

2026 Year 7 & 8 Handbook



Contents

Junior Secondary at Capalaba State College.....	- 3 -
Quality Teaching, Curriculum and Student Performance.....	- 4 -
Student Wellbeing.....	- 4 -
Parent and Community Involvement.....	- 4 -
Leadership.....	- 5 -
Course Structure	- 5 -
Extension Programs	- 5 -
English	- 6 -
Mathematics	- 7 -
Science	- 8 -
Health and Physical Education (One Semester).....	- 9 -
History (One Semester).....	- 10 -
Geography and Civics (One Semester).....	- 11 -
Languages - Chinese (One Semester).....	- 12 -
Dance (Year 7).....	- 13 -
Food Specialisations (Year 7)	- 14 -
Media Arts (Year 7)	- 15 -
Music (Year 7)	- 16 -
Drama (Year 8)	- 17 -
Design and Technologies (Year 8).....	- 18 -
Digital Technologies (Year 8).....	- 19 -
Visual Arts (Year 8).....	- 20 -
High Performance Sport (Extension Program).....	- 21 -
Inter School Sport	- 22 -
Quandamooka Cup	- 22 -
Instrumental Music.....	- 23 -
Inclusive Education Program.....	- 23 -
Homework.....	- 24 -

Junior Secondary at Capalaba State College

Capalaba State College has been leading the way with P -12 education and this allows your child to have a seamless transition from a primary school setting to a secondary one. Situated in the heart of Capalaba, this dual campus site is separated into four sub schools: Prep to Year Three, Year Four to Year Six, Year Seven to Year Nine, and Year Ten to Year Twelve.

Junior Secondary (Year Seven to Year Nine) represents a significant time of developmental change for young adolescents. Students in Years 7, 8 and 9 are provided opportunities to engage in innovative learning experiences within a supportive and challenging secondary school context. This has proven an effective strategy for driving ongoing student engagement.

Within Junior Secondary, we believe in a holistic approach to middle schooling education in order to develop the whole child. We understand that early teens need the opportunity to explore, challenge and grow. Our Junior Secondary program is underpinned by:

- Core teachers and learning spaces (Year 7)
- Additional literacy and numeracy support
- Student Wellbeing
- Physical activity
- Personal and Social Capabilities (as per the Australian Curriculum)

Additionally, we offer extension and enrichment opportunities to our adolescent learners.

Our College also enables primary and secondary teaching staff to work collaboratively to support Junior Secondary, resulting in a more holistic approach to student learning and well being with a culture of shared responsibility for student outcomes.

Each one of our students are provided with a College iPad to allow them to engage with their learning using technology, communicate with their teacher regarding their work, and to complete and submit formative and summative assessment. Students should charge their iPad each night and bring it to school every day.

This has been achieved through a focus on the following four key areas that align with the principles of Junior Secondary:

- Quality Teaching, Curriculum and Student Performance
- Student Wellbeing
- Parent and Community Involvement
- Leadership

Quality Teaching, Curriculum and Student Performance

A common pedagogical approach by all of the College's teachers include:

- setting clear learning objectives
- reinforcing effort
- use of supported effective feedback
- providing recognition

A demanding and meaningful curriculum is implemented where Year 7 students can access teaching expertise and resources from across the primary and secondary contexts. This supports engagement in authentic learning experiences, including:

- Programs in English, Mathematics, Science, Humanities, HPE and specialist programs in other curriculum areas
- Collaborative learning as a facet of pedagogical instruction
- Technology and eLearning approaches integrated within the regular class curriculum
- Student performance monitored through data collection, analysis and inference of the data to create individualised programs.

Student Wellbeing

- Form class teachers are established to mentor students and form productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- Wellbeing lessons are delivered by the student's teachers who use responsive programming to address student and cohort needs
- Year Level Coordinators oversee the development of students in the cohort.

Parent and Community Involvement

Professional and personal connections with families are developed through:

- Parent information evenings
- Parent/teacher interviews

Open communication is developed with all stakeholders building confidence, engagement and interest in school initiatives and student success.

Leadership

Student leadership is a fostered and developed across all year levels including leadership development programs and identified student leadership roles.

The Student Management Team is actively engaged in leading school change. Students lead and coordinate school events, promotions and fundraising activities. A number of clubs and groups exist across the College which allow students to participate in rewarding extra curricular activities.

Course Structure

All students in Years 7 and 8 will study the following subjects which may be studied in isolation or integrated together to create a more connected curriculum:

- English
- Health and Physical Education and Sport
- Mathematics
- Science
- History / Geography
- Languages
- Sport

Students in Years 7 & 8 rotate through the following subjects:

- Year 7: Dance, Food Specialisations, Media, Music.
- Year 8: Visual Art, Digital Technologies, Drama, Design and Technologies.

Extension Programs

Students who wish to be extended either academically or physically are able to apply for the following signature programs:

- Scholars program for high academic performing students
- High Performance Sport (Volleyball or Basketball)

English

Brief Description of Subject

In Year 7 and 8 English, students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal and Torres Strait Islander knowledge, peoples, cultures and events.

Course Outline

Areas of study include:

- Fracturing fairytales
- Australian biographies heroes and villains
- Songs of social commentary
- True Bluey
- Exploring ethical issues in narratives
- Advocating for animals
- Exploring values of groups in short films
- Representations of Australia

Assessment

Assessment in Year 7 and 8 English focuses on:

- Listening, speaking and creating
- Reading and viewing
- Writing and creating

Assessment is continuous and is collected for formative and summative purposes, requiring the student's consistent effort. Overall achievement will be based on a folio of work displaying the fullest and latest information about the student's progress. Assessment will cover a balance of written and spoken text types.

Mathematics

Brief Description of Subject

In Year 7 and 8 Mathematics students deepen their understanding of number theory, algebra, measurement, geometry, and statistics. They learn to apply mathematical thinking in real-world contexts and abstract situations. Through practical and theoretical tasks, students explore how maths is used to solve problems, make decisions, and understand the world around them.

Digital tools, including ICT, are used with purpose—supporting inquiry, communication, and the presentation of mathematical ideas.

Course Outline

Areas of study include:

- Integers and Rational Numbers
- Ratios and Rates
- Fractions, Decimals and Percentages
- Algebra and Expressions
- Linear Relationships and Graphing
- Measurement (Length, Area, Volume)
- Angles and Geometric Reasoning
- Transformations and Congruence
- Data Interpretation and Statistics
- Probability

Assessment

Assessment in Year 7 and 8 Mathematics focuses on:

- Term/Semester Exams
- Problem-Solving and Modelling Tasks (PSMTs)
- Assignments and investigations
- Class participation and observations.

Science

Brief Description of Subject

In Year 7 and 8 Science students deepen their understanding of how scientific knowledge helps explain the natural world and solve real-world problems. They learn that science is dynamic, evolving with new discoveries and perspectives, and shaped by social, cultural and ethical contexts. Students develop skills to think and work scientifically. Through hands-on investigations and group activities, they ask questions, test ideas, analyse results, and reflect on how science influences their lives and the world around them.

Course Outline

Areas of study include:

- Biological Sciences – Investigate the role of classifying living things and explore ecosystems and the flow of energy to predict the impact of changing abiotic and biotic factors on populations. Examine cell and systems including structures and functions and connect to function at the organ level and body system levels.
- Chemical Sciences – Explore particle theory, including the motion and attraction of particles, to investigate phase changes, and separation of mixtures. Explore matter at the atomic level and investigate physical and chemical changes.
- Physical Sciences – Investigate forces and motion in everyday contexts and investigate balanced and unbalanced forces. Explore energy transfer and transformations through practical investigations.
- Earth & Space Sciences – learn about cyclic changes linked to the relative positions of the Earth, Moon and Sun, and use models to predict phenomena on Earth. Develop a view of Earth as a dynamic system, and learn how rocks form and change through geological processes.

Assessment

Assessment in Year 7 and 8 Science focuses on:

- Science Understanding (Biology, Chemistry, Physics, Earth & Space)
- Science Inquiry Skills
- Science as a Human Endeavour

The assessment across the units includes term exams, student experiments (scientific report), and research investigations (scientific report).

Health and Physical Education (one semester each year)

Brief Description of Subject

In Year 7 and 8 HPE develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and well being. They critique and challenge assumptions and stereotypes. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation.

Health and Physical Education helps students develop health literacy skills, an individual's ability to gain access to, understand and use health information and services in ways that promote and maintain health and well being. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course.

Course Outline

Areas of study include:

- Sociology and Resilience
- Safety
- Communicable Diseases
- Growing and Changing
- Personal Health and Making Healthy Decisions
- Movement Concepts
- Team Building
- Athletics
- World Sports
- Modified Games

Assessment

Assessment in Year 7 and 8 Health and Physical Education focuses on:

- Knowledge and understanding
- Performance and practical application

Tasks throughout the program cover both the practical and theoretical aspects of the course and include written tests, assignments, and practical application.

History (one semester each year)

Brief Description of Subject

In Year 7 and 8 History, students explore the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) - c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies in places such as, the Ancient World, Rome and China.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Course Outline

Areas of study include:

- Medieval Europe
- Japan Under the Shoguns
- Investigating the Ancient Past – Archaeology and Deep time
- The Mediterranean World – Egypt

Assessment

Assessment in Year 7 and 8 History focuses on:

- Knowledge and understanding
- Skills

Students will undertake a range of assessment types each semester, including: short response exam, extended response to stimulus, multimodal presentation.

Geography and Civics (one semester each year)

Brief Description of Subject

In Year 7 Geography and Civics, students explore renewable environmental resources including the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Student also explore the factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

In Year 8 Geogrpahy and Civics, students investigate geomorphology through a study of landscapes and their landforms, including the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. This enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. Students also study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

Course Outline

Areas of study include:

- Water in the World
- Place and Liveability
- Landforms and Landscapes: Toondah Harbour
- Democracy and Australia's System of Government

Assessment

Assessment in Year 7 and 8 Geography and Civics focuses on:

- Knowledge and understanding
- Skills

Students will undertake a range of assessment types each semester including a short response exam, folio assessment and a multimodal presentation.

Languages - Chinese (one semester each year)

Brief Description of Subject

Students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Course Outline

Areas of study include:

- Greetings and introductions
- Family and pets
- School, the classroom, subjects and routines
- Dates and birthdays
- Meals, food likes and dislikes
- Common Events
- Day to Day life
- Places, cities and towns

Assessment

Assessment in Year 7 and 8 Languages focuses on:

- Communicating meaning in Chinese
- Understanding language and culture

Assessment covers written and spoken tasks that assess speaking, reading and writing.

Dance (Year 7)

Brief Description of Subject

In Year 7 Dance, students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

In this unit, students will be introduced to the Elements of Dance and foundational movement skills through practical workshops and creative tasks. Students will analyse dance works from a range of cultures and countries, developing an understanding of how dance reflects identity, tradition, and storytelling.

Course Outline

Areas of study include:

- Building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests.
- Creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form.
- Performing their work using technical and expressive skills and genre- or style specific techniques to communicate their ideas and intentions to audiences

Assessment

Assessment in Year 7 Dance focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

Food Specialisations (Year 7)

Brief Description of Subject

In Year 7 Food Specialisations (a sub-strand of Design and Technologies), students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create solutions to maintain and enhance individual and community health involves knowledge and understanding of what constitutes healthy and sustainable food systems to make informed food selection and preparation choices.

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Course Outline

Areas of study include:

- Fundamental principles of food preparation and production.
- Preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

Assessment

Assessment in Year 7 Food Specialisations:

- Knowledge and Understanding - the use, development and impact of technologies and design ideas in food preparation context
- Processes and Production Skills – the skills needed to create designed solutions

Media Arts (Year 7)

Brief Description of Subject

In Year 7 Media Arts, students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

Areas of study include:

- Exploring key concepts of Media Arts
- How meaning is created in media texts such as film and television

Assessment

Assessment in Year 7 Media Arts focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

The unit culminates in the planning and production of a short media work that demonstrates their understanding of media languages and audience engagement.

Music (Year 7)

Brief Description of Subject

In Year 7 Music, students learn in and through the music practices of listening, composing, and performing. They use their music knowledge and skills in purposeful and creative ways and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

Areas of study include:

- Elements of Music through a focus on keyboard performance.
- Reading music
- Playing with correct technique
- Performing simple melodies and chords.
- Listening and responding to a variety of musical styles
- Applying techniques of analysis

Assessment

Assessment in Year 7 Music focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing

Drama (Year 8)

Brief Description of Subject

In Year 8 Drama, students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Course Outline

Areas of study include:

- Introduction to Elements of Drama
- Performance skills through a variety of practical workshops and classroom activities.
- Responding to own and others performances
- Applying skills of analysis and evaluation.

Assessment

Assessment in Year 8 Drama focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

Students will learn to create strong characterisation and dramatic tension through preparing a performance of scenes from *Soul Trading* by Kate Walder.

Design and Technologies (Year 8)

Brief Description of Subject

In Year 8 Design and Technologies students focus on aspects of the Engineering Principles and Systems, and Materials and Specialisations sub-strands, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. To design and create engineered solutions involves knowledge and understanding of scientific and mathematical principles and concepts through the application of engineering design processes and practical skills.

Course Outline

Areas of study include:

- Creating designed solutions for products, services and environments.
- Produce designed solutions for identified needs or opportunities. Preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

Assessment

Assessment in Year 8 Design and Technologies focuses on:

- Knowledge and Understanding – the use, development and impact of technologies and design ideas in an engineering context
- Processes and Production Skills – the skills needed to create designed solutions

Special Requirements

Design and Technologies involves extreme risk workshop activities. Students must adhere to safety requirements at all times.

Digital Technologies (Year 8)

Brief Description of Subject

In Year 8 Digital Technologies, students have 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.

Course Outline

Areas of study include:

- Exploring cryptography
- Processes and Production Skills

Assessment

Assessment in Year 8 Digital Technologies focuses on:

- Knowledge and understanding
- Processes and production skills.

Visual Arts (Year 8)

Brief Description of Subject

Learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Course Outline

Areas of study include:

- Introduction to the Elements of Art
- Foundational art-making skills through a variety of practical workshops and classroom activities.
- Expressing ideas visually and develop skills in responding to their own and others' artworks,
- Applying techniques of analysis.

Assessment

Assessment in Year 8 Visual Art focuses on:

- Exploring and Responding
- Developing practices and skills
- Creating and making
- Presenting and performing.

High Performance Sport (Extension Program)

Brief Description of Subject

In Year 7 and 8 High Performing Sport, students have the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Following an application process, students are selected and work to develop and refine skills and represent the College at high levels with other likeminded athletic and talented students. A key focus of both the Basketball and Volleyball programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists).

The philosophy of the High Performing Sport program is centred on the development of the whole athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. All students in the program will be required to attend training and will have the opportunity to be selected for representative teams. Students will only retain their position in the program by continuing to meet the conditions outlined in the High Performing Sport contract.

Students studying High Performance Sport do so in lieu of elective rotations.

Course Outline

- History and Nature of the sport
- Fitness testing
- Injury prevention and management
- Nutrition
- Sports psychology
- Biomechanics
- Careers in sport

Assessment

Throughout the program, students will be assessed on both the practical and theoretical aspects of the course. While the course has a stronger emphasis on practical performance and the development of the athlete, students will complete modules of the theoretical aspects.

Inter School Sport

Students are able to participate in the interschool sports program offered by the College. Year 7 and 8 students compete against Year 7 and 8 students from other schools each Tuesday afternoon. Students not competing in the inter-school sports program will play inter-class sports at school.

Students are expected to wear sports uniform, a hat and sunscreen during outdoor activities. It is also recommended that the students bring water in a drink container.

Quandamooka Cup

The Capalaba State College Quandamooka Cup is a holistic school program designed to celebrate and develop student achievement across four key pillars: academic, arts, sports, and community. Renamed in 2025 to recognise the traditional Quandamooka lands and culture, this initiative runs each Tuesday during period 4, where students select from a wide range of classes that complement the program's pillars and allow them to explore diverse interests. Available options include film club, ball sports, gym sessions, reading, Dungeons & Dragons, study skills and mindfulness, chess, handball tournaments, gardening, and drama games.

The Quandamooka Cup encourages students to engage actively in a broad range of activities that promote intellectual growth, creativity, physical health, and social responsibility. By aligning with the Australian Curriculum Version 9.0 (ACARA V9.0), the program supports the development of vital skills such as critical thinking, collaboration, perseverance, and empathy—skills essential for success beyond school.

The four pillars of the Quandamooka Cup include:

- **Academic:** Encouraging students to pursue excellence and curiosity in their studies.
- **Arts:** Providing opportunities for creative expression and cultural understanding.
- **Sports:** Promoting physical fitness, teamwork, and discipline.
- **Community:** Fostering social responsibility through volunteering and service activities.

Aligned with Positive Behaviour for Learning (PBL) and Restorative Practices, the Quandamooka Cup promotes positive behaviours and encourages students to build strong, respectful relationships, learning from conflicts in a constructive way.

Instrumental Music

Instrumental Music is an elective program offered to students at Capalaba State College. The program provides students with skills and experiences that promote musicianship, personal development and enjoyment, but also are held in high regard by employers and the community.

The program operates through the co-operative effort and support of Education Queensland, the School, Parents/Carers and Students. Education Queensland provides the Instrumental Teacher and the instruments. The School provides the organisation, facilities and resources. The students, as musicians, are our core business.

Students have the opportunity of playing one of the following instruments: flute, clarinet, bass clarinet, saxophone, trumpet, French horn, trombone, euphonium, tuba or percussion (orchestral drums).

The Instrumental Music program consists of two parts:

- Instrumental lessons conducted during normal school hours. These are worked on a rotational basis.
- Concert and Big Bands rehearsals and performances require a time commitment by students, predominantly outside school hours.

An emphasis is placed on public performance e.g. school events, official functions, Education Week, concerts, competitions and appearances at surrounding Primary Schools.

Capalaba State College has a high quality Instrumental Music Program built on a fine tradition, and is one of which parents and students can be justly proud.

Inclusive Education Program

Students who have been identified with a disability are supported by the Support Services Team and will have the same access to all subjects that are offered to all students. Support Teachers work in conjunction with classroom teachers to plan units of work that have the relevant adjustments to ensure student success. Classwork and assessment tasks within each subject are tailored to meet individual needs. Parents of students supported by the Support Services Team are encouraged to consult with their child's allocated Support Teacher and the Head of Support Services (HOSS) to discuss their child's progress.

Homework

Homework is an integral part of schooling, developing study habits, skills for independent work and self-directed learning. All these aspects have applications necessary for vocational and personal development through life.

Components of homework

A reasonable homework program should incorporate three parts:

- **Revision of work done during the day.** According to research into learning, approximately 5-10 minutes per subject should be devoted to this aspect after every College day. This could include re-working of some problems and procedures undertaken during the day, reading and studying notes taken down during class, and some self-testing (e.g. vocabulary, spelling, formulae).
- **Complete work set by teachers.** This will be work which the student has the necessary skill to undertake, but which requires further application and practice. It may not be set to a regular pattern, but as needs dictate. Some subjects with a large practical component may have little or no set homework. In subjects such as Drama, students may be required to attend some out-of-class rehearsals, as a public performance approaches. It is essential that any set homework be completed as it is a purposeful part of a course of study and will be checked by teachers. Some of this set work will be part of on-going subject programs such as completion of projects and assignments commenced in class time. This aspect of homework should also include preparation for classroom learning (collecting relevant materials, items information).
- **Such other work or revision as the student determines.** This may be nothing on some nights, depending on the amount of set work for that night. However, students are encouraged to have a planned program of long-term revision concentrating on one or two different subjects each night. Books are available from the College library in most subjects for those students who wish to do further work for themselves in an area of interest. At all ages it is very advantageous for students to read regularly. This can include a range of texts from novels, magazines to Internet research.

Prescribed levels of homework for different age groups:

- Years 6 and 7: Could be up to be up to 4 hours each week
- Years 8 and 9: Could be up to be up to 5 hours each week