

Year 7/8  
Curriculum  
Information  
2024



# TABLE OF CONTENTS

INTRODUCTION.....	1
JUNIOR SECONDARY.....	2
HELPFUL HINTS FOR SUCCESS IN THE SECONDARY SCHOOL.....	3
HOMEWORK AND STUDY TECHNIQUES.....	4
DANCE <b>DAN</b> .....	7
DESIGN AND TECHNOLOGIES <b>DAT</b> .....	8
DIGITAL TECHNOLOGIES <b>DIG</b> .....	9
DIVERSE LEARNERS' PROGRAM <b>DLP</b> .....	10
DRAMA AND MEDIA <b>DME</b> .....	11
ECONOMICS & BUSINESS <b>ECB</b> .....	12
ENGLISH <b>ENG</b> .....	13
HEALTH & PHYSICAL EDUCATION <b>HPE</b> .....	14
HUMANITIES AND SOCIAL SCIENCES <b>HUM</b> (Year 7) incorporating HISTORY, CIVICS & CITIZENSHIP, AND GEOGRAPHY.....	15
HUMANITIES AND SOCIAL SCIENCES <b>HUM</b> (Year 8) incorporating HISTORY, CIVICS & CITIZENSHIP, AND GEOGRAPHY.....	16
LANGUAGE – CHINESE (Mandarin) <b>CHI</b> .....	17
MATHEMATICS <b>MAT</b> .....	18
MUSIC <b>MUS</b> .....	19
MUSIC EXCELLENCE <b>MSP</b> .....	20
SCIENCE <b>SCI</b> .....	21
TECHNOLOGY FOOD AND FIBRE <b>TFF</b> .....	22
VISUAL ART <b>ART</b> .....	23



# Introduction

Dear Parent/Carer

For Year 7 students in 2024 this is the introductory and exploratory year of high school during which ALL students study a broad range of core subjects. These are based on the eight key learning areas with which you will be familiar from your primary school, including English, Mathematics, Science, Humanities (History, Civics and Citizenship, Economics & Business, Geography), Health and Physical Education, Language, The Arts, and Technologies.

We have made a concerted effort, through linking with our partner primary schools, to ensure that **what** we are teaching builds on your child's learning throughout the primary years. Similarly, we have spent time ensuring we understand how children of this age best learn. We have also mapped the topics studied in all subjects and aligned them as far as possible so students are confidently able to make meaning of their learning.

Each Year 7 class will have fewer teachers so that the transition from the primary years, where one or two teachers knew your child well, is smooth. This gives our teachers a greater chance to know your child as a person and as a learner.

We very much look forward to 2024 with your child as a student at Centenary Heights State High School.

Darren Cook  
Principal

## **Excellence in Junior Secondary at Centenary Heights State High School**

In line with all Queensland schools, Centenary Heights State High School formally introduced Junior Secondary Schooling in 2013 and in 2015 we welcomed our third year level – Year 7. Our Junior Secondary Program strives to support students in their move from primary to secondary schooling, providing an environment that supports their social, academic and emotional well-being.

At Centenary Heights State High School our Junior Secondary phase of learning has been implemented using three (3) key principles:

**1. Distinct Identity:** A clear focus on students gaining a sense of belonging and connectedness to their school and to feeling safe and confident in a high school environment. It is for this reason we include programs and processes such as: students having their own home rooms and teachers; purpose-built facilities; a comprehensive Transition Program from primary to high school; a different uniform to our Senior School; class captains and Student Council representatives in each year level; identified staff keen to teach in the Junior Secondary environment; and Junior Secondary events identified in our school calendar.

**2. Quality Teaching:** This principle informs the practices and strategies that Centenary Heights State High School uses to develop a common repertoire of practices that successfully engages and challenges Junior Secondary students. Specifically our school identifies key staff to teach in our Year 7 and 8 Transition Program. Our program has a clear focus on developing strong teacher/student relationships pivotal to quality learning in the classroom. Students will study all subjects in accordance with the Australian Curriculum. In Year 7 these will include 'core' subjects: Mathematics, English, Science, Humanities (History, Civics and Citizenship, Economics and Business, Geography), Language (Chinese), and Health and Physical Education.

Over the course of Years 7 and 8 each student will experience a term of each 'elective' subject which will include Dance, Design and Technologies, Digital Technologies, Drama and Media, Technology Food and Fibre, Music and Visual Art.

**3. Student Wellbeing:** We have designated Heads of Year and Pastoral Care teachers who work with the students on a 'day to day' basis; well-developed peer mentor programs linking our senior students with our young students; a Pastoral Care Program targeting the needs of Junior Secondary students; strong links with primary schools as a part of our successful Transition Program; an established supportive, caring and inclusive school community that fosters school connectedness (safety, respect and learning underpins all that we do); and targeted activities designed to motivate our students including school camps and excursions.

## Reporting for Year 7 & 8

Report cards will be available from QParents <https://qparents.qld.edu.au> on the Friday of Week 10. At the conclusion of each term student timetables will change as a result of the movement to new elective subjects.

The education of a child is a critical partnership between the student, the school and the parents/carers. To foster this we host events such as the Year 7 Meet and Greet evenings; make report cards available each term; and have ready contact with PCG teachers and/or Heads of Year. We look forward to working with you as your child progresses through the Junior Secondary Phase of Learning – an exciting, rewarding and often challenging stage of the journey to adulthood.

### HELPFUL HINTS FOR SUCCESS IN SECONDARY SCHOOL

Study is **planned learning** that can enrich your life and can help you achieve whatever goals you have set. Simply, **the more you know, the more you can do in life.**

Success at school and achieving your goals will depend upon  
**EFFECTIVE STUDY TECHNIQUES, CONSISTENT HOMEWORK PATTERNS** and **APPROPRIATE CLASSROOM BEHAVIOUR**

Each individual student will have a different learning style and will consequently develop his/her own personal study routines. However, the following suggestions provide a set of **guidelines, general principles** and **study techniques** which have been found to be effective for all students.

In general, study time needs to range from between **forty-five minutes to one hour each day**. Because each student will have different interests and abilities, it is vitally important to set aside time for the amount of study you need in order to keep pace with everyday school work and revision. Some students may require more overall time for study than others. It is also likely that some subjects studied will require more study time than others.

Finally, it will almost always be necessary to increase the amount of study time **just prior to examination periods** or when **catching up on work missed** due to being absent from class for any reason.

# HOMework

- a) Homework is assigned by most teachers in most subject areas on a regular basis
- b) You are expected to complete all tasks within the given period of time
- c) Neglect of home tasks or refusal to do them may attract a consequence from the teachers concerned
- d) Your Homework & Study Planner (diary) should be taken to all lessons and homework entered in as it is given by the teacher
- e) A guide to the amount of time to spend on homework is as follows:

Year 7	45 minutes, including reading	} 4 nights of the week, and where needed, an hour on the weekend
Year 8	1 hour	
Year 9	1 hour	
Year 10	2½ hours	
Year 11 and 12	3 hours	

- f) There are three types of homework:
  - i. SET HOMEWORK: This is work set by the class teacher and should be completed for the day and period for which it is set
  - ii. STUDY HOMEWORK: This is revision work and is your responsibility. Some time should be devoted each night to going over work which has been learnt previously to ensure that knowledge and understanding are retained
  - iii. ASSIGNMENTS: Plan ahead the time to spend on assignments, so that you do not leave it to the last minute and run the risk of being late in handing it in. Ideally, you complete your assignments over a period of time, not in one night

.....so there is never a time when you can say 'I don't have any homework!'

## **Remember, around 80% of new learning is lost in the first 24 hours**

Research shows that the following revision program is generally effective

### **After 1 hour learning session**

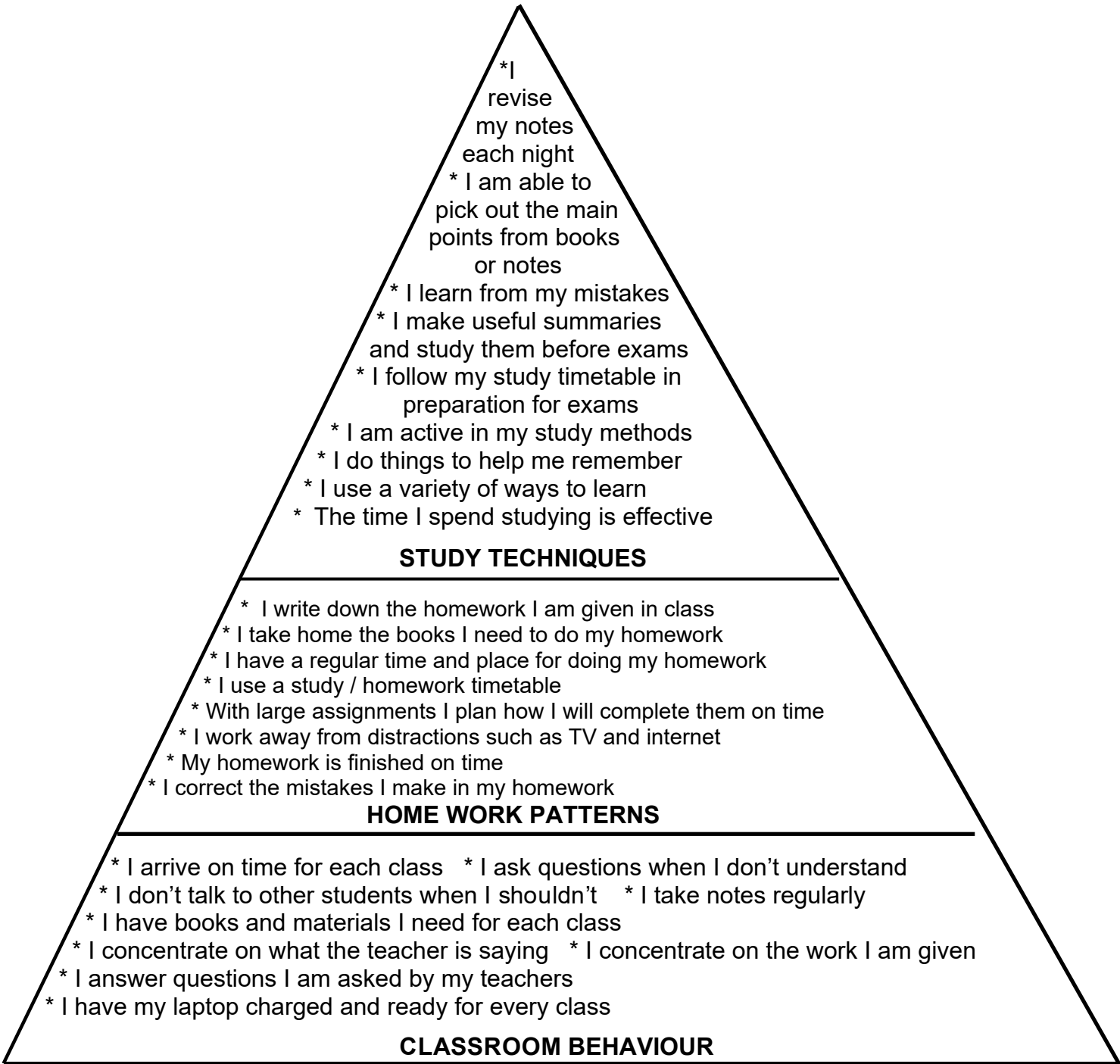
10 minutes later	-	revise for 10 minutes
1 day later	-	revise for 5 minutes
1 week later	-	revise for 2-3 minutes
1 month later	-	revise for 2-3 minutes
6 months later	-	revise for 2-3 minutes

### **Studying requires the student to:**

- Organise thoughts, time, work and materials
- Make a positive commitment to achieving goals
- Develop a variety of skills and techniques
- Actively participate in the learning process



**WHEN YOU PARTICIPATE IN CLASS,  
ORGANISE HOMEWORK AND STUDY  
ACTIVELY, YOU ARE WELL  
ON THE WAY TO SUCCESS**



**THE TRIANGLE TO SUCCESS**

In order to become organised you will need to consider:

- WHERE you study
- WHEN you study
- WHAT you study
- HOW you study

<b>STUDY TIMETABLE</b>						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

<b>TERM ASSIGNMENT PLANNER</b>				
Assignment	Subject	Teacher	First Copy Due	Final Acceptance

**For help with study techniques contact your teacher or Guidance Officer**

<b>Subject name</b>	<b>Dance</b>
<b>Subject code</b>	DAN
<b>Subject fee</b>	NIL
<b>User pays fee</b>	NIL
<b>Course overview</b>	In Year 8 Dance, students will build an understanding of social dance as a means for bringing enjoyment, participation and entertainment to a wider audience. Social dance as a leisure activity can be promoted with a deeper understanding, appreciation and enjoyment of the dance experience. Students who wish to study Dance in Years 9 and 10 will gain a fundamental knowledge base of Dance as an art form.
<b>Course outline</b>	<ul style="list-style-type: none"><li>- Review of popular culture dance</li><li>- The elements of dance</li><li>- Choreographic devices</li><li>- Evaluating and analysing dance works</li><li>- Express and justify personal interpretations</li><li>- This is a highly practical subject</li></ul>
<b>Assessment</b>	Students will be assessed once in each of the areas of Making (Performance and Choreography) and Responding. Through these assessment items, students will display their knowledge and understanding of dance skills, self-expression and critiquing dance works.
<b>Subject requirements</b>	<ul style="list-style-type: none"><li>- Writing materials</li><li>- Sports uniform</li><li>- Dance shoes are not required but may be worn if a student already has a pair.</li></ul>
<b>Career opportunities</b>	Careers in dance are many and varied and include: performer, choreographer, teacher (secondary to tertiary), theatre critic, therapist.

<b>Subject name</b>	<b>Design and Technologies</b>
<b>Subject code</b>	DAT
<b>Course overview</b>	To introduce students to creating designed solutions from ideas (including sketches) to final product using AutoCad software and manufactured projects. Students are introduced to basic practical skills and associated theory as part of the design process.
<b>Course outline</b>	<ul style="list-style-type: none"><li>- Investigate how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs</li><li>- Investigate how the features of technologies influence design and production decisions</li><li>- Analyse a range of needs, opportunities or problems and define them in terms of functional requirements and constraints</li><li>- Collect, authenticate and interpret data from a range of sources to assist in making informed judgements</li><li>- Generate and document in digital and non-digital form, design ideas for different audiences using appropriate technical terms, and graphical representation techniques</li><li>- Independently and safely plan, design, test, modify and create a range of digital solutions that meet intended purposes</li><li>- Plan, document and effectively manage processes and resources to produce designed solutions</li><li>- Develop criteria for success, including innovation and sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes</li><li>- Use appropriate protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online</li></ul>
<b>Assessment</b>	Design folio of activities (completed in class and at home) and practical projects
<b>Subject requirements</b>	Students are expected to adhere to all safety requirements. Shoes with leather uppers, safety glasses and ear plugs are required for safety reasons should workshop activities be required. The textbook office sells the appropriate glasses and ear plugs. Students are required to purchase 1H and 2H pencils and an eraser.
<b>BYOD program</b>	Please refer to the 'Bring Your Own Device (BYOD) booklet for the minimum specifications required before purchasing a device. Autocad software would require i5 Intel capacity in order to achieve reasonable speed
<b>Career opportunities</b>	Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

**Subject name** Digital Technologies

**Subject code** DIG

**Course overview** Year 7 Digital Technologies will involve students learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. Students will apply a range of skills and processes in the production of digital solutions. Digital Technologies introduces students to practical and theoretical areas covered in Year 9 and 10 and thus assists them to make decisions regarding the choice of Business and Digital Technology subjects at the completion of Year 8.

**Course outline**

- Investigate how data, including text, images and sound, is represented in binary
- Investigate how data is transmitted and secured in networks, and how the specifications affect performance
- Acquire and analyse data from a range of sources
- Design and implement digital solutions to problems using both coding and robotics
- Evaluate existing digital solutions
- Use algorithms including flow charts, storyboards and pseudo-code to design digital solutions
- Test algorithms for accuracy
- Define and analyse real-world problems, taking into account economic, environmental, social, technical and usability constraints
- Create and communicate ideas and information collaboratively online, taking safety and social contexts into account

**Assessment** A portfolio of tasks will form the assessment requirement for this subject. Students will be required to prepare their responses using computers and various software programs.

**Subject requirements** Students are required to have:

- A pair of headphones or earphones
- Minimum of 16 GB USB

**BYOD program** Please refer to the 'Bring Your Own Device (BYOD) booklet for the specifications required before purchasing a device. The desirable BYOD computer is an i5 Intel or higher, allowing for faster processing speed and storage of software and files.

**Subject name**            **Diverse Learners' Program**

**Subject code**            DLP

Centenary Heights State High School is committed to providing every student with the opportunity to learn the Australian Curriculum outlined by ACARA. Through our Diverse Learners' Program, support is provided for any student in the school who requires curriculum, pedagogy, advocacy and engagement support and adjustments in order to assist them to access the teaching, learning and assessment for the subjects they are in.

The program is led by the Deputy – Diverse Learning and is staffed with core teachers and teacher aides who work closely with other support staff from across the school, including year level DPs, Guidance Officers, EALD coordinator, HOYs, SBYHN, Engagement Officer, etc.

The level of support a student receives is indicated by their degree of need. This is determined by a range of data and assessment tools, including meeting the criteria set forth in the DDA (Disability Discrimination Act) and NCCD (Nationally Consistent Collection of Data).

All students supported through the DLP will have a Personalised Learning Record that outlines strategies for support within classrooms, tracks student progress and is a record of the support and assistance the student has accessed.

The DLP offers a number of assistance modes, customised to individual student need and in negotiation with parents/carers and students. These can include, but are not limited to:

- Access to a Case Manager to act as liaison between mainstream teachers and parents, and advocates for the student when necessary. These staff will also be available for impromptu support of the student, including times before and/or after school and lunch breaks, when necessary
- Assessment adjustments and supports - including assistance with senior access arrangements and reasonable adjustments
- The delivery of intervention programs – both in terms of Literacy/Numeracy intervention and wellbeing and engagement
- The implementation of Individual Curriculum Plans for identified students working at below or above year level
- Curriculum support/tutorial classes in lieu of other learning areas
- Additional in-class support provided in mainstream classes by teacher aides or Diverse Learning teachers – this varies according to need and resources available.

Overall, the intention of the Diverse Learners' Program is to layer support around young people as they negotiate their time at school. Our hope is that, with support, they grow in independence and successfully transition from school into the wider community.

**Subject name**            **Drama and Media**

**Subject code**            DME

**Course overview**        In Year 7, students will participate in a Drama and Media combined unit. Through this unit, students will explore the elements of drama and media concepts in one term and how these can be combined to engage audiences. In Years 9 and 10, students will have the opportunity to specialise in Drama and/or Media as separate learning areas.

**Course outline**

- The purpose of Drama and Media in today's society
- Understanding and using the elements of Drama
- Understanding and using media technologies
- Designing performance and film for a target audience
- Critiquing the use of Drama and Media in today's society

**Assessment**            Students will be assessed once in Making (performance) and Making (storyboard). This subject is highly practical.

**Subject requirements**

- 1 exercise book (48 page)
- Writing materials
- USB

**Career opportunities** Careers in Drama and Media are many and varied and may include: performer, film maker, teacher (secondary to tertiary), theatre critic, therapist, promotions, designer web designer, set designer, content developer, influencer, marketing researcher.

<b>Subject name</b>	<b>Economics and Business</b>
<b>Subject code</b>	ECB
<b>Additional subject cost</b>	Nil
<b>Prerequisites</b>	Nil
<b>Course overview</b>	<b>Year 7</b>

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

**Year 8**

By the end of Year 8, students explain how markets influence the allocation of resources to the production of goods and services. They explain ways that businesses adapt to opportunities in markets and respond to the work environment. They describe the importance of Australia’s taxation system and its effect on decision-making by individuals and businesses. Students explain why individuals and/or businesses budget and plan.

**Course outline**

Year 7	Year 8
<p><b>Individual, business and entrepreneurs</b></p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> <li>- How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy?</li> <li>-What are the different types of businesses that provide goods and/or services?</li> <li>-What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business?</li> <li>-Why do individuals contribute to their community and how do they derive an income?</li> <li>-Why do consumers and businesses have both rights and responsibilities?</li> </ul>	<p><b>‘Australian markets’ within a national context</b></p> <p>In this unit, students will investigate the following key inquiry questions:</p> <ul style="list-style-type: none"> <li>- How do markets influence decision-making about the allocation of resources to the production of goods and services?</li> <li>-How do businesses develop or adapt to opportunities in the market and changes in the workplace?</li> <li>-What is the role of Australia’s taxation system and how does it support individuals and business?</li> <li>-Why are financial planning and budgeting important processes for individuals and businesses?</li> </ul>

**Assessment** In Year 7 and 8 Economics and Business, quality assessment is a key focus of the course. Students are required to complete 1-2 assessment items in the term rotation across a possible range of assessment styles e.g., in-class exams, projects, seen exams.

**Career opportunities** Study of Economics and Business is essential to young Australians because it could lead to further study in subjects such as Accounting, Business, Business Studies, and Certificate II Workplace Skills



**Subject name** English

**Subject code** ENG

**Course overview** At Centenary Heights State High School, we regard English as **Exciting, Essential** and for **Everyone**. English is aimed at developing students' proficiency in five language modes – writing, speaking, reading, listening and viewing. English develops a student's knowledge of how individuals and groups create texts for different purposes. Students study a range of print, visual, digital and media texts to consider how they have been influenced as readers and listeners. Students then apply their knowledge of how language can be used to influence others when constructing their own texts.

### Course outline

#### Year 7 - Semester One

- **Let's Write:** Students will examine a range of persuasive texts, including advertisements, newspaper and magazine articles, and multimodal texts, and evaluate the techniques used in persuasive writing
- **The Stories of Our Lives:** Students will study how stories are told in a range of texts, including picture books, multimodal texts, biographies and autobiographies

#### Year 7 - Semester Two

- **Come Fly With Me:** Students will study how stories or narratives are told through short stories and films
- **Novel Study:** Students will study a novel exploring First Nations perspectives

#### Year 8 - Semester One

- **Lost Things:** Students explore things that have been 'lost' in society, including languages, customs and social practices. They write a persuasive speech about a lost entity that should be brought back
- **Lost Words:** Students study a class novel – The List – and write a blog analysing a key concept and character. Students also study The Hero's Journey

#### Year 8 - Semester Two

- **The Hero's Journey – Quest Narratives:** Students explore a range of narrative texts and techniques and write an imaginative response
- **Film Study:** Students study a film in class and create a spoken monologue in role as one of the characters in the film

**Assessment** Students' folios will contain a minimum of **three** written pieces and **one** oral piece in Year 7, and **three** written pieces and **one** oral piece in Year 8. Assessment is to be negotiated with the Head of Department, teachers and students.

**Subject equipment** NIL

**Career opportunities** Entry to most university courses requires a Sound Achievement in English.

**Subject name** Health and Physical Education

**Subject code** HPE

**Course overview** Year 7 and 8 Health and Physical Education course prepares students with the skills of how to enhance their own and others' health, safety, wellbeing and physical activity participation in a variety of contexts. Students will develop knowledge, processes, skills and attitudes necessary for making informed decisions about leading healthy lifestyles. Students will explore strategies to manage changes and transitions and their impact on relationships and identities. They examine how connecting to the environment can also enhance health and wellbeing. Students will have the opportunity to demonstrate control and accuracy when performing specialised movement skills.

Health and Physical Education is a core learning area under the Australian Curriculum and is covered over two terms each year.

### Course outline

#### Content: Year 7

- Unit 1: Food for Life
- Unit 2: Water Safety and Swimming
- Unit 3: Cultural Understandings
- Unit 4: Yulunga Indigenous Games

#### Content: Year 8

- Unit 1: Minor Games (Ultimate Disc)
- Unit 2: Water Safety and Swimming
- Unit 3: Get your motor running (Touch Football)
- Unit 4: Approaching Adolescence

**Assessment** Ongoing practical performance and written/spoken assignments and exams constitute assessment in the Health and Physical Education course.

**Subject requirements** Hats and the complete sports uniform are required for all practical lessons. Suitable swimwear is required for the Water Safety and Swimming units. Swimming goggles and bathing caps are recommended, but optional. A display folder to store theory handouts is also required.

**Subject name** Humanities, incorporating History, Civics & Citizenship, and Geography - Year 7 and 8

**Subject code** HUM

- Course overview**
- To provide Year 7 and 8 students with a better understanding of the world around them
  - To develop a strong general knowledge of current affairs, historical information and geographical skills
  - To develop a sense of empathy and understanding for others
  - To provide communication and practical skills to better equip students for further study and the world of work

**Course outline** Year 7

History	Civics and Citizenship	Geography
<p><b>Investigating the Ancient Past</b></p> <ul style="list-style-type: none"> <li>- Students build on and develop their skills in historical inquiry in the context of the Ancient World</li> </ul> <p><b>The Mediterranean World: Egypt</b></p> <ul style="list-style-type: none"> <li>- Students investigate and develop an appreciation of the features of ancient Egypt and the legacy ancient Mediterranean societies have on the modern world</li> </ul> <p><b>The Asian World: China</b></p> <ul style="list-style-type: none"> <li>- Students investigate the features of ancient China as a major Asian civilization and study how these features have shaped and impacted the modern Chinese nation, the region and the world</li> </ul>	<p><b>Australia’s legal and political systems in a diverse society</b></p> <ul style="list-style-type: none"> <li>- How is Australia's system of democratic government shaped by the Constitution?</li> <li>- What principles of justice help to protect the individual's rights to justice in Australia's system of law?</li> <li>- How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>	<p><b>Water in the World</b></p> <ul style="list-style-type: none"> <li>- Water as an example of a renewable resource</li> <li>- The many uses of water, the way it is perceived and valued</li> <li>- Its function in connecting people and places</li> <li>- Water scarcity and availability</li> <li>- Case studies of water usage from Australia, countries in the Asian region and West and North Africa</li> </ul> <p><b>Place and Liveability</b></p> <ul style="list-style-type: none"> <li>- Students examine the liveability of different locations</li> <li>- The factors that impact liveability and how it is perceived</li> <li>- The services and facilities needed to support and enhance our lives</li> <li>- How areas are planned to improve liveability</li> <li>- Liveability is examined through case studies drawn from Australia and Europe</li> </ul>

Year 8

History	Civics and Citizenship	Geography
<p><b>Western and Islamic World</b></p> <ul style="list-style-type: none"> <li>- Structure of Medieval Society</li> <li>- Features of the church’s power</li> <li>- Developments in the Islamic world</li> <li>- Crime and punishment</li> </ul> <p><b>Black Death</b></p> <p>Black Death in Asia, Europe and Africa</p> <ul style="list-style-type: none"> <li>- Living conditions leading to the Black Death</li> <li>- Mapping the spread of the Black Death</li> <li>- Effects of the Black Death</li> <li>- Drawing conclusions</li> </ul> <p><b>Shogunate Japan</b></p> <p>Shogunate Japan</p> <ul style="list-style-type: none"> <li>- Way of life</li> <li>- Feudal system</li> <li>- Policies and issues in the Tokugawa Shogunate</li> <li>- Impacts of western exposure</li> </ul>	<p><b>Influences that shape citizenship within Australia's democracy</b></p> <p>In this unit, students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.</p>	<p><b>Landforms and Landscapes</b></p> <ul style="list-style-type: none"> <li>- Geomorphology</li> <li>- Landforms and landscapes</li> <li>- Cultural significance and management of landforms and landscapes</li> <li>- Climate graphs</li> <li>- Mapping skills</li> <li>- Contour maps and cross sections</li> </ul> <p><b>Changing Nations</b></p> <ul style="list-style-type: none"> <li>- Investigating changing human geography</li> <li>- Population distribution</li> <li>- Economic and social change within nations and the impact of this upon the environment</li> <li>- Urbanisation</li> <li>- Migration</li> <li>- Mapping skills</li> <li>- Interpreting graphs and statistics</li> </ul>

**Assessment**

In Year 7 and 8 Humanities, quality assessment is a key focus of the course. Students are required to complete up to six assessment items for the year across a range of assessment styles e.g., in-class exams, projects, seen exams.

**Career opportunities**

Study of Humanities subjects is essential to young Australians because they look at everyday issues that face all people in a community. It is vital to be able to understand our history in order to avoid repeating mistakes, our geography as we seek to preserve and value our natural environment and our civic responsibilities if we are to participate in a democratic society. Such skills are directly applicable to any career choice.

<b>Subject name</b>	<b>Language – Chinese</b>
<b>Subject code</b>	CHI
<b>User pays fee</b>	For Chinese you will be offered the opportunity to participate in activities such as Buddha’s Birthday; a visit to the Chinese Temple in Brisbane; Chinese speaking, writing and poetry competitions and other language competitions. Excursions are optional and offered at approximately \$50
<b>Course overview</b>	<p><i>‘Chinese is recognised as an important language for young Australians....as Australia progresses towards a future of increased trade and engagement with Asia.’</i> ACARA</p> <p>The world is an exciting and ever-changing place. Learning another language not only provides you with a key to the global community and all its opportunities, but also enables you to better understand and connect with people of other cultures. More specifically:</p> <ul style="list-style-type: none"><li>- studying a language enhances career opportunities</li><li>- studying a language will improve your literacy skills and abilities, helping you across all subject areas</li><li>- you will gain practical language skills both in the classroom and using computers for communication</li><li>- your teacher will ensure that both beginning and continuing students of the language will be catered for</li><li>- you will come to recognise the worth of all languages and cultures and develop a respect for and understanding of other people</li></ul>

### **Year 7 and 8 (one term in Year 7 and Year 8)**

Students will:

- learn how to engage in everyday conversations with Chinese people – whether visitors to Australia, students from Chinese-speaking countries or long-term residents
- learn how to introduce family, greetings, hobbies, food, travel, festivals, and cultural differences
- engage in everyday conversations
- use exciting computer programs and online learning tools
- engage in a basic study of the history of China
- develop writing skills through the study of Chinese characters
- sustain oral interactions, discuss ideas and opinions
- apply grammar and sentence structure to enhance communication
- use digital resources and text-creation methods to communicate with others
- extend their depth of knowledge and repertoire for communication in and understanding of Chinese language and culture within the world of teenage experience, on topics of general interest
- participate in intercultural experiences including excursions

**Assessment** Information will be collected by your teacher at appropriate times during the units in both years in the form of a **Folio of Work**. In the main, assessment will be used to give you feedback on your progress.

<b>Subject name</b>	<b>Mathematics</b>
<b>Subject code</b>	MAT
<b>User pays fee</b>	Ti-30XB Multiview Scientific Calculator approximately \$25 from the Textbook office.
<b>Prerequisites</b>	A basic understanding of number, place value, and quick automatic mental recall of basic addition/subtraction and multiplication/division processes. For example, students need to know their times tables up to 10 x 10 well and at speed.
<b>Course overview</b>	In line with the Australian Curriculum, the Year 7 and 8 Mathematics program focuses on developing each student’s numeracy skills with a strong emphasis on number sense and utilising both written and mental techniques when working with numbers, whilst also developing spatial awareness, a sense of chance, and how data can be collected and represented. The subject offers students opportunities to develop understanding and fluency of many fundamental mathematical concepts, and learn to problem solve and express their reasoning in a mathematical context.

**Course outline**

Year 7	Year 8
<ul style="list-style-type: none"> <li>- Fractions, decimals, and percentages, negative numbers, index notation, ratios, square numbers and square roots</li> <li>- Angle relationships, transformations of shapes in a plane</li> <li>- Area of rectangles, triangles, parallelograms, and volume of rectangular and triangular prisms</li> <li>- Evaluating algebraic expressions, plot co-ordinates to determine relationships</li> <li>- Solve simple linear equations and word problems</li> <li>- Probability of single-step events, and determine probabilities from simple chance experiments</li> <li>- Conduct statistical investigations, analyse distributions and summary statistics, identify possible outliers</li> </ul>	<ul style="list-style-type: none"> <li>- Integers, rational and irrational numbers, Index laws, ratios and rates, 24-hour time</li> <li>- Fractions, decimals and percentages, percentage increase/decrease</li> <li>- Probability using a variety of diagrams and tables for different combinations of events</li> <li>- Expand and factorise algebraic expressions, graph and solve linear equations</li> <li>- Perimeter and area of two-sided polygon shapes and circles, and volume of prisms</li> <li>- Collect, organise, display, and analyse data</li> <li>- Revise angle properties, congruent and similar shapes, and properties of congruency and similarity</li> <li>- Locate and describe position in 3-D</li> </ul>

**Assessment** Students will complete one in-class test and one project (assignment-like) task each semester as the major part of the formal assessment in this subject.

**Subject requirements** Ti-30XB Multiview Scientific Calculator

**Subject name** Music

**Subject code** MUS

**Course overview** The Year 8 Music course is designed not only to provide the fundamental knowledge and skills required for a student to continue a study of Music in Years 9 and 10, but it is also intended to stimulate an understanding, appreciation and enjoyment of music as a leisure interest for the future. Through a study of Music, students will:

- gain an understanding of the elements of music and apply these through performance, composition and musicology response
- develop an appreciation of a variety of types of music styles
- acquire knowledge and understanding of musical instruments
- develop performance skills in instrumental and vocal music

**Course outline**

- Introduction to guitar, drum kit and keyboard
- Introduction to the elements of music
- Introduction to music technology
- Rock music characteristics and subgenres

A substantial amount of class time is given to practical skill development.

**Assessment** Making – compose and perform music with consideration of style

Responding – Analyse and evaluate music

**Subject requirements**

- Laptop
- 1 display folder
- 1 exercise book (48 pages) – may include manuscript
- 1 highlighter pen
- Wired earphones/headphones
- HB pencils

**Career opportunities** Careers in music are many and varied and include music librarian, publisher, therapist, composer, teacher (pre-school to tertiary) copyist, journalist, instrument maker, piano technician-tuner, instrument repairer, song writer, performer, retailer, sound engineer, theatre technician.

<b>Subject name</b>	<b>Music Excellence</b>
<b>Subject code</b>	MUE
<b>Prerequisites</b>	Demonstrated aptitude in either vocal or instrumental music performance
<b>Course overview</b>	<p>Students with a demonstrated interest and aptitude in either vocal or instrumental music may apply for a position in the Year 7 Music Excellence class. Students selected will form one of our Year 7 classes. This course runs for two years, providing a greater amount of time dedicated to the study of music. Students will be provided with opportunities to immerse in music knowledge and skills, both instrumentally and vocally. There will be a particular emphasis on developing performance skills. As such, it is expected that class members will participate in a range of performances and school performance groups. Students who wish to be considered for this class will be required to audition and participate in a brief interview. An entry juncture occurs at the end of Year 7 for students who wish to apply for an opportunity to audition for Year 8 Music Specialisation class depending on available positions within the class. All applications and auditions are conducted through the Music and Instrumental Department within the Performing Arts.</p>

Centenary Heights' Performing Arts groups participate in a broad range of performance events both within and beyond Toowoomba.

**School performance groups include:**

- Concert and stage band
- Musical cast and crew
- String ensembles
- Various chamber ensembles
- Choirs

**Course outline**

Year 7/8 Core Content	Music Excellence Units
<ul style="list-style-type: none"> <li>- Introduction to guitar, keyboard and drum kit</li> <li>- Introduction to the elements of music</li> <li>- Introduction to music technology</li> </ul>	<ul style="list-style-type: none"> <li>- Semester 1: Foundation Performance</li> <li>- Semester 2: Foundation Performance II 'I've Got Rhythm'</li> <li>- Semester 3: Foundation Performance III 'World Music'</li> <li>- Semester 4: Foundation Performance IV 'Rock Music'</li> </ul>

<b>Assessment</b>	<p>Making – creating and performing music</p> <p>Responding – critically analyse and evaluate music, its purpose and stylistic features</p>
-------------------	---

<b>Subject requirements</b>	<ul style="list-style-type: none"> <li>- Laptop</li> <li>- 1 display folder</li> <li>- 1 exercise book – may include manuscript</li> <li>- 1 highlighter pen</li> <li>- Headphones or earphones (wired only)</li> <li>- Pencils (HB)</li> </ul>
-----------------------------	---



**Subject name** Science

**Subject code** SCI

**User pays fee** Students may attend touring presentations which may have a cost associated with them

**Course overview** Science provides a way of answering interesting and important questions about the biological, chemical, physical and technological world. A knowledge of Science has proved to be a reliable basis for action in our personal, social and economic lives. It is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles.

The Science curriculum aims to ensure that students develop:

- an understanding of the biological, chemical, physical and technological world
- scientific inquiry skills
- communication skills
- problem solving skills
- an understanding of historical, cultural, and modern science issues

**Course outline**

Area	Year 7	Year 8
<b>Biology including Agricultural Science</b>	Classification Ecosystems	Cells, systems and reproduction
<b>Chemistry</b>	Properties of substances Mixtures Physical and chemical reactions	Atoms, elements, compounds and reactions
<b>Physics</b>	Forces	Energy
<b>Earth Sciences</b>	Space	Geology

**Assessment** Includes items such as data tests, student experiments, research investigations and examinations.

**Subject requirements** NIL

**Career opportunities** Many careers need science knowledge and skills: nursing, medicine, physiotherapy, veterinary science, engineering, pharmacy, geology, beauty therapy, chiropractic, hospitality, electrical services and wildlife management to name just a few.

**Subject name**            **Technology Food and Fibre**

**Subject code**            TFF

**Course overview**      Studies in this subject aim to engage students in critical and creative thinking, to identify needs and opportunities related to the production of solutions for healthy eating and sustainable textile use. These units are designed to provide students with introductory knowledge and basic skills necessary to achieve success in the Design and Technologies units related to Food Specialisations and Food and Fibre Production study in Years 9 and 10.

### **Course outline**

#### **Year 8**

- Investigate and generate solutions for a fibre (textile) product through hands-on learning experiences, exploring sewing skills and safe work practices
- The food and nutrition component explores a variety of cooking skills and safe, hygienic work practices through hands-on learning experiences as well as basic nutrition requirements, with a focus on adolescent needs

### **Assessment**

- Textile design task
- Practical work in food preparation
- Workplans for cookery classes

### **Subject requirements**

- Laptop for OneNote subject/course work
- Display book for course work handouts and work plans for cooking

<b>Subject name</b>	<b>Visual Art</b>
<b>Subject code</b>	ART
<b>Course overview</b>	Students study art disciplines such as drawing, painting and ceramics (clay). Preliminary activities lead into the production of a major piece of work in each discipline. Topics covered include self-portraits, still life, scapes and sculptures.
<b>Course outline</b>	Students in Year 8 will: <ul style="list-style-type: none"><li>- Experiment with art materials like acrylic paint, clay, watercolour, pastels, inks, etc.</li><li>- Develop technical skills by making artworks</li><li>- Represent ideas, thoughts, feelings and observations of the world in visual ways</li><li>- Study the key components of art commonly known as the elements of design</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>- foundation theory exam</li><li>- a major painting or</li><li>- a major drawing or</li><li>- a major ceramic item</li><li>- preliminary activities and tasks</li><li>- a visual folio of notes and handouts</li></ul>
<b>Subject requirements</b>	Students should expect to devote some time outside of class for the completion of practical tasks. Art rooms are open to students during lunch times for this purpose.  All students are required to have a basic kit of art equipment that includes: <ul style="list-style-type: none"><li>- 2 x 2B pencils</li><li>- 1 x soft white eraser</li><li>- Paintbrushes (sizes 2, 4, 6 and 8 – available from the Textbook Office)</li><li>- A basic set of colouring pencils</li><li>- A basic set of felt pens</li><li>- An old shirt/protective clothing (optional)</li></ul>
<b>Career opportunities</b>	Advertising, architect, critic, fashion, ceramicist, illustrator, film and television production, design, florist, costume designer, jeweller, landscape, interior design, photo journalist, plastic surgeon, sculptor, set design, lecturer, print maker, urban planner, weaver, woodcarver, stylist, stonemason, sign painter, curator.