

# 2023 Year 8 Handbook



Live, Love, Learn  
Leave a Legacy



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## 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:

- P-3,
- 4-6,
- 7-9 and
- 10-12.

Junior Secondary 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 four key elements:

- Additional literacy and numeracy time
- Well being
- Physical activity

Additionally, we offer extension and enrichment opportunities to our young 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.

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

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

## Student Well Being

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- Home room teachers are established to mentor students and form productive relationships with parents.
- Physically safe areas designated to year levels are introduced.
- You Can Do It Lessons are delivered by a core group of teachers who use responsive programming to address student and cohort needs.

## Parent and Community Involvement

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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

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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.

The College mission is to nurture positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.

Staff at Capalaba State College are confident they are providing the best education possible for every student in the Junior Secondary years.

### Course Structure

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All students in Year 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
- Mathematics
- Science
- History / Geography
- Languages
- Sport

Students in Year 7 and 8 rotate through the following subjects:

- Drama
- Visual Arts
- Music
- Media Arts
- Dance
- Industrial Technology and Design
- Food and Nutrition
- Digital Technology

### Extension Programs

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

- Scholars program for academically gifted students
- High Performing Sport (Volleyball or Basketball)

## English

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### Brief Description of Subject

Our program aligns with the Australian Curriculum where 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.

Students individually and collaboratively use higher order thinking to interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Additionally, within lessons, a focus on literacy skills is required. Students are explicitly taught and assessed on reading, grammar and punctuation and writing.

### Course Outline (topics)

The areas of Study include:

- *Imaginative response to teen issues in a novel*- Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints.
- *Representing human experience*- Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures.

- *Creating short stories*- Students read and comprehend a variety of short stories to understand the features that engage an audience.
- *Analysing and expressing viewpoints on ethical issues in a drama text*- Students examine characters and their differing viewpoints on ethical issues raised in the text. Through a panel discussion and blogging tools, students use persuasive language choices and supporting evidence to express personal and in-role character viewpoints that engage and influence an audience.

## Assessment

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.

Students demonstrate evidence of their learning over time in relation to the following criteria:

- language
- literature
- literacy

The assessment across the units includes:

- Written analysis
- Illustrated short story
- Persuasive spoken
- Imaginative written

## Pathways

This course of study will prepare students for further study in English in Year 9 and either General English or Essential English in Years 11 and 12.

## Health and Physical Education

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### Brief Description of Subject

Our program aligns with the Australian Curriculum and takes a strengths-based approach to Health and Physical Education. It focuses on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and well being. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. 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. Our program affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others’ health, wellbeing, movement competence and participation in physical activity.

The College focus of reading aligns with the Australian Curriculum for Health and Physical Education where students develop health literacy skills. Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. Higher Order Thinking is promoted through our program as students make links between practical and theory components of the course. Technology and the media will continue to transform our lives and change the way we communicate. Some health issues will endure while new ones will emerge. Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

### Course Outline

Growing and Changing TEAM BUILDING	Personal Health ATHLETICS	Making Healthy Decisions WORLD SPORTS	Movement Concepts MODIFIED GAMES
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## Assessment

Tasks vary throughout the program and both the practical aspects and theoretical aspects of the course are assessed when making judgements on a student's overall performance. Tasks include:

- written tests
- assignments
- practical performance

Students demonstrate evidence of their learning over time in relation to the following dimensions:

- knowledge and understanding
- performance and practical application

## High Performance Sport

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### Brief Description of Subject

High Performing Sport aims to provide young people talented in the sports of basketball or volleyball with the opportunity to pursue excellence in a supportive educational environment with the flexibility to accommodate sport and school commitments. Students are required to apply for either the High Performing Basketball or High Performing Volleyball program and, once accepted, are provided with the opportunity to further refine skills and represent the college at high levels with other likeminded athletic and talented students. A key focus of both programs is the provision of quality coaching and training sessions delivered to students from both highly qualified teaching staff and outside sporting professionals.

The philosophy of the High Performing Sport program is centred on not only sporting performance but the development of the whole athlete. This is to provide students the knowledge, training and support needed to develop into a high performing athlete. Students will gain knowledge and development in strength and conditioning, nutrition, skill acquisition and development as well as fitness testing and overall wellbeing. Students will also learn extra-curricular skills such as time management, communication and leadership.

The subject will foster close relationships with the wider community including sporting associations and tertiary institutions. Students in the program may also be provided with access to performance enhancement agencies (physiologists, sports psychologists) and associated support agencies (sports medicine, physiotherapists). All students in the High Performing Sports program will satisfy the requirements for their stage of schooling as well as upholding the College values. In addition to this, all students in the program will have access to well-structured developmental programs of sports coaching and training by qualified staff with links to the local community as well as other regional and state level coaches. Students will only retain their position in the program by continuing to meet the requirements of their chosen sport, school subjects and conditions outlined in the High Performing Sport contract.

### 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.

## Pathways

Students achieving highly in year 7, 8 and 9 High Performing Sport will be directed to Health and Physical Education in year 10. Students will also have opportunities to continue to represent the school at a very high level of competition, including state and national, as both an athlete and as a referee.

## Languages

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In 2023, students wishing to continue their study of Languages would need to apply to their Deputy Principal to study via Brisbane School of Distance Education. BSDE offer French, Japanese and Spanish to students who completed those subjects in Year 7.

### Brief Description of Subject

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students

- communicate in a target second language
- understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators

### Course Outline

In Year 8 independent students seeking to continue their language learning can apply to study a language through the Brisbane School of Distance Education. Units of work may include the following:

- Greetings and introductions
- Family and pets
- The classroom
- Dates and birthdays
- Meals, food likes and dislikes
- Describing myself

### Assessment - Australian Curriculum Years 7 and 8 Achievement Standard in Languages

By the end of Year 8, students share information in the target language about their personal worlds including personal details, family, friends, interests, likes, dislikes and preferences. They interact with others for the purpose of transactions, participate in class routines and socialising. They can ask and respond to familiar questions and give and respond to instructions.

The dimensions by which students work will be judged are:

- Communicating – socialising, informing, creating, translating, reflecting
- Understanding – systems of language, language variation and change, the role of language and culture

Assessment across the units includes:

- Practical tasks – role plays, short videos
- Short response assignments – written, oral or multi-modal
- Short response tests

### Special Requirements

- It is highly recommended that students have access to a device/laptop and internet at home\*. Students will use their device for accessing Language Perfect for course work and home study, practising essential listening, speaking, reading and writing skills, wider reading/viewing, research and use available technologies for the creation and recording of their assessment.  
\*Students who don't have access to the internet at home should use college Wi-Fi before/after school and during lunch breaks to complete homework and assessment tasks.
- Students may have access to language and cultural activities such as attending an International Film Festival. Approximate cost would be \$20. Students may also be asked to bring in food to share for a cultural event.
- Students studying via BSDE need to be participating in the College Student Resource Scheme or purchase the required textbook/s.

### Pathways

Increasingly universities and employers are interested in bi-lingual and multi-lingual applicants and those who demonstrate intercultural capabilities. Students who perform well in Year 8 Languages may choose to continue their language study via Brisbane School of Distance Education in Years 9-12.

## Mathematics

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### Brief Description of Subject

Students build on their existing understandings of mathematical concepts and can relate mathematics to real-life and purely mathematical situations. Through engagement in familiar and unfamiliar and simple and complex, mathematical investigations they understand that mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues posed by themselves and others. They recognise the application of mathematics in a large number of fields that provide career opportunities.

Students develop their ability to work mathematically and build on their prior understanding by individually and collaboratively planning and conducting mathematical investigations; by posing and solving mathematical questions, problems and issues; and by challenging the reasoning and perspectives of others. They reflect on their learning and transfer thinking and reasoning to a range of real-life and purely mathematical situations.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within mathematical contexts.

### Course Outline (topics)

The areas of study cover the content descriptions as outlined in the Australian Curriculum – whole number and decimal, fractions, statistics, integers, percentages, patterns and algebra, area and ratio.

Topics Include:

*Whole Number & Decimal* – students will complete operations on whole numbers and decimal numbers, complete operations following the order of operations and solve worded problems.

*Fractions* – students will complete operations on fractions and solve word problems.

*Statistics* – students will investigate and collect data sets to interpret patterns and make comparisons using mean, median, mode and range.

*Integers* – students will complete operations on positive and negative integers, investigate powers, and solve word problems involving positive and negative integers.

*Percentages* – students will complete operations using percentages, decimals, fractions and whole numbers, convert between the three, and solve word problems.

*Patterns and Algebra* – students will investigate patterns and use algebra to represent number patterns, solve problems and describe comparisons.

*Area* – students will investigate the relationship between the side lengths and the areas of different shapes and solve problems based on that relationship.

*Time, Rates and Ratio* – students will investigate rates, ratios and time in terms of comparisons and solve problems using these.

*Probability* – students will investigate the chance of events occurring.

ICT's are integrated into the course of study to enhance student understanding.

### Assessment (description/draft and due dates)

Assessment will include a variety of methods which incorporate tests, assignments, investigations, presentations and observations. Students are expected to average thirty minutes homework per day which may include teacher set tasks or revision of work covered in class.

The assessment across the units includes:

- Term/Semester Exams
- Assignments
- Problem-Solving Modelling Tasks

### Pathways

A strong foundation in mathematics is essential for Engineering, Digital Technologies, Design Technologies, Sciences, Business and Accounting.

Students achieving highly in junior secondary years will be encouraged to enrol in either General Mathematics or Mathematical Methods in senior school.

## Science

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### Brief Description of Subject

The content of the Australian Curriculum encourages students to use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings.

They use higher order thinking to identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of Science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

### Course Outline (topics)

The areas of study cover the four content descriptions as outlined in the Australian Curriculum of Biological Sciences, Chemical Sciences, Earth and Space Science and Physical Sciences.

Topics include:



*Particles Matter*: a chemical sciences unit where students learn that the properties of the different states of matter can be explained in terms of the motion and arrangements of particles.

*Chemistry of common substances*: chemical change involves substances reacting to form new substances

*Rock Never Dies*: Students study the different types of rock and the processes which form them.

Other units that are studied include Cells and Reproduction, Energy and its forms.

### Assessment (description/draft and due dates)

Students demonstrate evidence of their learning over time in relation to the following assessment focus:

- Science understanding:  
Biology, Chemistry, Physics and Earth and Space
- Science inquiry skills
- Science as a human endeavour

Assessment items over the year includes:

- Term/Semester Exams
- Student Experiment
- Research Task

### Pathways

Students achieving highly in year 8 will be directed to the Advanced Science classes in years 9 and 10. Students can continue studies in Senior Biology, Chemistry or Physics in Years 11 and 12. Senior Science is currently a prerequisite or strongly recommended for tertiary studies in Science/ Maths, Engineering, Education and Health.

## History – Semester 1

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### Brief Description of Subject

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

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

In regards to the national curriculum for history in Year 8, there are 2 depth studies in which the students will develop Historical Knowledge:

- Depth Study 1: Medieval Europe
- Depth Study 2: Japan Under the Shoguns

### Assessment for History

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

### Pathways

- Senior and Modern History
- Law
- Teaching
- Public Service

## Geography (Semester 2)

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### Brief Description of Subject

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines 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. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography. The unit then examines issues related to the management and future of Australia's urban areas.

### **College focus of:**

- Reading
- Higher Order Thinking
- Technology

### Course Outline

The topics covered:

Depth Study 1: Changing nations

Depth Study 2: Landforms and landscapes

## Assessment

Topic 1-

**Depth Study 1 : Landforms and Landscapes:** Supervised assessment (Short response)

**Depth Study 2 : Changing Nations:** Research Multimodal presentation

## Pathways

- Town planner
- Environmental consultant
- Teaching
- Surveyor

## Visual Arts

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### Brief Description of Subject

Year 7 or 8 Visual Arts is developed from the Australian Curriculum: The Arts. In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. They develop practical skills, creativity and critical thinking which inform their work as artists and audience. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

### Course Outline

#### **Suggested units might include**

- Personal maps
- Lino Carvings
- Photography
- 3D sculptures

### Assessment – Years 8 Achievement Standard in Visual Arts

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 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.

The dimensions by which students work will be judged are:

#### Making

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through presentation or display

### Responding

- Analysing and reflecting on intentions
- Examining and connecting visual artworks in context

Assessment across the units includes:

- Making tasks, such as designing and realising completed arts works
- Short written analytical responses under test or assignment conditions

### Course requirements

- See the stationery list.
- Students will use their iPads for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and visual arts works.
- It would be advantageous for students to have access to the internet at home.
- Students may have the opportunity to participate in excursions at an additional cost.

### Pathways

Students who perform well and work safely in Year 8 will have the opportunity to study Visual Arts as elective in Years 9 and 10.

## Dance

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### Brief Description of Subject

In Year 7 or 8 Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making. Learning in Dance is based on cognitive, emotional and sensory/kinaesthetic response to dance works and practices as students learn skills and processes that develop creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different dance styles across a range of cultures and places.

Dance aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- Explore dance as an art form through choreography, performance and responding
- Making and performing dance by combining elements of dance to create movement by selecting and organising movement from a range of dance genres, styles and cultures.
- Practice and refine technical skills and techniques from different genres, styles and cultures.
- Develop their higher-order thinking skills through analysis and evaluation of different dance styles and cultures.
- Explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- Understand that safe dance practices underlie all experiences in the study of dance
- Perform within their own body capabilities and work safely in groups.

### Course Outline

Possible units include:

- FUN-ctions of Dance
- Dance of the People
- Musical Theatre

### Assessment and Achievement Standard in Dance

By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and

others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.

The dimensions by which students work will be judged are:

**Making** in Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

**Responding** in Dance involves students appreciating their own and others' dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

Assessment across the units includes:

- Creating dance works
- Learning, rehearsing and polishing dance works
- Short written analytical responses under test or assignment conditions

## Course Requirements

There are a number of requirements for students undertaking this course.

- Creativity
  - Students need to work both individually and collaboratively to plan, devise, produce and perform dance.
  - A desire to develop confident presentational skills in front of a range of audiences.
  - Students may have access to Dance Excursions to develop their knowledge, understanding and enjoyment of live dance. Approximate costs for dance excursions are \$40-\$60. Incursions will cost less, or may be paid through subject fees.
- Reading
  - Student Resource Scheme – It is highly recommended that students who select Dance participate in the Student Resource Scheme as we use many textbooks and resources that would otherwise be expensive to purchase.
  - Written, visual and performance texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.



- Technology
  - Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies for the creation and recording of their assessment and dance works.
  - Students need to demonstrate safe and responsible use of all technology and equipment.
  - Students must have permission to be filmed and photographed for the purposes of analysing and sharing works in progress and performances.

## Pathways

Students who perform well and work safely in Year 8 Dance may choose to study Dance in Years 9 and 10.

## Drama

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### Brief Description of Subject

Year 7 or 8 Drama is developed from the Australian Curriculum: The Arts. In **Drama**, students explore and depict real and fictional worlds through use of voice, body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

Drama develops students' higher order creativity and critical thinking skills and processes. It provides opportunities for students to imagine and explore beliefs, feelings, behaviours and relationships across many situations and contexts. The collaborative nature of drama as an art form provides students with opportunities to learn the processes of drama and the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

### Course Outline

The units studied may include the following:

- Process Drama - *Stepping Into Others' Shoes*
- Playbuilding – *From Improvisation to Performance*
- Scripted Drama – *From Page to Stage*
- Dramatic Styles – *From Melodrama to Realism*

### Assessment - Australian Curriculum Years 7 and 8 Achievement Standard in Drama

By the end of Year 8, students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Students interpret and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.

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

The dimensions by which students work will be judged are:

- Making involves students working as artists:
  - in the making of creative work as creative artists, eg improvising, devising and designing;
  - in rehearsing and polishing dramatic performances as actors, both individually and in groups;
- Responding – involves students critically analysing and evaluating their own dramatic work and the works of others including professional productions

Assessment across the units includes:

- Practical making tasks – devising, designing, improvising, scriptwriting
- Practical performance tasks
- Extended response assignments – written, oral or multi-modal
- Short response tests

### Special Requirements

- See the stationery list.
- Students may have access to Drama Excursions to develop their knowledge, understanding and enjoyment of live theatre. Approximate costs for Drama excursions are \$40-\$60.
- Student Resource Scheme – It is highly recommended that students participate in the Student Resource Scheme as we use many play scripts and textbooks that would otherwise be expensive to purchase.
- Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies for the creation, recording and self-evaluation of their assessment.
- Students need to demonstrate safe and responsible use of all technology and equipment.
- Students must have permission to be filmed and photographed for the purposes of analysing and sharing works in progress and performances.

## Pathways

Students who perform well in Year 7 and 8 Drama may choose to study Drama in Years 9 and 10. They may then choose to study General Drama in Year 11 and 12, or they may choose to study Applied Drama in Practice in Years 11 and 12.

## Food and Nutrition

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### Brief Description of Subject

Food and Nutrition has been developed from the Australian Curriculum: Design and Technologies, in which students use design thinking and technologies to generate and produce design solutions for authentic needs and opportunities.

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. Students will begin to identify possible and probable futures and their preferences for the future.

The central focus of Food and Nutrition is the well being of people within their personal, family, community and work roles. Students will develop knowledge, understanding and skills to respond creatively to current and future needs.

Students will practice the production of food using safe and hygienic work practices and will understand that the properties and characteristics of food determine preparation techniques.

### Course Outline

Students investigate factors that influence the design of products, services and environments to meet present and future needs.

Students will apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective design solutions for the intended purpose. Students will explore how social, ethical and environmental issues influence the design of a food product.

### Assessment

The dimensions by which students work will be judged are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment across the units includes:

- Short response tests
- Practical performance

## Pathways

Students who perform well in Year 7 and 8 Food and Nutrition may choose to study the subject in Years 9 and 10. They may then choose to study Food and Nutrition in Year 11 and 12 or they may choose to study Hospitality in Years 11 and 12 and complete a Certificate 11 in Hospitality.

## Media Arts

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### Brief Description of Subject

In Year 7 or 8 Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Learning in Media Arts is based on cognitive, affective and sensory/kinaesthetic response to media arts practices as students revisit increasingly complex content, skills and processes with developing creativity, confidence and sophistication across their years of learning. The curriculum examines past, current and emerging practices in different media forms across a range of cultures and places.

Media Arts aims to develop knowledge and understanding, as well as practical skills, to ensure that individually and collaboratively students:

- Identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.
- 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.
- Identify and analyse the social and ethical responsibility of the makers and users of media artworks.
- produce representations of social values and points of view in media artworks for particular audiences and contexts.
- use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning.
- collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

### Course Outline

Year 8 Media Arts will cover an introduction to film (basic storytelling and production techniques).

## Assessment and Achievement Standard

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.

The dimensions by which students work will be judged are:

### **Making**

- Exploring ideas and improvising with ways to represent ideas
- Manipulating and applying the elements/concepts with intent
- Developing and refining understanding of skills and techniques
- Structuring and organising ideas into form
- Sharing artworks through performance, presentation or display

### **Responding**

- Analysing and reflecting on intentions
- Examining and connecting artworks in context

## Assessment

- Making tasks, eg script writing, storyboarding, filmmaking, game design and development
- Practical tasks undertaken both individually and in groups
- Short written analytical responses under test or assignment conditions

## Course Requirements

- Reading
  - Both written and visual texts will be analysed in this subject. Students are encouraged to develop broad reading and viewing habits.



- Creativity
  - Students need to work both individually and collaboratively to plan, devise and produce media works.
- Technology
  - Safe and responsible use of equipment.
  - Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies for the creation, recording and self-evaluation of their assessment-
  - Students must participate in the College Student Resource Scheme in order to access College provided software and hardware.

### Pathways

Students who perform well and work safely in Year 8 Media Arts may choose to study Media Arts in Years 9 and 10. They may then choose to study the General Subject: Film, Television and New Media in Years 11 and 12.

## Music

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### Brief Description of Subject

Music in Year 7 or 8 Music is developed from the Australian Curriculum: In Music, students create, perform and respond to musical experiences. Students interpret, rehearse and perform songs and instrumental music demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose. Music practice focuses on acquiring skills, using knowledge, understanding concepts about music and musicians. Students will be encouraged to develop their own creativity while working independently and collaboratively. Students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning. Music develops students' higher order creativity and critical thinking skills and processes.

### Course Outline

The unit "Music Foundations" studied may include the following:

- Keyboard Foundations
- Guitar Foundations
- Ukulele Foundations
- Theory, terminology and composing rhythms with pitch.
- Chords
- Theory/history of the Guitar, Ukulele and Piano
- Garage band foundations/recording
- Microphone techniques/foundations

### Assessment – Australian Curriculum Standard Year 7 and 8 Achievement Standard

By the end of Year 8, students interpret, rehearse and perform songs and instrumental music demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

The dimensions by which students work will be judged are:

- Making involves students working as artists
  - in the making of creative work as creative artists, eg composing and improvising;
  - in rehearsing and polishing musical performances as musicians, both individually and in groups;

- Responding – involves students critically analysing and evaluating their own musical works and those of professional musicians

Assessment across the unit includes:

- Formative assessment: Practical making tasks – composing
- Summative & Formative: Practical performance tasks
- Summative & Formative Short response tests

## Special Requirements

There are a number of requirements for students undertaking this course.

- Students may have access to Music or Musical Theatre Excursions. Approximate costs are 40-\$60.
- Reading
  - Student Resource Scheme – It is highly recommended that students who select Music participate in the Student Resource Scheme.
  - Students who participate in this will be able to access their subscription to the MusicEDU online program.
  - Written, aural and visual performance texts will be analysed in this subject. Students are encouraged to develop broad listening and viewing habits (music listening apps such as spotify will be helpful in this above endeavour).
- Technology
  - It is recommended that students have corded headphones with access to a 'jack' to plug into our keyboards (non-bluetooth).
  - Students need to bring their charged iPad to every lesson. Students will use their device for wide reading/viewing, research and use available technologies for the creation, recording and self-evaluation of their assessment.
  - Students need to demonstrate safe and responsible use of all technology and equipment.
  - Students must have permission to be filmed and photographed for the purposes of analysing and sharing works in progress, performance and production work.

## Pathways

Students who perform well and work safely in Year 8 will have the opportunity to study Music as an elective in Years 9 & 10. In Years 11 & 12 students may elect to study General Music (Yr 11-12); Extension Music (Yr 12 only); or Applied Music in Practice (Yr 11-12).

## Design and Technologies

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### Brief Description of Subject

The Design and Technologies aligns with the Australian curriculum.

Learning in Design and Technologies develops knowledge and confidence to critically analyse and creatively respond to design challenges.

Year 8 Design and Technologies uses skills in Knowledge and Understanding, Processes and Production Skills and creative design thinking to produce designed solutions to an identified need or problem. In using design ideas students work through problems of an identifiable need to produce a solution to the original problem. Students work independently and collaboratively to problem-solve the complexities of problems and make connections to related specialised occupations. As students' progress creativity, innovation and enterprise skills will be increasing used as confidence, independence and collaboration grows to design a solution to a given design problem using a range of taught skills in designing, sketching, use of CAD software, laser cutting, 3D printing and using other various specialised tools.

### Course Outline

Students will be producing design folios in PowerPoint to work through given design problems following the process of - Investigation of the problem, Generating ideas to solve the problem, Producing the product to finally Evaluate the solution. Using a range of technologies including a variety of sketched graphical techniques to communicate original ideas in a three-dimensional representation, using CAD software, to produce products with 3D printers and Laser cutter. In using these machines students produce and assemble their products and demonstrate via evaluating the product produced to the original design problem. For students to be successful in design, an open mind to creativity and safety is required.

### Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment for Design and Technologies elective include:

- PowerPoint Design Folio and Laser cut or 3d printed products to given design problems.

## Resources

Student will require a USB drive for use in class, as well as access to a computer device at home to complete design work as homework.

## Pathways

Design Technologies leads students to further study in Design, Engineering, Aerospace and Trade Vocational Educational Training (VET) pathways. This course of study may help prepare students for Maths, English, Science, Art, Aerospace, Design, Engineering, Industrial Technology Skills pathways and other external VET Pathways.

## Digital Technologies

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### Brief Description of Subject

Learning Digital Technologies in Years 7 or 8 helps students to focus on further developing understanding and skills in computational thinking such as decomposing problems and prototyping. It engages students in a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

### Course Outline

In Year 7 or 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

### Assessment

The dimensions by which students will be judged on are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment across Digital Technologies elective includes:

- Design, implement and evaluate a serious game
- Develop an information system

### Resources

Students will require a USB drive for storing backups of their in-class work.

### Pathways

Students who perform well and work safely in Year 7 or 8 Digital Technologies will have the opportunity to study Digital Technologies in Year 9.

## Interschool Sport

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Students are encouraged to participate in the interschool sports program offered by the College. It is a fantastic way to represent the college and to learn new skills. Year 8 students who pay to participate in the Inter School Sport program will compete against other schools every Tuesday afternoon in the summer and winter seasons.

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



## Instrumental Music

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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 college, parents/carers and students. Education Queensland provides the Instrumental Teacher and the establishment kit of 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:

- (A) Instrumental lessons conducted during normal school hours. These are worked on a rotational basis so students miss only half of one lesson of a particular class.
- (B) 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.

## Special Education Program

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Students who have been identified with a disability and are eligible for support from the Special Education Program (SEP) will have the same access to all subjects that are offered to all students. Staff will work in conjunction with subject teachers to plan units of work that have the relevant adjustments that ensure student success. Classwork and assessment tasks within the subjects are tailored to meet individual needs. Parents of students supported by the SEP are encouraged to consult with Program Managers and the Head of Special Education Services to discuss their child's progress.

## Homework

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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.

### Reading

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 3 or 4 hours each week
- Years 8 and 9: Could be up to be up to 4 or 5 hours each week

### **Notices and Communication**

Students are expected to remain up to date with college and class events and information through out student notices. Student notices are generally sent through dedicated channels in Microsoft Teams, but may also be sent to the student's school provided email address. Both of these locations should be checked daily by students.