

YEAR 8

SUBJECT SELECTION HANDBOOK



2026

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Dear Parents, Caregivers and Students of Year 7,

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 together with your attendance at your child's Academic Coaching session will assist you in the subject selection process.

Students will be provided with opportunities through their Marsden Mako's Mentors program to reflect on their learning from Semester 1 and learn information about subject offerings for next year. To finalise their subject selection process, students and parents will have an Academic Coaching session on Wednesday 10th August with their MMM teacher.

The Academic Coaching session at Marsden State High School aims to:

- improve opportunities for students to openly discuss their overall academic performance,
- support students to understand the subject choices for the following year,
- MOAL reflection and goal setting,
- supports students meeting the requirements of completing all 8 learning areas across years 7-8.

In year 8, students continue 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)
ENGLISH MATHEMATICS SCIENCE HUMANITIES AND SOCIAL SCIENCES HEALTH AND PHYSICAL EDUCATION (1 Semester)	THE ARTS • DANCE • DRAMA • FILM, TELEVISION AND MEDIA STUDIES • MUSIC • VISUAL ARTS TECHNOLOGIES • DESIGN TECHNOLOGY • ESPORTS AND INTERNET OF THINGS • GIRLS IN TECH • GRAPHICS • TEXTILES AND FOOD STUDIES LANGUAGES • CHINESE • SPANISH OTHER ELECTIVE CHOICES • HEALTH AND PHYSICAL EDUCATION (Elective) • CHINESE EXTENSION

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

- Identify which learning areas have already been studied.
- Electives must be chosen in the area of Technologies, The Arts and Languages.
- If you child has not yet completed a Semester elective from one of the above areas, they must choose this first.
- Choose subjects 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 senior 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
Perspectives in texts You will use comprehension strategies to construct meaning about characters, and issues represented in a film and explore how to use language techniques to represent different perspectives.	A Critical Eye In this unit, you will read and comprehend a variety of media texts to understand how authors examine how different texts represent people, places and events and explain the ways text creators manipulate language in order to influence audiences.	Novel study In this unit, you will read excerpts from a novel that focuses on a significant character issues. You will examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.	Be the change you want to see in the world! Students will listen, read and view a variety of information and literary texts featuring information on a variety of animal or human rights issues. Focussing on one particular issue, students will create a persuasive speech to persuade an audience to make a change.
Assessment			
Term 1: Journal Entries in character 300—500 words		Term 3: Analytical Short Response Exam 300-500 words	
Term 2: Informative Spoken 2-4 minutes		Term 4: Persuasive Speech 2-4 minutes	
Costs: Nil			

Achievement Standards:

By the end of Year 8, 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 elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

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

MATHEMATICS



Subject Structure

Term 1	Term 2	Term 3	Term 4
-Integers -Rational and irrational numbers -Rates, ratios and percentages -Index Laws	-Time -Pythagoras' theorem -Perimeter, area and volume -Properties of quadrilaterals -Congruency and similarity	-Statistics -Data -Probability	-Location and position in three-dimensional space -Algebraic expressions -Linear equations
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 8, students solve everyday problems involving rates, ratios and percentages. They describe [index laws](#) and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the [volume](#) of prisms. They make sense of time duration in real applications. They identify conditions for the [congruence](#) of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of [data](#) and the effect of outliers on means and medians in that [data](#).

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the [Cartesian plane](#). Students convert between units of measurement for [area](#) and [volume](#). They perform calculations to determine [perimeter](#) and [area](#) of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of [complementary events](#) and calculate the [sum](#) of probabilities.

SCIENCE



Science

Learning Area: Science

Subject Structure

Term 1	Term 2	Term 3	Term 4
Earth and Space Science — Rocks and Plate tectonics.	Chemical Science —Elements, compounds and mixtures. Chemical and physical changes.	Physical Science —Forms of energy, energy transfers and transformations Biological Science — Cells	Biological Science —Body Systems
Assessment			
Types of assessment include exam, research assignment and experimental investigation. Term 1 Earth and Space– Research task Term 2 Chemistry- Exam Term 3 Physics– Experimental Investigation Term 3 Biology– Research task Term 4 Biology— Cell structure research task and Body system Research task.			

Costs: Nil

Achievement Standards:

By the end of Year 8 students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their

HUMANITIES AND SOCIAL SCIENCE



Subject Structure

Term 1	Term 2
Market Influence and Financial Decision Making • The market place • Responding to Work Environment • Australian Taxation • Budgeting • Trading throughout history	Medieval Europe • The spread of The Black Death • The Age of Faith • Life in Medieval Europe • Analysis & Evaluation of Historical Sources
Assessment	
Exam & Multimodal Project	Exam & Historical Inquiry

Costs: Nil

Achievement Standards

Economics and Business: By the end of Year 8, students explain how markets influence the allocation of re-sources to the production of goods and services. They explain ways that businesses adapt to opportunities in mar-kets and respond to the work environment. They describe the importance of Australia's taxation system and its ef-fect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

Students develop a range of questions to investigate an economic and business issue. They locate, select and or-ganise relevant information and data. They interpret information and data to identify economic and business issues and trends, and describe economic cause-and-effect relationships. They develop a response to an economic and business issue. They identify and evaluate potential costs and benefits. Students use economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.

History: By the end of Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medie-val, Renaissance or pre-modern Europe, or in the societies connected to empires or expansions, or the societies of the Asia-Pacific world during these periods. They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in a society or a historical period. Students describe the role of significant individuals, groups and institutions connected to the societies of these periods and their influ-ences on historical events.

Students develop questions about the past to inform historical inquiry. They locate and identify a range of primary and secondary sources as evidence in historical inquiry. They describe the origin, content and context of sources, and explain the purpose of primary and secondary sources. Students compare sources to explain the accuracy, usefulness and reliability of sources as evidence. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, atti-tudes and values of the past, and suggest reasons for different points of view. They explain historical interpretations about significant events and people. Students use historical knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and historical arguments.

Subject Structure

Term 3	Term 4
Landforms and Landscapes • Geomorphic processes resulting in landforms • Geographic Hazards • Significance of Landforms & Landscapes to groups of people including Indigenous Australian People • Impacts of human activity on Landforms & Landscapes	Active & Informed Citizens • Democratic Processes • Characteristics of Laws • Australian National Identity • How to be an active and informed citizen
Assessment	
Collection of Work	Multi-Modal
Costs: Nil Achievement Standards: Geography: By the end of Year 8, students explain how the interactions of people and environmental processes impact on the characteristics of places. They explain how the characteristics of places are perceived and valued differently by people. They describe the effects of human activity or hazards on environments. They explain the features of a distribution and identify implications. They explain the interconnections between people and places and environments. They explain how these interconnections change places or environments. Students explain responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors. Students develop relevant questions about a geographical phenomenon or challenge. They collect, organise and represent relevant and reliable data and information using primary research methods and secondary research materials. They interpret and analyse data and information to explain patterns and trends and infer relationships. They draw reasoned conclusions about the impact of the geographical phenomenon or challenge. They decide on appropriate strategies for action and explain potential impacts. Students use geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses. Civics and Citizenship: By the end of Year 8, students explain how Australians are informed about and participate in their democracy. They describe the roles of political parties and elected representatives in Australian government. They explain the characteristics of laws, how laws are made and the types of law in Australia. Students identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity.	

HEALTH AND PHYSICAL EDUCATION



Subject Structure

Term 1	Term 2
Inclusive Influencers • Social media • Body image • Identity • Inclusion • Transfer of skills	Fuel for Life • Australian Guidelines • Food Labels • Diet Culture • Validity and reliability • Fitness
Assessment	
1. Folio 2. 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



Dance

Learning Area: The Arts

Subject Structure

Term 1	Term 2
Dancing Through the Decades Social dances through the decades—1920's through to current social dances. Politics, world events, fashion, music and influential people Dance from different times, places and cultures Popular dances throughout the decades Popular dance—artistic, social and ritual functions Adapt popular dance movements	Dancing Through the Decades Social dances through the decades—1920's, 1950's and current Politics, world events, fashion, music and influential people Dance from different times, places and cultures Popular dances throughout the decades Popular dance—artistic, social and ritual functions Adapt popular dance movements Responding preparation Choreography activities
Assessment	
Making—Performance Responding Making Choreography	

Costs: Nil

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.

Drama

Learning Area: The Arts

Subject Structure

Term 1	Term 2
Theatre for Young People • Understand the Elements of Drama • How to read a script • Learn production elements (lighting, sound & stagecraft) • Performance skills • Prepare a scene from a script • Discover Theatre for Young People • Explore productions for young children • Analyse and evaluate Theatre relevant for young people • Devise own performance for young people based on a journey	
Assessment	
Making— Scripted Performance	
Responding – Exam	
Making—Devised group 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
Social Values in Music Videos - key media concepts of representations, languages, audiences and technologies - create and analyse media texts consisting of music videos suitable for young people	Social Values in Music Videos - Filming, editing and production processes to create Music Video - Collaborative storyboarding
Assessment	
Analysis Exam	
Music Video Production	

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.

Music

Learning Area: The Arts

Subject Structure

Term 1	Term 2
Musical Theatre - Students discover music from the history of musical theatre. - Analyse musical works using the elements of music. - Discover the role of music in story-telling. - Respond to musical theatre works. - Perform excerpts from musical theatre.	Film Music - Students explore the origins of cinema and the film score. - Students analyse and evaluate musical works from films. - Students apply composing skills to create their own accompaniment to a film. - Students perform an excerpt from a film score.
Assessment	
Responding – Musical Theatre Short Response Booklet Making— Film Music Performance Making— Film Music 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
In Their Shoes • Elements and principals of art • Characteristics of an inspirational person and significance of symbolism • 7 visual art elements	In Their Shoes • Multiculturalism and home • Elements and principals of art • Collagraph techniques and processes
Assessment	
Inspirational Clothing Drawing Artist Statement Cultural Houses Collagraph Cultural Poster	

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 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
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 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
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: \$25.00 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
What fibres mean to the world - Examining fibres and how they are made - Sustainability of fibres - Investigating quality of materials - Designing and decorating	Healthy Mind, Healthy Life - Exploring adolescent diets - Identifying macronutrients (proteins, carbohydrates, and fats) - Identifying micronutrients (vitamins and minerals) 6 Essential nutrients and the Australian guide to health - Modifying and cooking recipes to improve nutritional quality
Assessment	
Term 1 requires students to design and decorate a pencil case that includes a form of hand embroidery and embellishment along with a written evaluation. Term 2 requires students to modify a recipe to meet the dietary requirements of a family member or friend along with a written response justifying their decisions.	

Costs: \$70 per 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 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.

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 and Build a Micro-Controller

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.

In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas.

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 and Build a Micro-Controller

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.

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In Digital Technologies, students should have frequent opportunities for authentic learning by making key connections with other learning areas.

LANGUAGES



Subject Structure

Term 1	Term 2
I Like to Do - Language basic - Advanced greeting - Name of the sport and leisure activities - Talk about hobbies - Talk about the ability	My Family - Name of the family member and relatives - Introduce family: age, nationality etc - Talk about career - Talk about work place
Assessment	
Project include writing and speaking Reading and 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.

Chinese Extension (recommended for those who have studied in Year 8 Semester 1)

Learning Area: Languages

Subject Structure

Term 1	Term 2
Travelling • Main Cities in china • Main cities in Australia • Other major cities (New York, Tokyo, Paris) • Famous tour attractions in Australia and China • Reason for travelling • Transport (using transport to travel	Weather • Weather types (rain, sunny..) • Weather condition (good, bad, not good not bad) • Temperature (highest, lowest) • Seasons • Feeling (cold, dry, hot)
Assessment	
Projects include writing and speaking skills	
Reading and 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.
Assessments	
Project include writing and speaking Reading and Listening exam	

Costs: Nil

Achievement Standards:

By the end of Year 8, 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.

Students approximate pronunciation and intonation in spoken Spanish. They 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.

Subject Structure

Term 3	Term 4
Mis Vacaciones Everything vacations, fun and adventure. Students will have the opportunity to learn about the exciting activities that populations across the Spanish speaking world like to get up to when they are on vacation. ¡A comer! Here students will explore the exciting world of Spanish foods, tapas and more. They will have the opportunity to learn about traditional dishes from across the Spanish speaking world as well as practical language that can be used to order food in a restaurant and buy groceries from the store.	¿Qué Hacemos? Talk about shopping with your friends, including places you like to shop and things you like to buy. Explore the markets and shopping experiences that Spanish speaking countries offer. Operacion Verano Students will have the opportunity to put their knowledge into action by planning an exciting adventure to a Spanish speaking country. Including places they would like to visit, attractions they would like to see, accommodation and more.
Examples of Activities and Assessments	
Project include writing and speaking Reading and Listening exam	

Achievement Standards:

By the end of Year 8, students initiate and maintain interactions in Spanish language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Spanish to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate 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 and expressions to create texts.

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

EXCELLENCE DISCIPLINES



Subject Structure

Term 1	Term 2	Term 3	Term 4
Dancing through the Decades - Investigation and rehearsal of social dances through the decades. - Focused on 1920's through to current social dances, e.g. dab, whip and nae nae GIT up. - Exploration into politics, world events, fashion, music and influential people from decades listed above. - Link to how dance from different times, places and cultures has impacted social dances. - Investigation and rehearsal of popular dances throughout the decades, e.g. Thriller, Charleston, etc.	Dancing through the Decades - Extending their knowledge of popular dance movements, and how dance from different time, cultures and place has impacted dance. - Looking at popular dance through the lens of artistic, social and ritual functions. - Experiment with, and adapt popular dance movements to develop individual movement style.	Beyond the Classroom - Students gain understanding and practical application of technical skills and expressive skills in a range of audition-based combinations. - Students learn teacher-devised combinations and perform under assessment/audition conditions. - Students gain knowledge and understanding of the organisation and rehearsal process for a performance. - Students respond and reflect on dance audition processes. - Students practice choreography skills by manipulating and combining existing dances.	Beyond the Classroom - Students begin to investigate the process of choreographing a dance, including planning, experimenting, performing and reflecting. - Students apply and manipulate dance concepts, including elements of dance, choreographic form and production elements to their choreography. - Students create a choreographic intent through heavily-scaffolded questioning and create their movement to communicate said intent.
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
Theatre for Young People • Understand the Elements of Drama • How to read a script • Learn production elements (lighting, sound & stagecraft) • Performance skills • Prepare a scene from a script • Discover Theatre for Young People • Explore productions for young children • Analyse and evaluate Theatre relevant for young people • Devise own performance for young people based on a journey		Behind the Scenes • Use performance and collaboration skills to present scenes of stage. • Manipulate and use the elements of drama to create performances • Exploration of theatre spaces • Create dramatic action and meaning using dramatic elements • Collaboration skills and rehearsal process • Evaluate and analyse how the Elements of Drama are used to convey meaning • Exploration of lighting and sound	
Assessment			
Making— Scripted Performance		Responding – Folio of dramatic concepts	
Responding – Exam		Making – Teacher directed performance	
Making—Devised group performance		Making – Student devices non-linear dramatic work	

Costs: 2026 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	Term 3	Term 4
Musical Theatre - Students discover music from the history of musical theatre. - Analyse musical works using the elements of music. - Discover the role of music in story-telling. - Respond to musical theatre works. - Perform excerpts from musical theatre.	Film Music - Students explore the origins of cinema and the film score. - Students analyse and evaluate musical works from films. - Students apply composing skills to create their own accompaniment to a film. - Students perform an excerpt from a film score.	Pop Music - Develop musical ideas - Practice and rehearse a variety of music - Perform music to an audience of peers and community members - Investigate Australian Pop Music, including the music of Indigenous Australians.	Who Am I? - Explore the representations of self-identity in musical works - Structure compositions – combining and manipulating the elements of music - Learn basic audio techniques to record compositions
Assessment			
Responding – Film music exam response Making— Film music performance Making— Film music composition		Making – Pop music performance Responding – Pop music analytical written task Making – Composition	

Costs: 2026 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.

Basketball Excellence

Learning Area: Health and Physical Education

Subject Structure

Term 1	Term 2	Term 3	Term 4
Being healthy • Nutrition—benefits of health eating • Investigate eating habits of MSHS students • How advertising influences diet choices • Effects of caffeine consumption <i>Basketball specialisation</i> <i>Athletic development</i>	Active Aussies • Benefits of physical activity • Investigating different types of movement • Connecting to the environment <i>Basketball specialisation</i> <i>Athletic development</i>	Training effects • Benefits of exercise • Heart rate • Fitness components • Training zones <i>Basketball specialisation</i> <i>Athletic development</i>	Coaching • Skill acquisition • Coaching principles • Training session structure • Game analysis <i>Basketball specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation			
2. Investigation report			

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
Being healthy - Nutrition—benefits of health eating - Investigate eating habits of MSHS students - How advertising influences diet choices - Effects of caffeine consumption <i>Football specialisation</i> <i>Athletic development</i>	Active Aussies - Benefits of physical activity - Investigating different types of movement - Connecting to the environment <i>Football specialisation</i> <i>Athletic development</i>	Training effects - Benefits of exercise - Heart rate - Fitness components - Training zones <i>Football specialisation</i> <i>Athletic development</i>	Coaching - Skill acquisition - Coaching principles - Training session structure - Game analysis <i>Football specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation 2. Investigation report			

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.

Girls Rugby League Excellence

Learning Area: Health and Physical Education

Subject Structure

Term 1	Term 2	Term 3	Term 4
Being healthy • Nutrition—benefits of health eating • Investigate eating habits of MSHS students • How advertising influences diet choices • Effects of caffeine consumption <i>Rugby league specialisation</i> <i>Athletic development</i>	Active Aussies • Benefits of physical activity • Investigating different types of movement • Connecting to the environment <i>Rugby league specialisation</i> <i>Athletic development</i>	Training effects • Benefits of exercise • Heart rate • Fitness components • Training zones <i>Rugby league specialisation</i> <i>Athletic development</i>	Coaching • Skill acquisition • Coaching principles • Training session structure • Game analysis <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation			
2. Investigation report			

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.

Netball Excellence

Learning Area: Health and Physical Education

Subject Structure

Term 1	Term 2	Term 3	Term 4
Being healthy • Nutrition—benefits of health eating • Investigate eating habits of MSHS students • How advertising influences diet choices • Effects of caffeine consumption <i>Netball specialisation</i> <i>Athletic development</i>	Active Aussies • Benefits of physical activity • Investigating different types of movement • Connecting to the environment <i>Netball specialisation</i> <i>Athletic development</i>	Training effects • Benefits of exercise • Heart rate • Fitness components • Training zones <i>Netball specialisation</i> <i>Athletic development</i>	Coaching • Skill acquisition • Coaching principles • Training session structure • Game analysis <i>Netball specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation			
2. Investigation report			

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
Being healthy - Nutrition—benefits of health eating - Investigate eating habits of MSHS students - How advertising influences diet choices - Effects of caffeine consumption <i>Rugby league specialisation</i> <i>Athletic development</i>	Active Aussies - Benefits of physical activity - Investigating different types of movement - Connecting to the environment <i>Rugby league specialisation</i> <i>Athletic development</i>	Training effects - Benefits of exercise - Heart rate - Fitness components - Training zones <i>Rugby league specialisation</i> <i>Athletic development</i>	Coaching - Skill acquisition - Coaching principles - Training session structure - Game analysis <i>Rugby league specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation 2. Investigation report			

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
Being healthy - Nutrition—benefits of health eating - Investigate eating habits of MSHS students - How advertising influences diet choices - Effects of caffeine consumption <i>Volleyball specialisation</i> <i>Athletic development</i>	Active Aussies - Benefits of physical activity - Investigating different types of movement - Connecting to the environment <i>Volleyball specialisation</i> <i>Athletic development</i>	Training effects - Benefits of exercise - Heart rate - Fitness components - Training zones <i>Volleyball specialisation</i> <i>Athletic development</i>	Coaching - Skill acquisition - Coaching principles - Training session structure - Game analysis <i>Volleyball specialisation</i> <i>Athletic development</i>
Assessment			
1. Multi-modal presentation 2. Investigation report			

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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