YEAR 8

SUBJECT SELECTION HANDBOOK



2027

PLEASE NOTE

The College reserves the right

to not run a class if there is

insufficient demand or

if staffing is not available.

From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 8 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 8 and will be able to also select four (4) Specialisation units. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 10 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

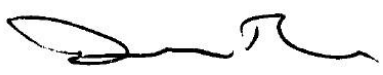
Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 8 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

Education Ministers have agreed to a new national declaration on education goals for all Australians. Known as The Alice Springs (Mparntwe) Education Declaration, the Declaration, sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes. The following principles underpin the curriculum structures at Chisholm Catholic College.

a) Continuity through Years 7 - 12 will be promoted via:

- The Australian Curriculum
- The Religious Education program
- Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10), QCAA Syllabus (Years 11-12)
- Commitment to the development of the cognitive verbs (CV's) for all students 7-12
- Collaborative planning processes focused on clearly identified learning outcomes and standards
- Authentic and continuous assessment and reporting practices
- 'Intra' and 'Inter' school moderation processes
- A developmental approach to learning which is student centred

b) Selection of curriculum experiences will be:

- relevant
- purposeful
- holistic
- dynamic
- responsive
- contemporary

c) Curriculum is integrated, balanced and connected to:

- Encourage students to develop a deeper and broader understanding of themselves and their world.
- Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
- Promote the transfer of knowledge across Learning Areas independently and interdependently.
- Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
- Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
- Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate

d) The context of learning

- Will be informed by real life and life like situations and theoretical constructs which, together, form a dynamic and balanced learning program.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- Humanities
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technologies
- Cultural Literacy and Languages, including Japanese and Spanish

Specialisations (Years 8 to 10)

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

Year 8 Specialisations are a term-based course of study, and students need to choose at least one from The Arts and one from the Technologies courses.

Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

> Students have the opportunity to specialise in SEDA. This subject is an extension for HPE (SEDA eligible sports). or if staffing is not available. Please note – The College reserves the right to not run a class if there is insufficient demand

How to Use This Book

This book is designed to help you make decisions about subjects for your Year 8.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE ACADEMIC LEADERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT CHANGES: Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Middle Years Learning Leader's Office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Assistant Principal: Curriculum.

GUIDELINES FOR THE SELECTION OF YEAR 8 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection. Year 8 students will study the following compulsory core subjects:

- English
- History
- Mathematics
- Science
- Health and Physical Education
- Stretch



SPECIALISATION SUBJECTS

In addition to the core subjects above**, students will also select four (4)** elective subjects to study each Term and 2 reserves. When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, Academic Leaders, Pastoral Leader or the Program Leader: Pathways. A few helpful hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.



CORE SUBJECTS				
Year 7	**Year 8**	**Year 9**	**Year 10**	**CORE**
Religion	Religion	Religion	Religion	Religion & Ethics (A) Study of Religion (G) **One Religion Subject must be studied in Senior**
English	English	English	English	English (G) Essential English (A) Literature (G) **One English Subject must be studied in Senior**
Mathematics	Mathematics	Mathematics	Mathematics	Essential Mathematics (A) General Mathematics (G) Mathematical Methods (G) Specialist Mathematics (G) **One Math's Subject must be studied in Senior**
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education	
Humanities	Humanities	History	Humanities - **see electives** in Yr10 for **Semester** based courses	
Science	Science	Science	Sciences – **see electives** in Yr 10 subjects are chosen for **full year**	
Languages Japanese/Spanish Students study both languages **Semester based**	Languages Japanese/Spanish Students must choose 1 Language for 1 term **Term based**			
Stretch- (Personal Development and Pathways)	Stretch (Personal Development and Pathways)	Stretch (Personal Development and Pathways)		

ELECTIVE SUBJECTS

Year 7	Year 8	Year 9	Year 10	Senior Subjects
SCIENCES				
				Aquatic Practices
			Biology	Biology
			Chemistry	Chemistry
			Physics	Physics
			Psychology	Psychology
			Science in Practice	
HUMANITIES				
			Accounting	Accounting (Online)
		Business	Business	Business
			Civics & Citizenship	
		Geography	Geography	Geography
		Big History	History	Modern History Ancient History
				Legal Studies
HEALTH & PHYSICAL EDUCATION				
				Health & Physical Education
SEDA	SEDA	SEDA	SEDA	
LANGUAGES				
				Japanese Spanish
TECHNOLOGIES				
Design Technology Food & Materials	Design Technology Food & Materials	Design Technology Food Specialisation	Design Technology Food and Nutrition	Food and Nutrition
			Design Technology Food Hospitality	Hospitality Practices
		Design Technology Textiles	Design Technology Textiles	Fashion
Design Technology Woodwork	Design Technology Woodwork	Design Technology Manufacturing	Design Technology Manufacturing	Furnishing Skills
			Engineering Skills	Engineering Skill Engineering (Online)
Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions
				Information & Communication Technologies (Online)
		Graphics	Graphics	Industrial Graphics
			Design	Design (Online)
STEM	STEM			
THE ARTS				
Dance	Dance	Dance	Dance	Dance
Drama	Drama	Drama	Drama	Drama
Media	Media	Media	Media	Media
Music	Music	Music	Music	Music (Online)
Visual Art	Visual Art	Visual Art	Visual Art	Visual Art Visual Arts in Practice

RELIGION

Exploring faith, scripture, mission and moral questions

What will students learn?

Year 8 Religion invites students to explore initiation rituals, Church history, Scripture and the continuing mission of Jesus. Students reflect on faith traditions, moral questions and the role of the Church in the world today.

Units of Study

Rituals of Initiation

- Significance of initiation rituals
- Abrahamic religions: Judaism, Christianity and Islam
- Faith journeys of believers

Movers and Shakers

- Change and continuity in the Church
- Key reformers from c. 650–1750 CE
- Impact of writings and messages

Mission Matters

- Scriptural evidence and God's saving plan
- The early Church in Acts of the Apostles
- Church presence and action today

Hello God

- Images and words representing the Trinity
- Old Testament covenant narratives
- Messages of Old Testament prophets

Skills Developed

✓ Religious literacy
✓ Scriptural interpretation
✓ Ethical reflection
✓ Historical understanding
✓ Communication

Assessment Overview

✓ Multimodal presentation
✓ Proposal
✓ Storybook
✓ Essay
✓ Folio of work

What does learning look like?

- Exploring scripture and religious traditions
- Discussing moral and ethical questions
- Analysing stories, symbols and rituals
- Creating written, spoken and multimodal responses

Why study Religion?

- Understand faith traditions and identity
- Develop empathy and ethical thinking
- Connect belief, mission and action
- Strengthen reflection and communication skills

ENGLISH

Building confident communicators, critical thinkers and creative writers

What will students learn?

In Year 8 English, students engage with personal stories, biographical narratives, poetry, novels and persuasive texts. They develop skills in reading, writing, speaking, viewing and critical analysis so they can communicate clearly and respond thoughtfully.

Units of Study

Stories of Others

- Explore personal stories and biographical narratives
- Analyse narrative styles, structures and techniques
- Consider how media texts persuade audiences

Unlocking Poetry

- Explore poetic forms and devices
- Engage with experiences of poet and reader
- Develop interpretation and response skills

Novel Study

- Study the class novel Hatchet
- Explore representations of characters
- Analyse how authors construct meaning

Representations of How We Learn

- Develop persuasive writing and speaking skills
- Investigate evidence, experience and reasoning
- Consider approaches to learning and assessment

Skills Developed

✓ Reading comprehension and interpretation
✓ Writing for different purposes
✓ Speaking and communication
✓ Critical thinking and analysis
✓ Creativity and expression

Assessment Overview

✓ Written responses
✓ Spoken/signed responses
✓ Multimodal responses

What does learning look like?

- Reading and analysing novels, poetry and media texts
- Writing creatively, analytically and persuasively
- Participating in collaborative discussion
- Presenting ideas in written, spoken and visual formats

Why study English?

- Communicate clearly and confidently
- Think critically about texts and ideas
- Engage with diverse perspectives
- Build essential literacy skills across all subjects

MATHEMATICS

Developing problem-solvers through number, algebra, measurement and data

What will students learn?

Year 8 Mathematics develops students' ability to reason, model and solve problems. Students work with number, algebra, geometry, measurement, statistics and probability in practical and abstract contexts.

Units of Study

Numbers in Action

- Integers, rational and irrational numbers
- Rates, ratios, percentages and finance
- Time problems across zones and formats

Linear Relationships and Spatial Reasoning

- Manipulate linear expressions
- Graph and solve linear relationships
- Explore three-dimensional space

Shapes and Measurement

- Perimeter, area, volume and circles
- Pythagoras' theorem and similarity
- Composite shapes and geometric properties

Data and Probability

- Conduct statistical investigations
- Analyse distributions and variation
- Explore compound event probabilities

Skills Developed

- ✓ Mathematical reasoning
- ✓ Problem-solving
- ✓ Data interpretation
- ✓ Modelling
- ✓ Use of digital tools

Assessment Overview

- ✓ Examination
- ✓ Problem Solving and Modelling Task
- ✓ Assignment – Investigation

What does learning look like?

- Solving real-world and abstract problems
- Using models, diagrams and digital tools
- Investigating patterns, data and probability
- Explaining reasoning and mathematical methods

Why study Mathematics?

- Strengthen logical thinking
- Build confidence with real-world numeracy
- Prepare for senior mathematics pathways
- Develop problem-solving skills for future learning

HEALTH AND PHYSICAL EDUCATION

Developing wellbeing, movement skills and healthy decision-making

What will students learn?

Year 8 HPE supports students to investigate health issues relevant to young people and to practise increasingly complex movement skills. Students explore personal choices, movement concepts, safety, wellbeing and teamwork.

Units of Study

Inclusion and Games Design

- Designing inclusive and accessible games
- Exploring modified games and fair play
- Adapting rules, equipment and space to support participation

Fit for Life

- Developing personal fitness plans
- Understanding fitness components and training methods
- Setting goals to support lifelong health and wellbeing

Understanding How the Body Moves

- Exploring body systems involved in movement
- Understanding muscles, bones and joints
- Applying movement knowledge to improve performance

Get Smart About Drugs

- Investigating drug education and health choices
- Understanding influences, risks and protective strategies
- Practising informed decision-making and help-seeking

Skills Developed

✓ Teamwork and cooperation
✓ Health literacy
✓ Decision-making
✓ Physical performance
✓ Communication

Assessment Overview

✓ Project folio
✓ Investigation
✓ Examination
✓ Physical performance

What does learning look like?

- Practical movement activities and skill development
- Health investigations and class discussions
- Team-based problem-solving activities
- Reflection on wellbeing and performance

Why study Health and Physical Education?

- Support lifelong health and wellbeing
- Develop confidence in movement contexts
- Make informed and safe choices
- Build teamwork, resilience and self-management

HUMANITIES

Understanding people, places, systems and the world around us

What will students learn?

In Year 8 Humanities, students explore how people, societies and environments have developed over time. They examine historical, geographical, economic and political concepts to better understand the world and their place in it.

Units of Study

History

- Study c. 650–1750 CE
- Investigate European and Japanese civilisations
- Examine the Black Death and Shogunate Japan

Geography

- Investigate landscapes and landforms
- Explore natural processes and hazards
- Consider cultural meanings and management

Economics & Business

- Explore markets and resource allocation
- Understand business responses to opportunities
- Investigate changing work environments

Civics & Citizenship

- Explore Australia's political system
- Investigate elections and political participation
- Consider influence of parties, media and individuals

Skills Developed

✓ Research and inquiry
✓ Source analysis
✓ Critical thinking
✓ Communication and argument
✓ Global awareness

Assessment Overview

✓ Multimodal tasks
✓ Project
✓ Folio of tasks
✓ Independent source evaluation

What does learning look like?

- Investigating historical events and sources
- Analysing maps, data and case studies
- Discussing contemporary issues
- Completing inquiry-based research tasks

Why study Humanities?

- Understand how societies change over time
- Analyse current global issues
- Develop informed opinions and arguments
- Build skills for law, business, education and public service pathways

SCIENCE

Exploring the world through investigation and discovery

What will students learn?

Year 8 Science builds students' understanding of matter, energy, living systems and Earth processes. Students develop skills in investigation, scientific reasoning and evidence-based explanation.

Units of Study

Chemical Sciences

- Classify matter as elements, compounds or mixtures
- Compare models, symbols and formulas
- Identify physical and chemical changes

Physical Sciences

- Classify kinetic and potential energy
- Investigate energy transfers
- Explore transformations in simple systems

Biological Sciences

- Recognise cells as basic units of life
- Compare plant and animal cells
- Explore organs, tissues and systems

Earth and Space Sciences

- Investigate tectonic activity
- Describe evidence for plate tectonics
- Explore rock cycle processes and rock uses

Skills Developed

✓ Scientific inquiry
✓ Data analysis
✓ Problem-solving
✓ Evidence-based reasoning
✓ Scientific communication

Assessment Overview

✓ Research investigation
✓ Experimental investigation
✓ Examination

What does learning look like?

- Hands-on experiments and investigations
- Using scientific models and diagrams
- Analysing results and evidence
- Discussing real-world scientific applications

Why study Science?

- Understand the natural world
- Build analytical and investigative thinking
- Prepare for science and STEM pathways
- Develop evidence-based decision-making

JAPANESE

Building language skills through culture, identity and communication

What will students learn?

Year 8 Japanese develops basic language skills through cultural episodes connected to national identity, family life, hobbies and daily communication. Students build vocabulary, grammar and cultural understanding.

Units of Study

JP Cultural Identity

- Explore Japanese and Australian identity
- Compare aspects of family life
- Build cultural awareness

Communication Skills

- Develop basic speaking and listening
- Use dates and days of the week
- Apply vocabulary in familiar contexts

Language Foundations

- Build grammar knowledge
- Practise reading and writing
- Connect language choices with culture

Hobbies and Daily Life

- Discuss hobbies common in Japan and Australia
- Use language in everyday contexts
- Explore cultural episodes and practices

Skills Developed

✓ Listening
✓ Speaking
✓ Reading
✓ Writing
✓ Intercultural understanding

Assessment Overview

✓ Writing task
✓ Speaking task
✓ Listening task
✓ Reading task

What does learning look like?

- Practising language through structured activities
- Reading and listening to familiar texts
- Speaking and writing in simple contexts
- Exploring cultural similarities and differences

Why study Japanese?

- Develop intercultural capability
- Build confidence using another language
- Understand culture through communication
- Strengthen memory, literacy and listening skills

SPANISH

Connecting language, culture and personal expression

What will students learn?

In Year 8 Spanish, students build on prior language experiences to describe their personal worlds and interact with teachers and peers. They engage with spoken, written and multimodal resources while developing cultural understanding.

Units of Study

ES Personal Worlds

- Describe familiar people, places and interests
- Interact in classroom contexts
- Develop confidence using Spanish

Understanding Texts

- Listen to conversations and audio clips
- Read advertisements, blogs and magazines
- Notice similarities and differences with English

Creating Texts

- Create spoken and written responses
- Use modelling, scaffolding and feedback
- Apply vocabulary and sentence structures

Culture and Identity

- Explore how language reflects beliefs and values
- Consider cultural identity
- Engage with authentic and purpose-developed resources

Skills Developed

✓ Listening
✓ Speaking
✓ Reading
✓ Writing
✓ Cultural understanding

Assessment Overview

✓ Creating texts: speaking and writing
✓ Understanding texts: listening and reading

What does learning look like?

- Speaking, listening, reading and writing practice
- Using authentic and adapted resources
- Reflecting on language and culture
- Creating simple spoken and written texts

Why study Spanish?

- Communicate across cultures
- Build confidence in language learning
- Understand identity, beliefs and values
- Strengthen literacy and global awareness

DESIGN TECHNOLOGIES – FOOD AND MATERIALS

Planning and producing practical solutions with textiles and food

What will students learn?

Students develop practical design skills through food and textiles contexts. They analyse recipes using the Australian Guide to Healthy Eating and complete a textiles design task for a client.

Units of Study

Food Design

- Analyse a recipe for nutrition
- Use the Australian Guide to Healthy Eating
- Create a new and improved version

Textiles Design

- Develop sewing and construction skills
- Create a textiles item for a client
- Respond to identified client needs

Design Thinking

- Explore needs and opportunities
- Plan and produce solutions
- Evaluate design decisions

Design Folio

- Document planning and processes
- Show design development
- Reflect on final outcomes

Skills Developed

✓ Design thinking
✓ Practical production
✓ Planning
✓ Evaluation
✓ Client-focused problem-solving

Assessment Overview

✓ Design folio

What does learning look like?

- Planning and producing practical design solutions
- Analysing recipes and nutritional choices
- Developing textiles skills
- Documenting design decisions in a folio

Why study Design Technologies?

- Develop practical life skills
- Understand healthy food choices
- Build design and production confidence
- Create solutions for real needs

DESIGN TECHNOLOGIES – WOODWORK

Designing and producing practical solutions in a workshop environment

What will students learn?

Students design a solution for an identified need or want in a home or community context. They follow the design process and develop safe practices using relevant tools and equipment in a workshop environment.

Units of Study

My Desk... What a Mess!

- Design a solution for an identified need
- Consider home or community contexts
- Develop a practical product idea

Design Process

- Explore, develop and produce
- Plan and document design decisions
- Evaluate the effectiveness of a solution

Workshop Skills

- Use relevant tools and equipment
- Develop safe working practices
- Build confidence in production processes

Design Folio

- Record research and design ideas
- Show development and production evidence
- Reflect on final solution

Skills Developed

✓ Workshop safety
✓ Design process
✓ Tool use
✓ Production skills
✓ Evaluation

Assessment Overview

✓ Design folio

What does learning look like?

- Designing a practical product
- Using tools safely in a workshop
- Following a design process
- Documenting progress in a folio

Why study Design Technologies?

- Develop hands-on production skills
- Build confidence with tools and materials
- Create purposeful practical solutions
- Understand safe workshop processes

DIGITAL TECHNOLOGIES

Coding, creating and problem-solving with digital tools

What will students learn?

Students begin an engaging introduction to programming through the Tynker platform. They design interactive stories, animations, mini-games and drones while progressing from visual block coding to text-based coding.

Units of Study

Tynker Programming Adventures

- Use Tynker for hands-on programming
- Create interactive stories and animations
- Build mini-games and drone activities

Block Coding Foundations

- Develop programming concepts visually
- Build sequencing and logic skills
- Test and refine digital solutions

Text-Based Coding

- Progress toward JavaScript and Python
- Explore computational thinking
- Apply programming techniques

Digital Creator Mindset

- Design and develop digital products
- Problem-solve through iteration
- Prepare for a technology-rich future

Skills Developed

✓ Computational thinking
✓ Problem-solving
✓ Programming logic
✓ Digital creativity
✓ Design and testing

Assessment Overview

✓ Mini projects and folio

What does learning look like?

- Coding interactive projects
- Designing and testing digital solutions
- Moving from blocks to text-based code
- Using feedback to improve work

Why study Digital Technologies?

- Build confidence with coding
- Develop problem-solving and computational thinking
- Create digital products
- Prepare for future technology pathways

STEM

Innovation, engineering, robotics and coding in action

What will students learn?

Students use LEGO Spike Prime Education and Coding to explore robotics, engineering and programming. They build, code and innovate through hands-on STEM challenges that develop creativity and problem-solving.

Units of Study

Robotics with LEGO Spike Prime

- Build and program robotic solutions
- Explore robotics and engineering
- Use hands-on challenge-based learning

Coding and Programming

- Develop coding skills
- Test and refine programs
- Apply computational thinking

Problem-Solving Challenges

- Design solutions to STEM problems
- Use innovation and critical thinking
- Work through practical engineering tasks

Teamwork and Innovation

- Collaborate on projects
- Explore, build and improve ideas
- Develop confidence as innovators

Skills Developed

✓ Coding
✓ Engineering design
✓ Innovation
✓ Teamwork
✓ Critical thinking

Assessment Overview

✓ Portfolio items

What does learning look like?

- Building and coding with LEGO Spike Prime
- Solving STEM challenges
- Collaborating in design tasks
- Documenting work in portfolio items

Why study STEM?

- Develop future-focused STEM skills
- Build creativity and problem-solving
- Prepare for robotics and engineering pathways
- Learn through hands-on innovation

DANCE

Expressing ideas, story and culture through movement

What will students learn?

Students explore how movement can express ideas, stories and culture. They learn elements of dance and choreographic devices while engaging respectfully with cultural dance forms, including First Nations cultural dance protocols.

Units of Study

Elements of Dance

- Explore movement elements
- Use choreographic devices
- Create and perform original movement

Cultural Dance

- Explore Australian folk dance, K-pop and Bollywood
- Understand dance as cultural expression
- Respect cultural protocols and traditions

Responding to Performance

- Watch and discuss dance performances
- Discover how dance communicates meaning
- Reflect on culture and context

Performance and Analysis

- Choreograph a ritual dance
- Develop technical and expressive skills
- Analyse performance choices

Skills Developed

✓ Creativity
✓ Collaboration
✓ Performance skills
✓ Reflection
✓ Cultural awareness

Assessment Overview

✓ Choreography
✓ Evaluative reflection
✓ Group task
✓ Individually assessed

What does learning look like?

- Learning and creating movement sequences
- Watching and responding to performances
- Collaborating in performance tasks
- Reflecting on meaning and expression

Why study Dance?

- Build confidence and creativity
- Understand culture through movement
- Develop teamwork and performance skills
- Express ideas in a physical and artistic form

DRAMA

Exploring characters, place, tension and performance

What will students learn?

Students immerse themselves in the role of a superhero and explore how place, role, tension, set, costume and sound communicate dramatic meaning. They study Wonderfly by Nick Atkins and create a new scene for performance.

Units of Study

Place and Tension

- Explore dramatic place, role and tension
- Understand how dramatic meaning is created
- Use set, costume and sound ideas

Character and Relationships

- Develop characters and relationships
- Identify gaps and silences in a text
- Create scenes that extend meaning

Script Writing

- Work through the playwriting process
- Develop dialogue and stage action
- Shape a scene for performance

Performance and Response

- Perform a devised scene
- Reflect on dramatic choices
- Respond to performance work

Skills Developed

✓ Collaboration
✓ Script writing
✓ Performance
✓ Creative thinking
✓ Analytical response

Assessment Overview

✓ Script writing
✓ Performance
✓ Response to performance
✓ Group task
✓ Individually assessed

What does learning look like?

- Exploring a play text through practical drama
- Creating and rehearsing scenes
- Performing devised work
- Reflecting on performance techniques

Why study Drama?

- Develop confidence and communication
- Build imagination and empathy
- Strengthen collaboration and creative thinking
- Understand how drama communicates meaning

MEDIA

Creating and analysing media messages about identity

What will students learn?

Students are introduced to the language of Media Arts by exploring technical and symbolic elements in media works. They investigate how representations communicate ideas, perspectives and meaning in relation to identity.

Units of Study

Media Language

- Explore technical and symbolic elements
- Analyse how media communicates meaning
- Respond to media works across cultures and times

Identity and Representation

- Explore positive images of teen identity
- Consider perspective and representation
- Reflect on meaning in media works

Magazine Cover Design

- Design magazine covers
- Use symbols and signs to communicate ideas
- Develop visual design choices

Digital and AI Design

- Create gaming character designs
- Build a creative folio
- Apply critical and creative thinking

Skills Developed

✓ Visual communication
✓ Digital design
✓ Critical analysis
✓ Creativity
✓ Media literacy

Assessment Overview

✓ Folio of work
✓ Written analysis
✓ Digital design

What does learning look like?

- Analysing media works and representations
- Creating magazine and digital designs
- Using symbols, signs and visual language
- Building a folio of design work

Why study Media?

- Understand media influence and representation
- Build digital and visual communication skills
- Develop creativity and critical thinking
- Create purposeful media products

MUSIC

Exploring rhythm, performance and musical meaning

What will students learn?

Students explore and experiment with concepts of music, particularly performing media roles, texture and duration. They perform drums or cajon to accompany a selected cover song and evaluate musical performance.

Units of Study

Rhythm and Duration

- Explore rhythm as a music concept
- Perform drums or cajon
- Develop timing and ensemble awareness

Performing Media Roles

- Understand roles within performance
- Explore texture and musical layers
- Apply concepts in practical work

Analysis and Evaluation

- Analyse music and performance
- Evaluate own and peer performances
- Describe effectiveness of musical choices

Cover Song Performance

- Accompany a selected cover song
- Communicate meaning to an audience
- Reflect on technique and expression

Skills Developed

✓ Performance
✓ Rhythm and timing
✓ Listening and analysis
✓ Evaluation
✓ Collaboration

Assessment Overview

✓ Performance of cover song
✓ Critical evaluation

What does learning look like?

- Performing rhythmic accompaniment
- Analysing music concepts
- Evaluating performances
- Collaborating in practical music activities

Why study Music?

- Build confidence through performance
- Develop listening and analytical skills
- Understand how music communicates meaning
- Support further music learning and co-curricular music

VISUAL ART

Creating artworks that connect memory, culture and meaning

What will students learn?

Students explore the theme of nostalgia through the creation of 2D still life artworks. They select objects that evoke personal or collective memories and use them as subjects for their compositions.

Units of Study

Still Life Composition

- Create 2D still life artworks
- Select meaningful objects
- Develop composition and visual choices

Nostalgia and Memory

- Explore personal and collective memories
- Connect objects to significant moments
- Reflect on cultural meaning

Artmaking Process

- Develop a folio of inspired artworks
- Experiment with media and techniques
- Document ideas in the VAPD

Artist Statement

- Explain ideas and intentions
- Reflect on artistic decisions
- Communicate meaning through writing

Skills Developed

✓ Creative expression
✓ Visual communication
✓ Reflection
✓ Artmaking techniques
✓ Critical thinking

Assessment Overview

✓ Annotated VAPD
✓ Folio of still life inspired artworks
✓ Artist statement

What does learning look like?

- Developing artworks from objects and memories
- Experimenting with visual techniques
- Documenting ideas and process
- Writing about artistic meaning

Why study Visual Art?

- Express personal and cultural stories
- Develop creativity and visual literacy
- Build confidence in artmaking
- Communicate meaning through image and text

SEDA

Balancing sporting excellence, academic growth and personal development

What will students learn?

The Sporting Excellence and Development Academy supports athletes to balance academic and sporting pursuits. Students have opportunities to compete and perform at a high level in sports including Football, Netball, Basketball and Rugby League.

Units of Study

Sporting Excellence

- Develop sporting performance
- Engage in eligible sports pathways
- Work toward high-level competition and participation

Ambition and Commitment

- Set goals and pursue improvement
- Show commitment to sport and learning
- Develop discipline and personal growth

Team and Community

- Build pride in the College and SEDA community
- Contribute to team culture
- Develop leadership and cooperation

Academic and Personal Balance

- Balance sport and academic responsibilities
- Develop a strong moral compass
- Reflect on growth on and off the field

Skills Developed

✓ Physical performance
✓ Commitment
✓ Teamwork
✓ Goal setting
✓ Leadership

Assessment Overview

✓ Physical performance

Sport

✓ Basketball
✓Netball
✓ Rugby League
✓ Soccer

What does learning look like?

- Sport-specific training and performance
- Goal-setting and reflection
- Team-based activities
- Balancing academic and sporting commitments

Why study SEDA?

- Support athletic development
- Build commitment and personal discipline
- Develop pride and team culture
- Balance sport, learning and personal growth