chinese Zodiac Greeting and Introduce Myself - Greeting - Introduce name and surname - Date and birthday, week day - Nationality	My Body - Name of the body parts - Measure words for body parts - Colour - Description of appearance - Intensifier words
Assessment	
Written projects, Reading exam, Listening exam	

Costs: Nil

Achievement Standards:

By the end of Year 8, students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗? They use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和, 可是, 所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一, 第二... They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐. They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最. They reflect on their interactions when using and learning languages.

Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin. They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents. They recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family. They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

Subject Structure

Term 1	Term 2
Mi Vida - This unit will provide students with an overview of those countries where Spanish is spoken as well as some of the highlights and attractions that can be found within. Students will also have the opportunity to learn how to greet people, perform introductions, talk about the days of the week and a range of everyday items. Mi Tiempo Libre - Learn how to talk about your hobbies, interests and daily routines, ask students from Spanish speaking countries about their hobbies and interests. Students will have the opportunity to learn a range of vocabulary related to sports, music and more.	Mi Insti - Here students will look at the differences between schools across the Spanish speaking world and compare them to their own environment. Students will have the opportunity to learn a range of practical vocabulary based around the school environment. Mi Ciudad - Students will have the opportunity to discover some of the spectacular cities that the Spanish speaking world has to offer. They will cover how to describe a city, talk about locations, local facilities and various shops as well as the climate in some of those locations.
Assessment	
Written projects Reading, Written and Spoken Exams	

Costs: Nil

Achievement Standards:

Students use Spanish language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Spanish or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate Spanish sound patterns, intonation and rhythms, and demonstrate understanding that Spanish has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Spanish and English language structures and features, using metalanguage. They demonstrate awareness that the Spanish language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

EXCELLENCE DISCIPLINES



Subject Structure

Term 1	Term 2	Term 3	Term 4
Dancing Through the Elements • Hip-hop or popular dance genre • Basic Introduction to ACARA terminology • Understanding of warm up • Role of the performer and the audience • Basic Introductions to functions of dance	Dancing Through the Elements • Investigation into fitness-based dance • Development of original fitness and choreography • Manipulation of levels, direction, shapes, tempo and formations	Sharing Stories • Functions of dance • Daily rituals • Components of a story: orientation, action, climax, resolution • How dancers convey meaning within a story • Choreographic devices and form	Sharing Stories • Stories of different times, cultures and places • Traditional stories and world events • Development of original choreography
Assessment			
Making—Performance Responding Making—Choreography			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience. They evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They describe respectful approaches to creating, performing and/or responding to dance.

Students manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and, as appropriate, genre- or style specific techniques when performing dances for audiences.

Subject Structure

Term 1	Term 2	Term 3	Term 4
Storybook Drama - Understand Storybook Drama - Engage in process drama to understand 'The Lost Thing' - Use performance and collaboration skills to present scenes on stage. - Manipulate and use the elements of drama to create performances	Storybook Drama - Create dramatic action and meaning using dramatic elements - Collaboration skills and rehearsal process - Identify how the elements of drama are used in performance - Evaluate and analyse how the elements of drama are used to show meaning	Children's Theatre - Understand Children's Theatre and the conventions of style - Use performance and collaboration skills to present scenes on stage - Manipulate and use the elements of drama to create performances	Children's Theatre - Create dramatic action and meaning using dramatic elements - Collaboration skills and rehearsal process - Identify how the elements of drama are used in performance - Evaluate and analyse how the elements of drama are used to show meaning
Assessment			
Performance Responding Task Forming (practical and non-practical)			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students identify and analyse how the [elements of drama](#) are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

Students collaborate to devise, interpret and perform drama. They manipulate the [elements of drama](#), narrative and structure to control and communicate meaning. They apply different performance styles and [conventions](#) to convey status, [relationships](#) and intentions. They use performance skills and [design elements](#) to shape and [focus](#) theatrical effect for an [audience](#).

Music Excellence

Learning Area: The Arts

Term 1	Term 2	Term 3	Term 4
World Music - Investigate the purpose of music in cultures around the world, including Indigenous Australia, and look at traditional music pieces and instrumentation. - Respond to and analyse musical excerpts - Compose music using ostinato	Rock Music - Study the origins and development of Rock music from 1950s to today - Perform music in Rock styles - Research and develop informative presentation on a decade of Rock music.	Cover Songs - Investigate the way to organize a gig through project-based learning. - Respond to and analyse musical excerpts - Create your own music and present performances to the class and wider audiences.	Note it Down - Further study on individual instrument - Composition skill-building - Music theory development - Performance opportunities
Assessment			
Making— Ukulele Performance Responding – Multi-modal presentation Making— Notated composition		Making – Performance of cover songs Responding – cover songs written task Making - Composition	

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students identify and analyse how the [elements of music](#) are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the [elements of music](#) and stylistic [conventions](#) to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and [expressive skills](#). They use [aural skills](#), music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Basketball Excellence

Learning Area: Health and Physical Education

Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health • #MTC • Good mental health • Coping strategies • Emotional responses • Impact of social media <i>Basketball specialisation</i> <i>Athletic development</i>	Puberty • Physical changes that occur during puberty • Social changes that occur during puberty • Emotional changes that occur during puberty • Respecting yourself and others <i>Basketball specialisation</i> <i>Athletic development</i>	Sports nutrition • Fuel your body with the right food for performance • Hydration • Supplements in sport <i>Basketball specialisation</i> <i>Athletic development</i>	Tactical awareness • Creating, using and defending space • Offensive player movement • Energy expenditure and performance <i>Basketball specialisation</i> <i>Athletic development</i>
Assessment			
1. Written response—email to social media platform			
2. Extended response examination			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health #MTC - Good mental health - Coping strategies - Emotional responses - Impact of social media <i>Football specialisation</i> <i>Athletic development</i>	Puberty - Physical changes that occur during puberty - Social changes that occur during puberty - Emotional changes that occur during puberty - Respecting yourself and others <i>Football specialisation</i> <i>Athletic development</i>	Sports nutrition - Fuel your body with the right food for performance - Hydration - Supplements in sport <i>Football specialisation</i> <i>Athletic development</i>	Tactical awareness - Creating, using and defending space - Offensive player movement - Energy expenditure and performance <i>Football specialisation</i> <i>Athletic development</i>
Assessment			
- Written response—email to social media platform - Extended response examination			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health #MTC - Good mental health - Coping strategies - Emotional responses - Impact of social media <i>Rugby league specialisation</i> <i>Athletic development</i>	Puberty - Physical changes that occur during puberty - Social changes that occur during puberty - Emotional changes that occur during puberty - Respecting yourself and others <i>Rugby league specialisation</i> <i>Athletic development</i>	Sports nutrition - Fuel your body with the right food for performance - Hydration - Supplements in sport <i>Rugby league specialisation</i> <i>Athletic development</i>	Tactical awareness - Creating, using and defending space - Offensive player movement - Energy expenditure and performance <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Written response—email to social media platform 2. Extended response examination			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health • #MTC • Good mental health • Coping strategies • Emotional responses • Impact of social media <i>Netball specialisation</i> <i>Athletic development</i>	Puberty • Physical changes that occur during puberty • Social changes that occur during puberty • Emotional changes that occur during puberty • Respecting yourself and others <i>Netball specialisation</i> <i>Athletic development</i>	Sports nutrition • Fuel your body with the right food for performance • Hydration • Supplements in sport <i>Netball specialisation</i> <i>Athletic development</i>	Tactical awareness • Creating, using and defending space • Offensive player movement • Energy expenditure and performance <i>Netball specialisation</i> <i>Athletic development</i>
Assessment			
1. Written response—email to social media platform 2. Extended response examination			

Costs: 2026 Fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health #MTC - Good mental health - Coping strategies - Emotional responses - Impact of social media <i>Rugby league specialisation</i> <i>Athletic development</i>	Puberty - Physical changes that occur during puberty - Social changes that occur during puberty - Emotional changes that occur during puberty - Respecting yourself and others <i>Rugby league specialisation</i> <i>Athletic development</i>	Sports nutrition - Fuel your body with the right food for performance - Hydration - Supplements in sport <i>Rugby league specialisation</i> <i>Athletic development</i>	Tactical awareness - Creating, using and defending space - Offensive player movement - Energy expenditure and performance <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Written response—email to social media platform 2. Extended response examination			

Costs: 2026 fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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Subject Structure

Term 1	Term 2	Term 3	Term 4
Mental Health #MTC - Good mental health - Coping strategies - Emotional responses - Impact of social media <i>Volleyball specialisation</i> <i>Athletic development</i>	Puberty - Physical changes that occur during puberty - Social changes that occur during puberty - Emotional changes that occur during puberty - Respecting yourself and others <i>Volleyball specialisation</i> <i>Athletic development</i>	Sports nutrition - Fuel your body with the right food for performance - Hydration - Supplements in sport <i>Volleyball specialisation</i> <i>Athletic development</i>	Tactical awareness - Creating, using and defending space - Offensive player movement - Energy expenditure and performance <i>Volleyball specialisation</i> <i>Athletic development</i>
Assessment			
1. Written response—email to social media platform 2. Extended response examination			

Costs: 2026 Fees to be advised

Achievement Standards:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

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