



**HOLY SPIRIT  
COLLEGE**

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**FITZGIBBON**

**Curriculum Handbook**

Year 8, 2026

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## Introduction

Holy Spirit College is committed to providing an engaging and innovative learning environment and developing in students independent thinking and informed decision-making. This document provides information for students on subjects and important contact information.

Holy Spirit College believes that the individual child and their individual life-long learning journey should be catered for within the school curriculum. Allowing the students to operate at their level and building on their prior learning does much to build their confidence, independence and self-esteem.

Years 8 students enjoy a broad curriculum that continues to strengthen their skills and understanding in each subject area. Students will be afforded increased autonomy by choosing their electives from three specialised areas including Languages, The Arts and Technologies.

Holy Spirit College is implementing a college-wide approach to Project Based Learning (PBL). The College is continuing to explore professional learning and partnership opportunities with a view to training all staff in this authentic learning approach. The practice and philosophy of Project Based Learning is embedded into pedagogy, assessment and reporting across many subject areas in the Middle Years (Years 7, 8 and 9) to improve knowledge and skills, serving as a solid foundation for independent learning, especially in the Senior Years (Years 10, 11 and 12). Holy Spirit College plans directly from the ACARA Australian Curriculum v9.0 (as per Ministerial advice).

The staff at Holy Spirit College are committed to encouraging and supporting students to achieve high academic standards and, also, to developing a sense of connectedness. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years, whilst also facilitating them to remain affiliated and contributing positively.

Our Learning & Pastoral programs focus upon encouraging and supporting students to:

- Set clear goals;
- Plan strategies to achieve the results they want;
- Understand that effort is not merely an optional extra but is an essential ingredient to achieving dreams.

I hope that your journey with us is both exciting and rewarding and I look forward to working with you, as together we strive to grow in *Hope, Compassion and Wisdom by Igniting Spirit and Inspiring Minds*.



Andrew McEwan  
**Acting Principal**

## Vision

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world.

## Mission

At Holy Spirit College we are:

- accountable as caretakers of creation
- empowered to be critical and innovative learners
- a community that celebrates and supports the uniqueness of each person
- called to be of service to those in need

## Values

Holy Spirit College is a faith community of:

- Hope
- Compassion
- Wisdom

## Student Dispositions

We are a hope filled faith community empowered by the presence of the Holy Spirit and guided by the Scriptures to ignite and inspire the minds and hearts of each person as we journey together in wisdom towards a more just, sustainable, and compassionate world. To do this, we must show 'hope', 'compassion' and 'wisdom' in all we say and do when we are engaged in our learning or interacting with our community.

**Ways of Learning**

**MINDFUL**

- Listen to the ideas of others
- Share your learning
- Reflect on your efforts
- Learn from your mistakes
- Set goals to improve

**INSPIRED**

- View challenges as opportunities
- Change your ideas in light of new evidence
- Be active and engaged in your learning
- Find joy in and be passionate about your learning

**NOVEL**

- Explore new ways of doing things
- Ask questions
- Seek challenges
- Think critically
- Solve problems
- Seek ways to improve

**DARING**

- Take risks with your learning
- Offer answers or points of view when you try new things
- Believe in yourself

At Holy Spirit College, we want you to inspire your MIND...

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**Ways of Being**

**SERVICE**

- Reach out to help others in need
- Understand the needs of your local and wider community
- Be a servant of the Holy Spirit

**PASSION**

- Apply spirit and enthusiasm to all you do
- Be brave enough to be bad at something new
- Be HOPEFUL and see mistake making as an opportunity for learning

**INCLUSION**

- Everyone is included and is a valued part of the community
- Show COMPASSION in the way you treat others even when you disagree with them

**RESPECT**

- Treat people the way you wish to be treated
- Be accountable for taking care of our beautiful school and wider community environment

**INTEGRITY**

- Do the right thing, even when no one is watching
- Be honest, truthful and stand up to inequality
- Take pride in your achievements and appearance

**TRUTH**

- Use WISDOM to think critically before accepting something as accurate
- Share information in a kind, sincere, generous and honest way
- Be your best self, even when faced with obstacles

At Holy Spirit College, we want you to ignite your SPIRIT...

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## Curriculum Structure

Students in Year 8 study core subjects and specialised elective areas. We foster a middle-schooling approach that provides an environment that stimulates intellectual curiosity alongside a strong pastoral focus that builds relationships with young adolescents.

The Australian Curriculum forms the basis for all subject areas in this phase of learning. We also offer programs that enhance all learning with topics such as study skills, time management, safe use of technology, career education, and many other areas.

## Core Subjects

The following subjects are core subjects and, unless indicated, are studied for the whole year:

- Civics and Citizenship (Semester 2)
- Economics and Business (Semester 1)
- English
- Geography (Semester 2)
- Health & Physical Education
- History (Semester 1)
- Mathematics
- Personal and Social Development (PSD)
- Religious Education
- Science

## Elective Subjects

The following subjects are chosen by students to further explore interests, ability and skills as they refine their academic pathways. Students choose four (4) electives for the year and study two (2) per semester.

Languages	Technologies	The Arts
Japanese	Design & Technologies	Drama
	Design & Technologies (Food & Materials)	Media Arts
	Digital Technology	Music
		Visual Arts

Students wishing to study a Language (**Japanese**) **must choose one (1)** subject from **The Arts** (Drama, Media Arts, Music, or Visual Arts) and **two (2)** from **Technologies** (Design & Technologies, Design & Technologies (Food & Materials), or Digital Technology).

Students not wishing to study Japanese **must choose two (2) subjects each from The Arts and Technologies.**

In addition, students will experience a range of learning outside of the Australian Curriculum to give them the tools to best engage with their learning, foster their wellbeing and develop 21<sup>st</sup> century skills.

- Personal & Social Development
  - Students will complete learning activities which will help them to unpack the Holy Spirit College *Ways of Being* as well as the following:
    - Healthy relationships & digital citizenship
    - Being effective learners
    - Healthy lifestyles
    - Resilience
    - Pathways / Careers

This curriculum handbook outlines the skills, knowledge and assessments for each of the key learning areas and individual subjects.

After being exposed to a range of different learning areas and skillsets in Year 8, students will be able to further explore and refine pathways, choosing from a greater selection of specialist subject areas in Years 9 & 10 in preparation for Senior.

### Important Contacts

To learn more about the Years 7 & 8 curriculum, please refer to the below contacts. For all subject-specific questions, please contact the classroom teacher.

Role	Name	Email
Acting Deputy Principal	Katie Pacey	<a href="mailto:kpacey@bne.catholic.edu.au">kpacey@bne.catholic.edu.au</a>
Assistant Principal Religious Education	Karen Davidson	<a href="mailto:karen.Davidson@bne.catholic.edu.au">karen.Davidson@bne.catholic.edu.au</a>
Acting Assistant Principal Pathways	Troy Schultz	<a href="mailto:Troy.M.Schultz@bne.catholic.edu.au">Troy.M.Schultz@bne.catholic.edu.au</a>
Acting Head of Senior Years	Alicia Thompson	<a href="mailto:Alicia.R.Thompson@bne.catholic.edu.au">Alicia.R.Thompson@bne.catholic.edu.au</a>
Learning and Teaching Leader – Curriculum (English, Religious Education)	Amy Callaghan Karen Davidson	<a href="mailto:Amy.Callaghan@bne.catholic.edu.au">Amy.Callaghan@bne.catholic.edu.au</a> <a href="mailto:Karen.Davidson@bne.catholic.edu.au">Karen.Davidson@bne.catholic.edu.au</a>
Learning and Teaching Leader – Curriculum (Mathematics, Science, Health and Physical Education)	Anne Elmer	<a href="mailto:aelmer@bne.catholic.edu.au">aelmer@bne.catholic.edu.au</a>
Learning and Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	<a href="mailto:mark.toohey@bne.catholic.edu.au">mark.toohey@bne.catholic.edu.au</a>
Learning and Teaching Leader – Curriculum Investigation (Language, Humanities)	Sarah Brown	<a href="mailto:Sarah.brown@bne.catholic.edu.au">Sarah.brown@bne.catholic.edu.au</a>
Learning and Teaching Leader – Student Engagement Year 10	Blake Kroning	<a href="mailto:blake.kroning@bne.catholic.edu.au">blake.kroning@bne.catholic.edu.au</a>
Guidance Counsellor	Anna Wallace	<a href="mailto:anna.wallace@bne.catholic.edu.au">anna.wallace@bne.catholic.edu.au</a>
Learning and Teaching Leader – Inclusive Education	Elyse Clarke	<a href="mailto:Elyse.Clarke@bne.catholic.edu.au">Elyse.Clarke@bne.catholic.edu.au</a>

## Embedding the Catholic Perspective

Holy Spirit College extends the faith and learning formation of its students in the tradition of Catholic education excellence. With our recontextualised approach to faith and learning development, our teachers engage our students in investigating themselves, their world and how they act and interact in their world guided by their own understandings, the accumulation of what is known and the exploration of what is possible, guided by our Catholic ethos. The transformative process of learning and teaching is captured in the vision of Brisbane Catholic Education to *Teach, Challenge and Transform*. This vision is realised through everyday witness; learning and teaching that challenges and transforms the culture and the world in which we live.



Informing the Catholic perspectives in our learning and teaching, Holy Spirit College is guided by the foundations of Catholic Social Teaching. In their teaching, our teachers look for explicit opportunities to present these foundations in the curriculum context.

## Book List

Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
<b>Humanities and Social Sciences</b>	
Civics and Citizenship	A4 Display Book (20 Pocket)
Economics and Business	A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
<b>Languages</b>	
Japanese	Nil
Mathematics	A4 Exercise Book (128 Page) A4 Grid Book (5mm) 2 medium dry erase whiteboard markers 360-degree protractor Maths set Scientific calculator (Casio FX100 AU Plus) <b>IF NOT ALREADY PURCHASED IN YEAR 7</b>
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
<b>Technologies</b>	
Design and Technologies: General	A4 Display Book (20 Pocket)
Design and Technologies: Food and Materials	Nil
Digital Technologies	Nil
<b>The Arts</b>	
Drama	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Media Arts	Nil
Music	A4 Display Book (20 Pocket)
Visual Arts	A4 Visual Art Diary Pencils (1 x 2B) and (1 x 4B)
<b>General requirements for all subjects</b>	
Highlighters (5 x mixed colours) Pencil Case Eraser Pencil Sharpener 30cm Ruler Scissors	Pens (2 x blue) (2 x black) (2 x red) Pencils (2 x HB) (2 x 2B) Coloured Pencils (pack of 12) Glue Stick Earphones/Earbuds for class use

The College uses MK Educational Supplies and you can order from their [website](#).

## Core Subject Information

### Civics and Citizenship | The Australian Curriculum v9.0

Rationale	<p>A deep understanding of Australia's federal system of government and the liberal democratic values that underpin it is essential for students to become active and informed citizens who can participate in and sustain Australia's democracy.</p> <p>Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.</p> <p>The curriculum recognises that Australia is a secular nation with a culturally diverse, multi-faith society and a Christian heritage. The curriculum promotes inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of First Nations Australians and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations, and the role of citizens today, both within Australia and in an interconnected world.</p> <p>Through the study of Civics and Citizenship, students develop inquiry skills, values and dispositions that enable them to be active and informed citizens who question, understand and contribute to the world they live in. The curriculum offers opportunities for students to develop a wide range of skills by investigating contemporary civics and citizenship issues and fostering civic participation and engagement.</p> <p>The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen. It fosters responsible participation in Australia's democracy and explores ways in which students can actively shape their lives, value belonging to a diverse and dynamic society, and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.</p>	
	<b>Unit 1</b>	<b>Unit 2</b>
	<b>(1 Semester Duration)</b>	
Title	Democracy in Action	Australia's National Identity
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Describe</b> the roles of political parties and elected representatives in Australian government</li> <li><b>Explain</b> the characteristics of laws, how laws are made and the types of law in Australia</li> <li><b>Analyse</b> information and identify and describe perspectives and challenges related to political and legal issues</li> <li><b>Use</b> civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Explain</b> how Australians are informed about and participate in their democracy</li> <li><b>Identify</b> ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity</li> <li><b>Develop</b> questions and locate, select and organise relevant information from different sources to investigate contemporary civic issues</li> <li><b>Analyse</b> information and identify and describe perspectives and challenges related to political, legal or civic issues</li> <li><b>Explain</b> the methods or strategies related to civic participation or action</li> <li><b>Use</b> civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments</li> </ul>
Assessment	Examination	Written research assignment
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching	
Subject Pathways	See below	



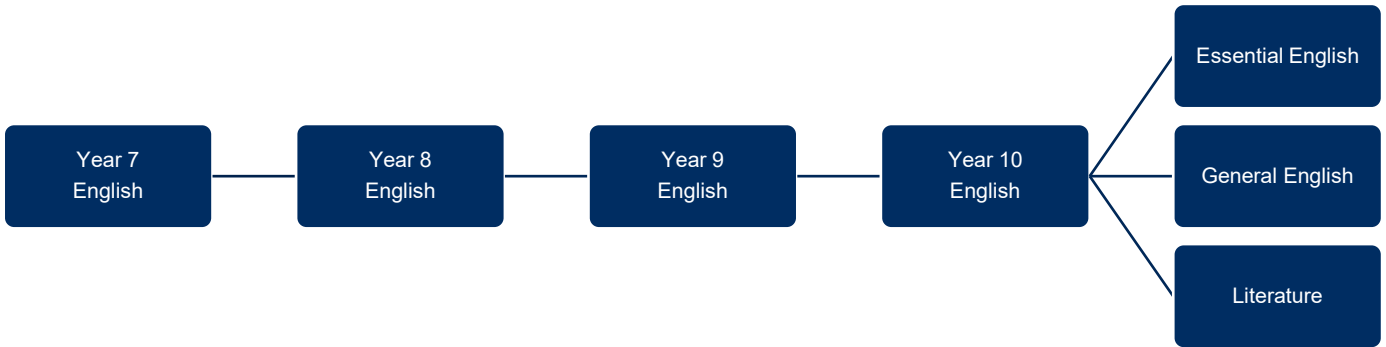
## Economics and Business | The Australian Curriculum v9.0

Rationale	<p>Global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges. Consequently, Australia needs enterprising individuals and businesses who embrace opportunities, make informed decisions and contribute to the common good. Young Australians will also face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges.</p> <p>Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.</p> <p>Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts.</p> <p>Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.</p>
<b>Unit 1 (1 semester duration)</b>	
Title	Economics and Business
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> how markets influence the allocation of resources to the production of goods and services</li> <li>• <b>Explain</b> ways that businesses adapt to opportunities in markets and respond to the work environment.</li> <li>• <b>Describe</b> the importance of Australia's taxation system and its effect on decision-making by individuals and businesses.</li> <li>• <b>Explain</b> why individuals and/or businesses budget and plan.</li> <li>• <b>Develop</b> a range of questions to investigate an economic and business issue.</li> <li>• <b>Locate, select</b> and <b>organise</b> relevant information and data.</li> <li>• <b>Interpret</b> information and data to <b>identify</b> economic and business issues and trends.</li> <li>• <b>Describe</b> economic cause-and-effect relationships.</li> <li>• <b>Develop</b> a response to an economic and business issue.</li> <li>• <b>Identify</b> and <b>evaluate</b> potential costs and benefits.</li> <li>• <b>Use</b> economic and business knowledge, concepts, terms and research findings to create descriptions and explanations.</li> </ul>
Assessment	Shark Tank Presentation
Catholic Perspectives	Catholic Perspectives in business and economics may be explored predominantly through the application of Catholic Social Teachings, in particular economic justice, option for the poor and common good.
Subject Pathways	See below



<p>Rationale</p>	<p>English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.</p> <p>Australia is a linguistically and culturally diverse country, with links to Asia. Participation in many aspects of Australian life is dependent on effective communication in Standard Australian English. This is central to the study of the English curriculum and all other learning areas. In addition, proficiency in English is invaluable globally.</p> <p>The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.</p> <p>The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.</p>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
<p>Title</p>	<p>Project Based Learning</p>	<p>A picture tells a thousand words</p>	<p>Fractured Fables</p>	<p>First Nations Stories</p>
<p>Learning Focus</p>	<p>The following aspects of the year 8 achievement standards are covered in this unit:</p> <ul style="list-style-type: none"> <li>• They <b>create</b> written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.</li> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> <li>• They <b>select</b> and <b>vary</b> language features including literary devices, and/or multimodal features.</li> </ul>	<p>The following aspects of the year 8 achievement standards are covered in this unit:</p> <ul style="list-style-type: none"> <li>• Students <b>interact</b> with others, and listen to and create spoken and/or multimodal texts including literary texts.</li> <li>• With different purposes and for audiences, they <b>discuss, express</b> and <b>elaborate</b> on ideas with supporting evidence.</li> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> <li>• They <b>select</b> and <b>vary</b> language features including literary devices, and/or multimodal features and features of voice.</li> <li>• They <b>explain</b> the aesthetic qualities of texts.</li> <li>• They <b>explain</b> how text structures shape meaning.</li> <li>• They <b>explain</b> the effects of language features including intertextual references and literary devices, and visual features.</li> </ul>	<p>The following aspects of the year 8 achievement standards are covered in this unit:</p> <ul style="list-style-type: none"> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> <li>• They <b>select</b> and <b>vary</b> language features including literary devices, and/or multimodal features and features of voice.</li> <li>• They <b>explain</b> the effects of language features including intertextual references and literary devices, and visual features.</li> <li>• They <b>create</b> written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.</li> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> <li>• They <b>select</b> and <b>vary</b> language features including literary devices, and/or multimodal features.</li> </ul>	<p>The following aspects of the year 8 achievement standards are covered in this unit:</p> <ul style="list-style-type: none"> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> <li>• They <b>read, view</b> and <b>comprehend</b> a range of texts created to inform, influence and/or engage audiences.</li> <li>• They <b>explain</b> how ideas are represented and how texts reflect or challenge contexts.</li> <li>• They <b>explain</b> how text structures shape meaning.</li> <li>• They <b>explain</b> the effects of language features including intertextual references and literary devices, and visual features.</li> <li>• They <b>create</b> written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence.</li> <li>• They <b>select</b> and <b>vary</b> text structures to organise, develop and link ideas.</li> </ul>
<p>Assessment</p>	<p>Persuasive and Informative Writing</p>	<p>Panel discussion- Explaining Visual Literacy</p>	<p>Creative writing – Fractured Fairytales</p>	<p>In class Analytical Assignment - Texts reflecting contexts</p>

Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching
Subject Pathways	Essential English, General English, Literature



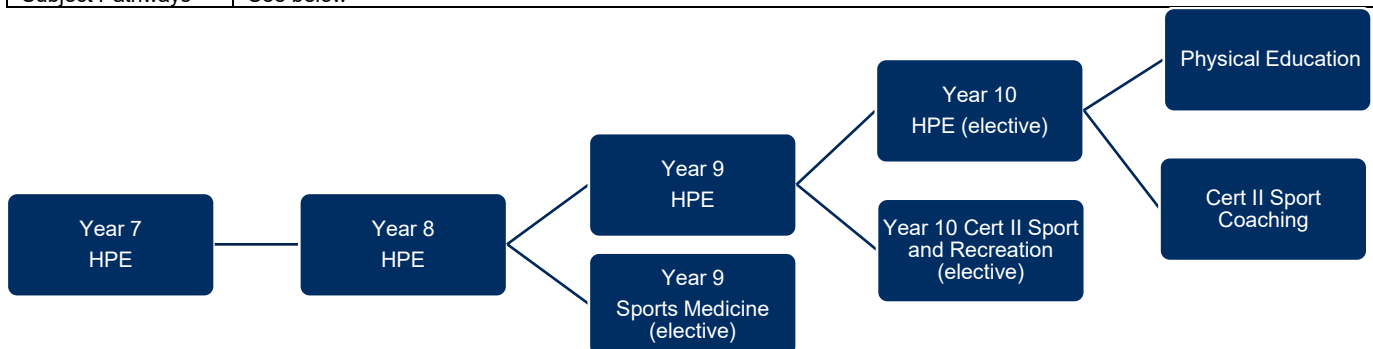
## Geography | The Australian Curriculum v9.0

Rationale	<p>In a world of increasing global integration and international mobility, it is critical to sustainability and human wellbeing that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over time.</p> <p>Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.</p> <p>Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop geospatial technologies and digital tools; an appreciation and respect for social and cultural diversity; a capacity for teamwork; and an ability to solve problems, and to think critically and creatively.</p> <p>Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments, and engage in the global community.</p>	
	<b>Unit 1</b>	<b>Unit 2</b>
	<b>(1 semester duration)</b>	
Title	Landforms and Landscapes	Changing Nations
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> <li>• <b>Explain</b> how the interactions of people and environmental processes impact on the characteristics of places.</li> <li>• They <b>explain</b> how the characteristics of places are perceived and valued differently by people.</li> <li>• They <b>describe</b> the effects of human activity or hazards on environments.</li> <li>• They <b>explain</b> the features of a distribution and identify implications. They explain the interconnections between people and places and environments.</li> <li>• They <b>explain</b> how these interconnections change places or environments.</li> <li>• Students <b>explain</b> responses or strategies to address a geographical phenomenon or challenge, referring to environmental, economic or social factors.</li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• <b>Develop</b> relevant questions about a geographical phenomenon or challenge.</li> <li>• They <b>collect, organise and represent</b> relevant and reliable data and information using primary research methods and secondary research materials.</li> <li>• They <b>interpret and analyse</b> data and information to explain patterns and trends and infer relationships.</li> <li>• They <b>draw</b> reasoned conclusions about the impact of the geographical phenomenon or challenge.</li> <li>• They <b>decide</b> on appropriate strategies for action and explain potential impacts.</li> <li>• Students <b>use</b> geographical knowledge, methods, concepts, terms and reference findings from sources to create descriptions, explanations and responses.</li> </ul>
Assessment	Multi-modal presentation	Inquiry Report
Catholic Perspectives	Catholic Perspectives in geography can be explored in a variety of ways. The Church's recent teaching through the encyclical, Laudato Si', (Care of Our Common Home) 2015, is a reliable source for developing a contemporary Catholic perspective. Other perspectives can be gained through applying <a href="#">Catholic Social Teaching</a> .	
Subject Pathways	See below	



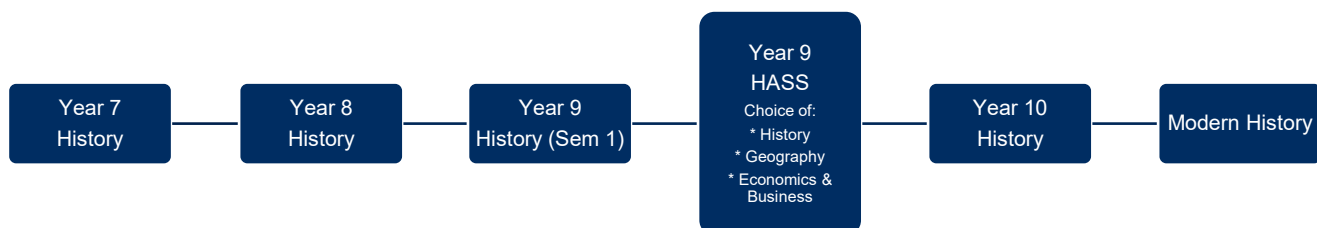
## Health and Physical Education | [The Australian Curriculum v9.0](#)

Rationale	<p>Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.</p> <p>In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.</p>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Title	Project Based Learning	Fitness Circuits Theory: Relationships – Support and Respect	Track and Field Theory: Culture and Community	Making Games Theory: Risk and Safety – Looking After Each Other
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing</li> <li><b>Propose</b> and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes.</li> <li><b>Apply and transfer</b> movement skills and movement concepts across a range of situation</li> <li><b>Implement and evaluate</b> the effectiveness of movement strategies on movement outcomes</li> <li><b>Select, use and refine</b> strategies to support inclusion, fair play and collaboration across a range of movement contexts.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> factors that influence identities, emotions and responses to change, and <b>describe</b> strategies to respond to these influences</li> <li><b>Apply and transfer</b> movement skills and movement concepts across a range of situations</li> <li><b>Implement and evaluate</b> the effectiveness of movement strategies on movement outcomes.</li> <li><b>Select, use and refine</b> strategies to support inclusion, fair play and collaboration across a range of movement contexts.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> how stereotypes, respect, empathy and valuing diversity influence relationships</li> <li><b>Apply and transfer</b> movement skills and movement concepts across a range of situation</li> <li><b>Implement and evaluate</b> the effectiveness of movement strategies on movement outcomes</li> <li><b>Select, use and refine</b> strategies to support inclusion, fair play and collaboration across a range of movement contexts</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li><b>Analyse</b> the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline</li> <li><b>Apply and transfer</b> movement skills and movement concepts across a range of situations</li> <li><b>Implement and evaluate</b> the effectiveness of movement strategies on movement outcomes.</li> <li><b>Select, use and refine</b> strategies to support inclusion, fair play and collaboration across a range of movement contexts.</li> </ul>
Assessment	Project Based Learning	Written Assignment	Reflection and Presentation	Examination
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	See below			



## History | The Australian Curriculum v9.0

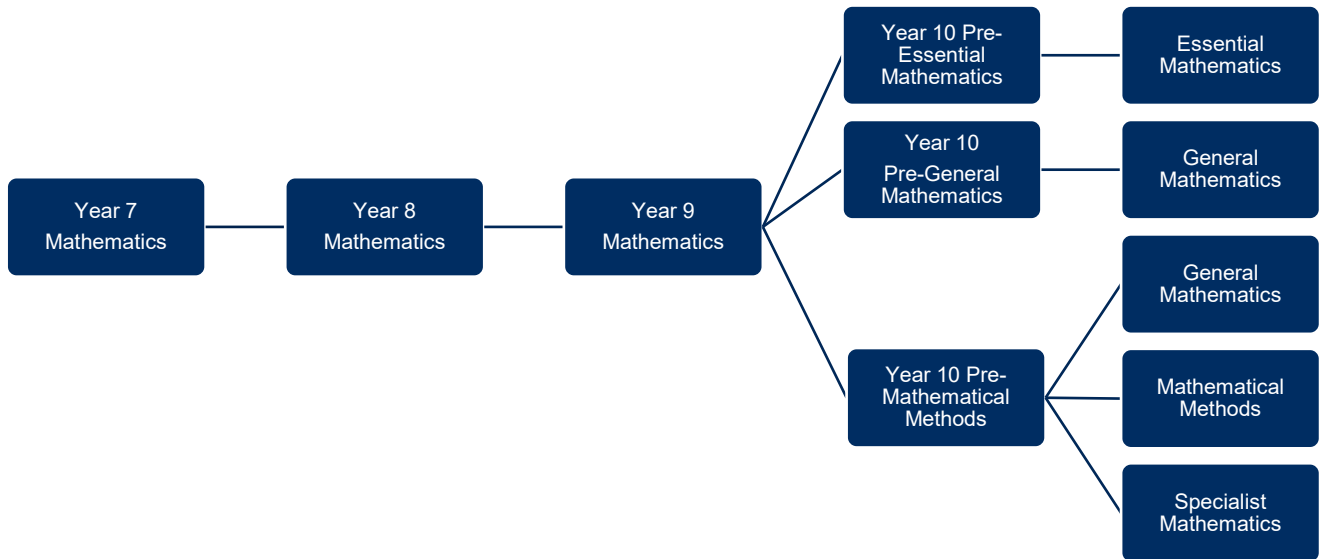
Rationale	<p>History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.</p> <p>As a discipline, history has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. While always seeking truth, the study of history is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate interpretations with evidence, and communicate effectively.</p> <p>History takes a world history approach within which the history of Australia is taught. It does this to equip students for the world in which they live on local, regional and global levels. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Australian First Nations Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, political, economic and cultural development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding are essential for informed and active participation in Australia's diverse society and for creating rewarding personal and collective futures.</p>	
	<b>Unit 1</b>	<b>Unit 2</b>
	<b>(1 semester duration)</b>	
Title	Medieval Europe and the Early Modern World	Japan under the Shoguns
Learning Focus	<p>Students <b>describe</b> the historical significance of the periods between the ancient and modern past. They <b>explain</b> the causes and effects of events, developments, turning points or challenges in pre-modern Europe. They <b>describe</b> the social, religious, cultural, economic, environmental and/or political aspects related to the changes and continuities in pre-modern Europe.</p>	<p>Students <b>describe</b> the role of significant individuals, groups and institutions connected to Japanese society c. 794-1867 and their influences on historical events. They <b>sequence</b> events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They <b>describe</b> perspectives, attitudes and values of the past, and suggest reasons for different points of view.</p>
Assessment	Research task – written report and source analysis	Cross-curricular task – Japanese.
Catholic Perspectives	The history of the Catholic Church is part of world history. Belonging to a tradition means we learn from the past to inform the future. One way of exploring a Catholic perspective is studying the history of the Catholic Church.	
Subject Pathways	See below	



## Mathematics | [The Australian Curriculum v9.0](#)

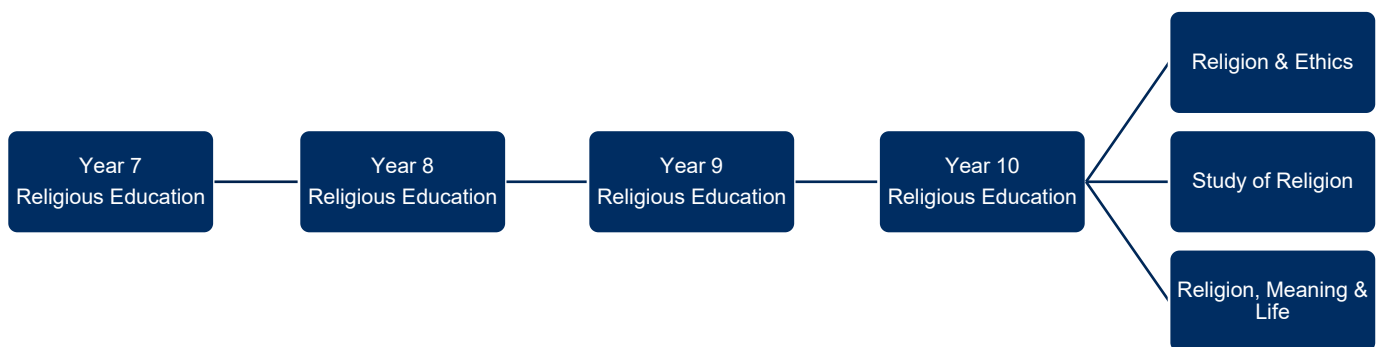
Rationale	<p>The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.</p> <p>Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines.</p> <p>Mathematical ideas have evolved across cultures over thousands of years and are continually developing. The modern world is influenced by ever expanding computational power, digital systems, automation, artificial intelligence, economics and a data driven society. This leads to the need for a capable Science, Technology, Engineering and Mathematics (STEM) workforce. Mathematics is integral to quantifying, thinking critically and making sense of the world. It is central to building students' pattern recognition, visualisation, spatial reasoning and logical thinking. Interdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing these competencies supports students in pursuing a variety of careers and occupations within STEM and other fields.</p> <p>Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.</p>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Title	Project	Algebra	Measurement and Space	Statistics and Probability
Learning Focus	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>conduct</b> statistical investigations and explain the implications of obtaining data through sampling</li> <li>• <b>investigate</b> techniques for data collection including census, sampling, experiment and observation</li> <li>• <b>explain</b> the practicalities and implications of obtaining data through these techniques;</li> <li>• <b>Plan and conduct</b> statistical investigations involving samples of a population;</li> <li>• <b>Use</b> ethical and fair methods to make inferences about the population and report findings, acknowledging uncertainty;</li> <li>• <b>Solve</b> problems involving the 4 operations with integers and positive rational numbers;</li> <li>• <b>Use</b> the 4 operations with integers and with rational numbers, choosing and using efficient strategies and digital tools where appropriate.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> irrational numbers and terminating or recurring decimals;</li> <li>• <b>Recognise</b> irrational numbers in applied contexts, including square roots and <math>\pi</math>;</li> <li>• <b>Apply</b> the exponent laws to calculations with numbers involving positive integer exponents;</li> <li>• <b>Establish and apply</b> the exponent laws with positive integer exponents and the zero-exponent, using exponent notation with numbers;</li> <li>• <b>Apply</b> algebraic properties to rearrange, expand and factorise linear expressions;</li> <li>• <b>Create, expand, factorise, rearrange and simplify</b> linear expressions, applying the associative, commutative, identity, distributive and inverse properties;</li> <li>• <b>Graph</b> linear relations and <b>solve</b> linear equations with rational solutions and one-variable inequalities, graphically and algebraically.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Solve</b> problems involving the area and perimeter of irregular and composite shapes using appropriate units;</li> <li>• <b>Solve</b> problems involving the volume and capacity of right prisms using appropriate units;</li> <li>• <b>Use</b> Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles;</li> <li>• <b>Use</b> Pythagoras' theorem to solve problems involving the side lengths of right-angled triangles;</li> <li>• <b>Use</b> formulas to solve problems involving the area and circumference of circles;</li> <li>• <b>Solve</b> problems involving the circumference and area of a circle using formulas and appropriate units.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• <b>Analyse and report</b> on the distribution of data from primary and secondary sources using random and non-random sampling techniques to select and study samples;</li> <li>• <b>Compare</b> the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range;</li> <li>• <b>Compare</b> variations in distributions and proportions obtained from random samples of the same size drawn from a population and recognise the effect of sample size on this variation;</li> <li>• <b>Represent</b> the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems;</li> <li>• <b>Recognise</b> that complementary events have a combined probability of one; use this relationship to calculate probabilities in applied contexts.</li> </ul>
Assessment	Project Based Learning	Written Exam	PSMT – Design Task	Investigation

Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching
Subject Pathways	See below



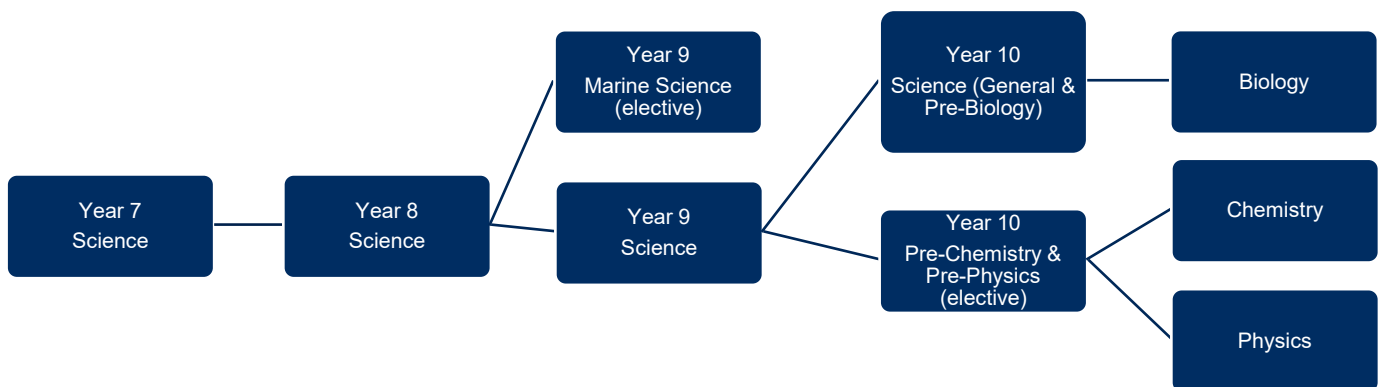
**Religious Education | Brisbane Catholic Education Curriculum**

Rationale	The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity. Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Title	<i>Covenants of God and His People (Sacred Texts)</i>	<i>Significant Reformers in the Church 650 CE – 1750 CE (Church)</i>	The Trinity (Beliefs)	Faith in Action (Christian Life)
Learning Focus	Students consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets. Students identify the unique relationship between God and God's people. Students identify the significance of Initiation rituals in the Abrahamic traditions. Students participate in meditative prayer in terms of prayer practices.	Students explore how believers, past and present, continue the mission of Jesus in the world in times of challenge and change. They consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at the time. Students participate in Augustinian Prayer and Franciscan Contemplative Prayer.	Students consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. They describe how words and images are used to represent the mystery of the Trinity. They participate respectfully in a variety of prayer experiences, praying with scripture	Students consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. Evaluate and draw conclusions about the ways in which the church is active in the world today in response to emerging moral questions. They participate respectfully in a variety of prayer experiences, praying with the Liturgy of the Hours
Assessment	Interactive annotated timeline	Interview about a reformer	Stained-Glass Window Collage	Extended response to 'Good News Stories' in our modern world.
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	See below			



**Science | [The Australian Curriculum v9.0](#)**

Rationale	<p>Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.</p> <p>The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science’s contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.</p> <p>Also, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery. They can nurture their natural curiosity about the world around them.</p> <p>In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.</p> <p>Learning science is important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. Transdisciplinary STEM learning can enhance students’ scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.</p>			
	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
Title	What’s the Matter?	We Will Rock You	Energy for my Lifestyle	Multiplying by Dividing
Learning Focus	During this term students engage in a range of laboratory-based experiments and investigative learning experiences to <b>explore</b> changes in matter at a particle level and distinguish between chemical and physical changes. They <b>appreciate</b> that scientific knowledge changes as new evidence becomes available.	During this term students <b>investigate</b> the dynamic nature of the rock cycle. They appreciate where and why rocks have been used in buildings and monuments in the local area.	During this term students <b>investigate</b> how energy is generated and transformed in order to meet society’s energy requirements while taking into account sustainability and ethical considerations. They <b>research</b> sustainable and renewable energy technologies.	During this term students <b>explore</b> how organisms function, starting at a cellular level. They <b>focus</b> on cell structure, function and organ systems , and investigate the history, use and ethics of researching and discussing ethical issues that arise from organ transplantation.
Assessment	Written Portfolio of Learning	Research and creative writing task; multimodal presentation	Written report	Multimodal research task.
Catholic Perspectives	Christian Anthropology; Catholic Epistemology Catholic Social Teachings			
Subject Pathways	See below			



## Elective Subjects - Languages

### Japanese | [The Australian Curriculum v9.0](#)

Rationale	<p>Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. It is the official language of Japan and widely used by communities of speakers in Hawaii, Peru and Brazil. Large numbers of students in the Republic of Korea, China, Indonesia and Australia learn Japanese as an additional language.</p> <p>Australia has a significant number of Japanese national residents and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.</p> <p>Australia is a close strategic and economic partner of Japan, and there is ongoing exchange between the 2 countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.</p>			
	Unit 1	Unit 2	Unit 3	Unit 4
Title	My City	After School	Japanese Food	First Nations
Learning Focus	Students will <b>describe</b> information about where they live and <b>analyse</b> the similarities and differences between Japan and Australian cities.	Students will <b>compare</b> the difference between Australian and Japanese after school activities.	Students will <b>use</b> language to describe and order food. They will <b>analyse</b> the differences between Australian and Japanese food etiquette.	Students will <b>analyse</b> and <b>interpret</b> myths, folktales, and cultural stories from First Nations Japanese culture. They will <b>compare</b> Australian and Japanese First Nations cultures.
Assessment	Writing and speaking	Reading and listening	Writing and speaking	Speaking and listening
Catholic Perspectives	Human dignity; Choices; Humans are sacred and social; Genuine belonging; Catholic Social Teaching			
Subject Pathways	See below			



## Elective Subjects - Technologies

### Design and Technologies | [The Australian Curriculum v9.0](#)

Rationale	<p>In an increasingly technological and complex world, we need citizens with the knowledge and confidence to analyse and creatively respond to design opportunities and challenges including for a circular economy. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.</p> <p>Design and Technologies enables students to become creative and responsive designers. When students consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.</p> <p>Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.</p> <p>Design and Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. It motivates young people and engages them in learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.</p>
	<b>Unit</b>
Title	Lights On!
Learning Focus	<p>Using a range of technologies including a variety of graphical representation techniques to communicate, students <b>generate</b> and <b>clarify</b> ideas through sketching, modelling and technical drawing techniques (for example, perspective and orthogonal drawings). They <b>use</b> a range of symbols and technical terms in a variety of contexts to produce patterns; annotate concept sketches and drawings; and use scale, pictorial and aerial views to <b>communicate</b> design ideas and designed solutions.</p> <p>With greater autonomy, students <b>identify</b> the sequences and steps involved in design tasks. They <b>develop</b> plans to manage design tasks, including safe and responsible use of materials and tools, and <b>apply</b> their plans to successfully complete these tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency when making designed solutions.</p>
Assessment	Design Project – LED lamp
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	See below



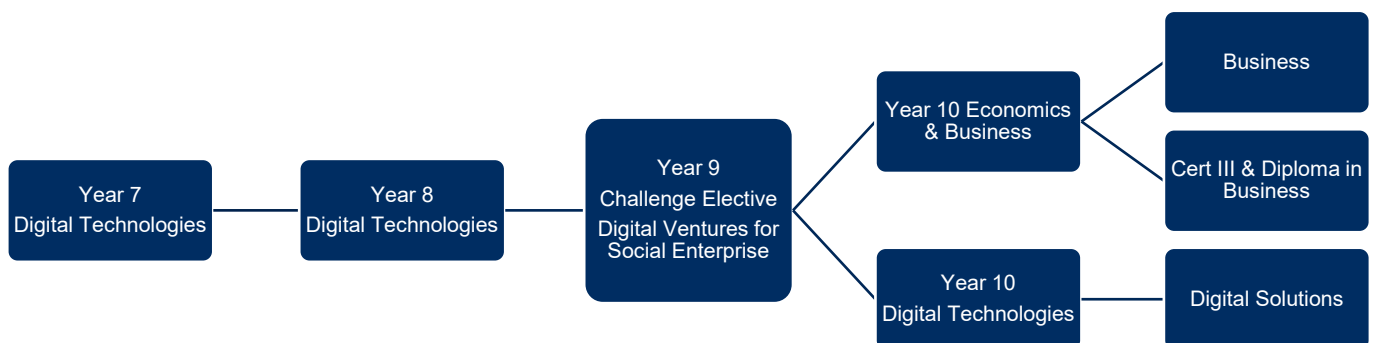
## Design and Technologies: Food and Materials | [The Australian Curriculum v9.0](#)

Rationale	<p>Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.</p> <p>Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. Therefore, all young Australians should develop capacity for action and a critical appreciation of how technologies are developed and can contribute to societies.</p> <p>Technologies ensures that all students benefit from learning about and working with the traditional, contemporary and emerging technologies that shape our world. Students have opportunities to consider the impact of technological solutions on equity including unconscious bias, ethics, and personal and social values.</p> <p>By applying their knowledge and practical skills and processes when using technologies and other resources, students create innovative solutions. In creating solutions, as well as responding to the designed world, students consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others. They work independently and collaboratively to develop knowledge, understanding and skills to respond creatively to current and future needs and opportunities.</p> <p>The practical nature of the Technologies learning area engages students in critical and creative thinking including understanding interrelationships in systems when solving complex problems. The learning area's systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to transform ideas into solutions.</p> <p>Learning in Technologies is also important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. STEM learning involves explicit teaching of knowledge and skills in each learning area: Science, Technologies and Mathematics. A transdisciplinary approach can enhance the application of students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems. It supports students to access further study and a variety of careers and jobs.</p> <p><b>Unit 1</b></p>
Title	Sustainable Kitchens
Learning Focus	By the end of Year 8 students <b>explain</b> how people design, innovate and produce food for preferred futures. They <b>create</b> designed solutions based on analysis of needs or opportunities. Students <b>create</b> and <b>adapt</b> design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They <b>communicate</b> design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively <b>document</b> and <b>manage</b> production processes to safely produce food products.
Assessment	Design Journal and Recipe Design
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity
Subject Pathways	See below



## Digital Technologies | The Australian Curriculum v9.0

Rationale	<p>In a world that is increasingly digitised and automated, it is critical to the strength and sustainability of the economy, the environment and society that digital solutions are purposefully designed to include user empowerment, autonomy and accountability. With this, emerging technologies also present transformative opportunities to address the circular economy through the reduce, re-use, recycle process. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.</p> <p>Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.</p> <p>Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.</p> <p>Digital Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be safe, respectful, creative and innovative learners, who are active, ethical citizens capable of being informed members of the community.</p>
	<b>Unit 1</b>
Title	Networks and Security
Learning Focus	Students will <b>develop</b> and <b>modify</b> creative digital solutions, <b>decompose</b> real-world problems, and <b>evaluate</b> alternative solutions against user stories and design criteria. Students will <b>acquire, interpret</b> and <b>model</b> data with spreadsheets and <b>represent</b> data with integers and binary. They will <b>design</b> and trace algorithms and <b>implement</b> them in a general-purpose programming language. Students will <b>select</b> appropriate hardware for particular tasks, <b>explain</b> how data is transmitted and secured in networks, and identify cyber security threats. They will <b>select</b> and <b>use</b> a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Students will <b>manage</b> their digital footprint.
Assessment	Presentation – Network and Data Safety
Catholic Perspectives	Society and ethics factors; economic justice; environmental and social sustainability; integral ecology and global solidarity.
Subject Pathways	See below



## Elective Subjects - The Arts

### Drama | [The Australian Curriculum v9.0](#)

Rationale	<p>Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.</p> <p>Drama is directly linked to play, the root of all creativity in children. At its core, drama is about taking on roles and “standing in the shoes” of another, and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner’s ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students’ development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.</p> <p>In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.</p> <p>Drama is central to the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through drama, First Nations Australians celebrate and express connection to and responsibility for Country/Place.</p> <p>Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.</p>
<b>Unit 1</b>	
Title	Australian Stories
Learning Focus	<p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how elements of drama and/or conventions are manipulated in drama</li> <li>• <b>create</b> and/or <b>experience</b>.</li> <li>• <b>evaluate</b> the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning.</li> <li>• <b>work</b> collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in scripted drama.</li> <li>• <b>employ</b> performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.</li> </ul>
Assessment	<p>Students evaluate a play text/performance.</p> <p>Students collaborate to interpret and perform a drama text.</p>
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	See below

### Media Arts | [The Australian Curriculum v9.0](#)

Rationale	<p>In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works.</p> <p>Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound and interactive elements. They construct representations and communicate or challenge understandings, ideas and positions.</p> <p>Media arts plays an important role in sustaining cultural diversity and continuing local and global cultures, particularly the cultures of First Nations Australians. It offers opportunities to use media platforms to celebrate, maintain or revitalise ways of knowing, being, doing, belonging and becoming. Through media arts, First Nations Australians celebrate and express connection to and responsibility for Country/Place.</p> <p>Media arts recognises that media forms can operate at either a mass level, where media is shared one way, or at an interpersonal level, where communication occurs between individuals and among online communities. Students critically reflect on the role of the media in society and consider how their own media use is shaped by the practices of media institutions. They develop awareness and understanding of ways that media institutions use information collected from users to create communities and to mediate users’ media choices.</p> <p>Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.</p>
<b>Unit 1</b>	
Title	Directors Cut

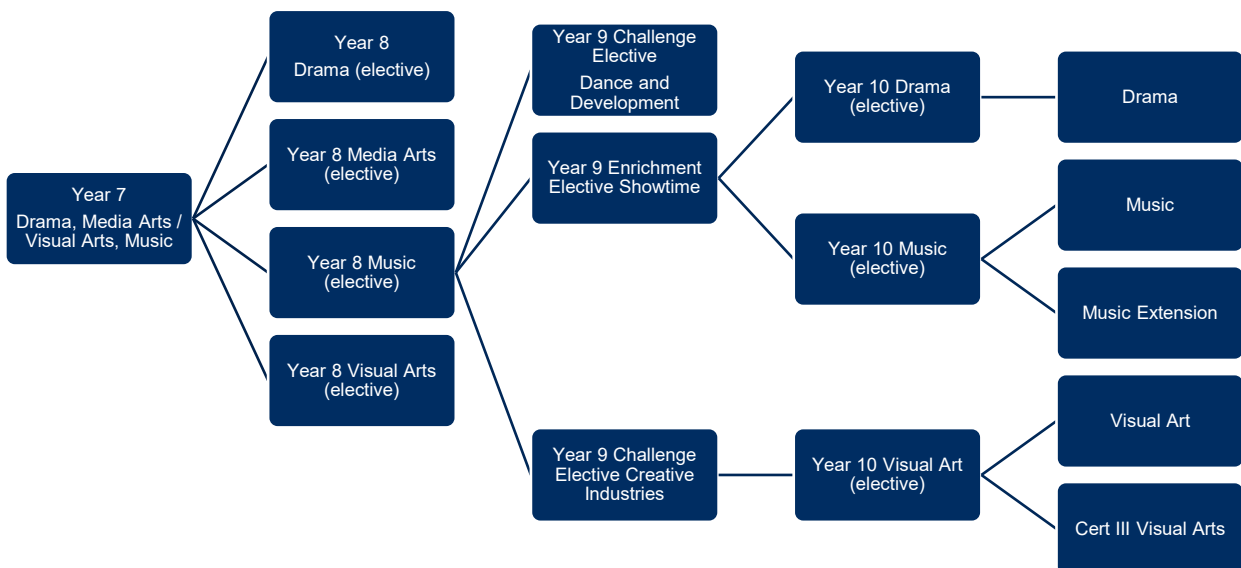
Learning Focus	<p>Students <b>analyse</b> the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience.</p> <p>They <b>evaluate</b> use of media arts concepts in media arts works from across cultures, times, places and/or other contexts.</p> <p>They <b>describe</b> respectful approaches to creating and/or responding to media arts works.</p> <p>Students select and manipulate media languages and media technologies and use production processes to construct representations.</p> <p>They <b>produce</b> media arts works that communicate ideas, perspectives and/or meaning.</p> <p>They <b>present</b> their work to an audience.</p> <p>They <b>plan</b> where and how they could distribute their work using responsible media practice.</p>
Assessment	Directorial Portfolio
Catholic Perspectives	Human dignity • Promotion of peace/diversity/choices • Participation/genuine belonging • Global solidarity • Sacredness of place Students engage in Media Arts from a Catholic Perspective when they: • explore how Catholic perspectives are communicated and interpreted including structure, intent, character, settings, points of view, genre and media conventions as they make and respond to media artworks • consider social, cultural, historical, religious and Catholic perspective influences and representations in media arts.
Subject Pathways	See below

## Music | [The Australian Curriculum v9.0](#)

Rationale	<p>Music's raw material is sound. In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Sharing music and ideas about music across cultures, times, places and communities builds knowledge and enhances empathy. Engagement with music from diverse settings develops an understanding that the same music can be deeply moving for many people and yet have different meaning for each.</p> <p>Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.</p> <p>Music is a significant element in the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through music, First Nations Australians express connection to Country/Place, challenge the impact of other cultures on their ways of knowing, being, doing and becoming, contribute to the global music community, and advocate for change.</p> <p>Students' active participation in music, through continuous and developmentally sequential music learning, encourages skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops capabilities that can be gained in no other way.</p> <p>As independent and collaborative learners, students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.</p>
	<b>Unit 1</b>
Title	Introduction to Music Composition
Learning Focus	<p>Students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience.</li> <li>• <b>describe</b> respectful approaches to composing, performing and/or responding to music.</li> <li>• <b>demonstrate</b> listening and aural skills when composing and performing</li> <li>• <b>manipulate</b> elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning.</li> <li>• <b>notate, document and/or record</b> the music they compose.</li> </ul>
Assessment	Music Composition
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	See below

**Visual Arts | The Australian Curriculum v9.0**

Rationale	<p>Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.</p> <p>Visual arts processes and practices provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral for fostering students' ability to discern and understand the unique ways visual arts practice and process can be both related and distinct to learning about culture.</p> <p>Visual arts are central to the diverse and continuing cultural practices of First Nations Australians. Through visual arts, First Nations Australian artists articulate and express connection to, and responsibility for, Country/Place.</p> <p>Learning about visual techniques, technologies, skills and media of First Nations Australian and local and global artists, craftspeople and designers supports students to develop their own artworks with integrity and understanding of distinctions between art and culture. Students explore different perspectives to develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. From this, students develop confident and proficient practices to achieve a personally responsive and distinctive visual aesthetic.</p> <p>Students understand how creative industries contribute to personal, cultural, community and economic wellbeing. In Visual Arts, students learn to recognise and cultivate unique literacies, practices and processes to grapple with ideas, intricacies and dilemmas. The interrelationship between making and responding invites students to investigate, contextualise and make meaningful connections between personal and global viewpoints as they apply visual arts knowledge, frameworks and practical skills.</p> <p>Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists, craftspeople and designers produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.</p>
	<b>Unit 1</b>
Title	Self Portrait
Learning Focus	<p>By the end of Year 8, students:</p> <ul style="list-style-type: none"> <li>• <b>analyse</b> how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience.</li> <li>• They <b>evaluate</b> the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice.</li> <li>• They <b>describe</b> respectful approaches to creating and/or responding to artworks.</li> <li>• Students <b>generate, document</b> and <b>develop</b> ideas for artworks. They reflect on their visual arts practice.</li> <li>• They <b>select</b> and <b>manipulate</b> visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning.</li> <li>• They <b>curate</b> and <b>present</b> exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences.</li> </ul>
Assessment	Multimodal Artwork
Catholic Perspectives	Human dignity; Promotion of peace/diversity/choices; Participation/genuine belonging; Global solidarity; Sacredness of place
Subject Pathways	See below





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