



HOLY SPIRIT COLLEGE

FITZGIBBON

Curriculum Handbook

Year 8, 2027

Contents

Introduction.....	3
Mission	4
Values	4
Student Dispositions	4
Curriculum Structure.....	5
Core Subjects	5
Elective Subjects.....	5
Important Contacts.....	6
Embedding the Catholic Perspective	7
Core Subject Information	9
Civics and Citizenship.....	9
Economics and Business	10
English.....	11
Geography.....	13
Health and Physical Education.....	14
History	15
Mathematics.....	16
Religious Education	18
Science.....	20
Elective Subjects - Languages	22
Japanese	22
Elective Subjects - Technologies	23
Design and Technologies	23
Design and Technologies: Food and Materials	24
Digital Technologies.....	25
Elective Subjects - The Arts.....	27
Drama	27
Media Arts	29
Music	31
Visual Arts.....	33

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.

Year 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 has developed a Model of Pedagogy that places the learner at the centre of every learning experience. Underpinned by high impact teaching practices, which fosters a culture for learning, and intentional lesson structure students are encouraged to become people who inspire minds and ignite hearts. Together, these elements create engaging, supportive, and purposeful learning environments where students are encouraged to think deeply, embrace challenges, develop their strengths, and grow as confident learners driven to make a positive difference in their world.

The staff at Holy Spirit College are committed to encouraging students to feel safe in an environment of high challenge and high support. We are dedicated to developing a culture that holds, encourages, and supports our adolescent students through these vital transition years.

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*.



Stephan le Roux
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.



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, careers 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.

All students must choose:

- at least one (1) elective subject from The Arts (Drama, Media Arts, Music, or Visual Arts),
- at least one (1) from Technologies (Design & Technologies, Design & Technologies (Food & Materials), or Digital Technology).

The remaining two (2) elective subject choices may come from either Languages (Japanese), The Arts or Technologies.

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

Students wishing to student a language from Year 9 and beyond, are required to study a language in Year 8.

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

Personal & Social Development

- Students will complete learning activities which will help them to unpack 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
Deputy Principal	Andrew McEwan	andrew.mcewan@bne.catholic.edu.au
Assistant Principal Religious Education	Karen Davidson	Karen.Davidson@bne.catholic.edu.au
Assistant Principal Pathways	Kate Pacey	kpacey@bne.catholic.edu.au
Head of Middle Years	Cassie Geissmann	Cassie.geissmann@bne.catholic.edu.au
Head of Senior Years	Troy Schultz	Troy.M.Schultz@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum Inspiration (English, Religious Education)	Alicia Thompson	Alicia.R.Thompson@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Mathematics)	Anne Elmer	aelmer@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Science, Health and Physical Education)	David Fisser	David.Fisser@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (The Arts, Technologies)	Mark Toohey	Mark.toohey@bne.catholic.edu.au
Learning & Teaching Leader – Curriculum (Language, Humanities)	Sarah Brown	Sarah.brown@bne.catholic.edu.au
Learning & Teaching Leader – Student Engagement Year 8	Liam Murphy	Liam.Murphy@bne.catholic.edu.au

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

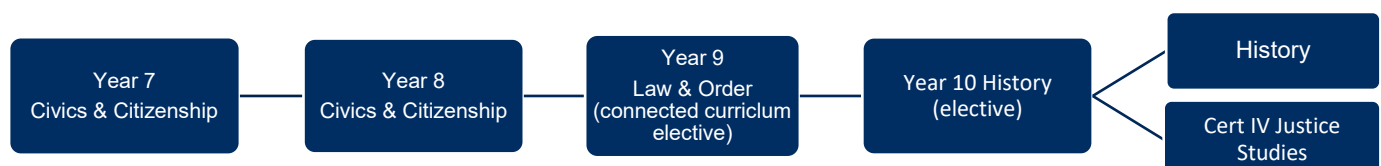
Subject	Item(s)
English	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
Humanities and Social Sciences	
Civics and Citizenship	A4 Display Book (20 Pocket)
Economics and Business	A4 Display Book (20 Pocket)
Geography	A4 Exercise Book (96 Page) A4 Display Book (20 Pocket)
History	A4 Exercise Book (96 Page)
Health and Physical Education	A4 Exercise Book (48 Page)
Languages	
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) IF NOT ALREADY PURCHASED IN YEAR 7
Religious Education	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Science	A4 Exercise Book (48 Page) A4 Display Book (20 Pocket)
Technologies	
Design and Technologies: General	A4 Display Book (20 Pocket)
Design and Technologies: Food and Materials	Nil
Digital Technologies	Nil
The Arts	
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)
General requirements for all subjects	
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 Earphoned for class use (wired)

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

Core Subject Information

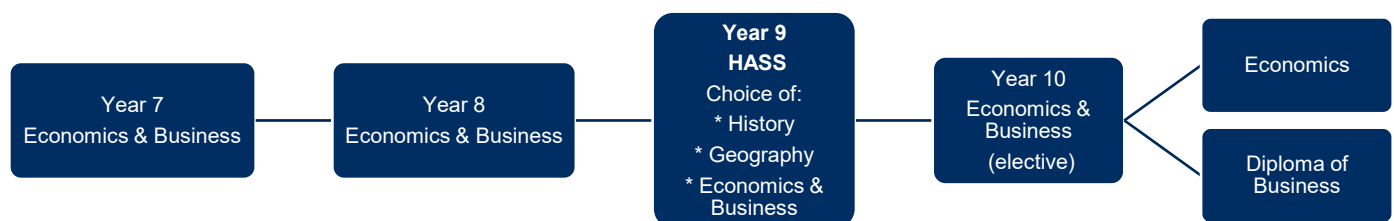
Civics and Citizenship | [The Australian Curriculum v9.0](#)

Course Overview	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. 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. 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students describe the roles of political parties and elected representatives in Australian government. They will explain the characteristics of laws, how laws are made and the types of law in Australia. Students will analyse information and identify and describe perspectives and challenges related to political and legal issues. They will use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments.	In this unit, students explain how Australians are informed about and participate in their democracy. They will identify ways in which Australians express different aspects of their identity and explain perspectives on Australia's national identity. They will analyse information and identify and describe perspectives and challenges related to political, legal or civic issues. They will use civics and citizenship knowledge, concepts, terms and references to evidence from sources to create descriptions, explanations and arguments
Assessment	Students will complete a range of assessment types, including: • Examination - written • Investigation – multimodal	
Future Subject Pathways	Law & Order, Cert IV Justice Studies	



Economics and Business | [The Australian Curriculum v9.0](#)

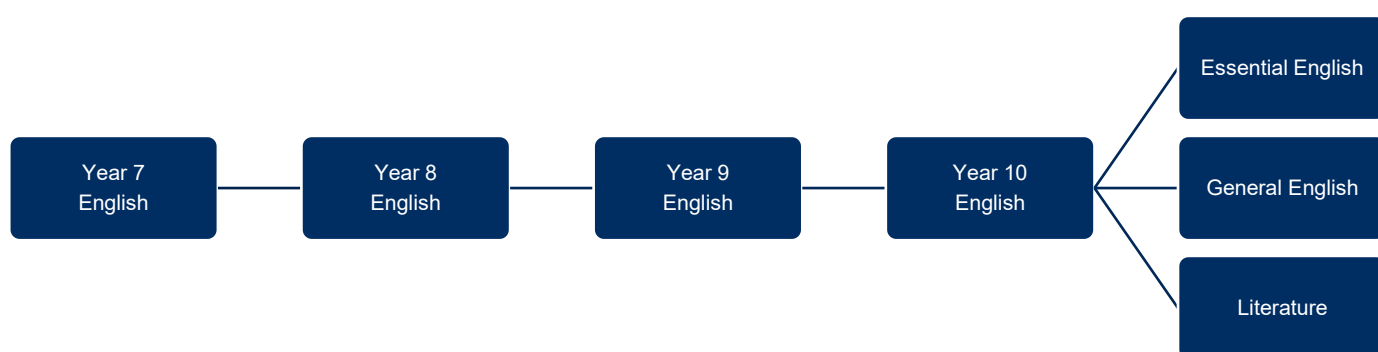
Course Overview	Young Australians will face several social, economic, environmental and ethical challenges in their lifetimes, which will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills to respond to such challenges. Economics and Business develop the knowledge, understanding and skills that will equip students to shape their social and economic futures. 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. 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. \	
	Unit 1	Unit 2
Learning Focus	In this unit, students develop their consumer and financial literacy capability by investigating the importance of budgeting and Australia's system of taxation. They consider how these aspects play a role in their lives now and how they will come to influence their financial futures. To begin, students examine the processes that are used to plan for financial objectives through the development of budgets for short-term financial objectives and long-term financial objectives. Students then explore how taxation works in their daily lives using the Goods and Services Tax (GST) as a case study. Through a collaborative inquiry approach, students then investigate the costs and benefits associated with paying taxes by locating, selecting and interpreting data and information (e.g. Australian Taxation Office resources and data, infographics, media commentaries) about how taxes are levied to pay for services required by Australians.	In this unit, students extend their consumer and financial literacy capability by examining what the market system is and how it operates in Australia. Through a collaborative inquiry approach that allows students to develop and practise their social, personal and intercultural skills, they compare case studies of Australian businesses and entrepreneurs, including First Nations businesses and entrepreneurs, to explain how different businesses develop and adapt to identified market opportunities within Australia. Students then focus on the market opportunities in their local area by developing a survey of local residents to determine what goods and services are desired by consumers, e.g. food outlets, clothing stores. Students reflect on these learning experiences by identifying and evaluating the potential costs and benefits of establishing a new business in their local community to support the preparation of their project.
Assessment	Students will complete a range of assessment types, including: • Examination - written • Project - multimodal	
Future Subject Pathways	The Cafe Entrepreneurship Project, Digital Venues for Social Impact, Economics & Business, Diploma in Business, Economics	



English | The Australian Curriculum v9.0

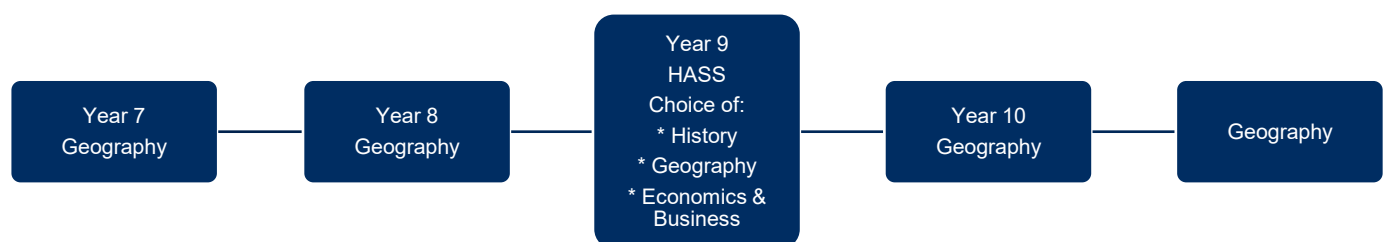
Course Overview	English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens. 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. 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. 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.			
Learning Focus	Unit 1 In <i>this unit</i>, students explore how language can be used to influence, mislead or inform audiences in digital environments. Students engage with AI-generated and human-authored texts to explore how ideas are presented and how language choices shape reader responses. They explore persuasive techniques such as emotive language, rhetorical devices, selective evidence and structural organisation. Through explicit media-literacy instruction, students evaluate the credibility, accuracy and relevance of information, learning to recognise bias and misinformation.	Unit 2 In <i>this unit</i>, students explore documentary filmmaking as a powerful multimodal form used to inform, influence and engage audiences about real-world issues. Students examine how documentary creators use text structures, language features and multimodal features—including interviews, narration, visual symbolism, music, camera movement and editing—to organise ideas and shape audience responses. Drawing on their understanding of documentary conventions and media literacy, students plan and create their own short	Unit 3 In this unit, students study a novel or extended text by a First Nations Australian author. Through this text, students explore how authors represent ideas such as identity, belonging, Country, family, relationships, resilience, and cultural responsibility. Teachers select a text that best suits the needs and reading level of their class. Students learn how characterisation, setting, structure and events contribute to the way ideas are represented in the text. They also develop an understanding of how the novel reflects or challenges	Unit 4 In this unit, students engage with the mystery and investigation genre to create an original imaginative narrative that incorporates both written and multimodal elements. Throughout the unit, students study examples of mystery writing to identify how authors introduce clues, build tension and use viewpoint, setting and characterisation to shape meaning.. As they move into the creation phase, students plan and develop their own short mystery narrative, expressing and advancing ideas about characters, conflicts and resolutions. They experiment with

	Throughout the unit, students practice constructing cohesive persuasive essays using paragraphing, sequencing and cohesive devices to enhance clarity and coherence. The unit equips students to create sustained persuasive essays responding to AI-generated texts, selecting appropriate structures, language features and evidence for purpose and audience.	documentary investigating a contemporary social issue relevant to young people or their community. They select and vary text structures to organise, develop and link ideas, and use appropriate language and multimodal features to communicate ideas clearly and effectively for a defined audience and purpose.	historical, social and cultural contexts of First Nations Australians. They discuss and explain how characters change, how relationships are portrayed, and how the text positions readers to view ideas or issues in particular ways. The unit emphasises respectful engagement with First Nations perspectives and encourages students to build empathy, cultural awareness and deeper literary understanding.	narrative viewpoint and description to create suspense and maintain coherence while ensuring events are logically connected and purposeful. Students are encouraged to incorporate multimodal elements to enhance their storytelling. Drafting and editing form an essential part of the unit. Students refine their narrative through feedback.
Assessment	Students will complete a range of assessment types, including: - Extended response - written - Extended response - multimodal - Examination – written			
Future Subject Pathways	Essential English, General English, Literature			



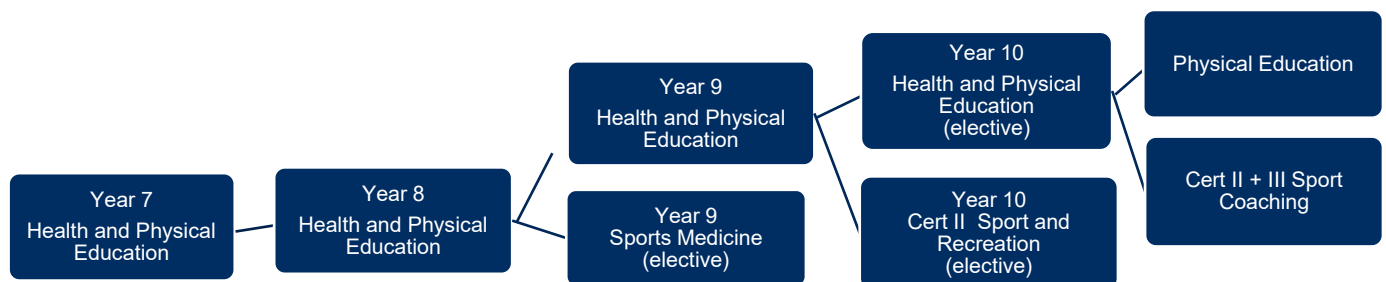
Geography | [The Australian Curriculum v9.0](#)

Course Overview	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. 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. Geography 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students will explore the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students will examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed. Students will draw on studies from Australia, the United States of America and a country in Asia.	In this unit, students will focus on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed. Students will draw on studies from Australia and countries in Asia.
Assessment	Students will complete a range of assessment types, including: • Examination – written combination response • Investigation – multimodal	
Future Subject Pathways	Geography	



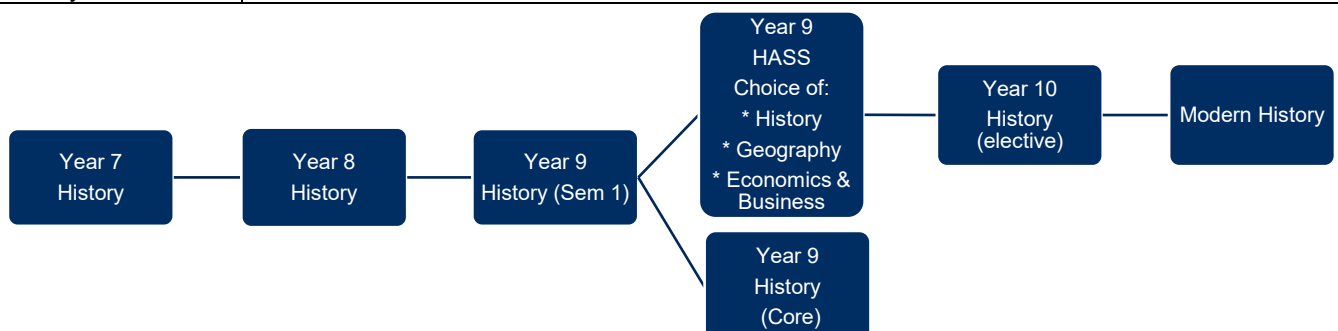
Health and Physical Education | [The Australian Curriculum v9.0](#)

Course Overview	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. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. 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.			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	In this unit, students will analyse aerobics as a physical activity and explore how fitness components and nutrition help improve performance. They will complete a series of short journal responses and then propose and evaluate a personalised plan to help you perform better in aerobics over time, collaborating across a range of movement contexts.	In this unit, students will design and implement a minor/modified game. Students will evaluate the effectiveness of this game and how it supports adolescent relationships.	In this unit, students will create and deliver a presentation to inform young people about their charity event using technology. The presentation should encourage participation and educate people about the cause. It should also include an analysis of how the event celebrates diversity and fosters positive relationships among participants.	In this unit, students will explain and apply skills and strategies of assertive communication, protective behaviours and help-seeking strategies applied online and offline. They will refine protective behaviours and evaluate community resources to seek help for themselves and others.
Assessment	Students will complete a range of assessment types, including: - Investigation - written - Project - multimodal - Investigation - multimodal - Examination - written			
Future Subject Pathways	HPE, Physical Education, Certificate II Sport & Recreation, Certificate II & III Sport Coaching			



History | The Australian Curriculum v9.0

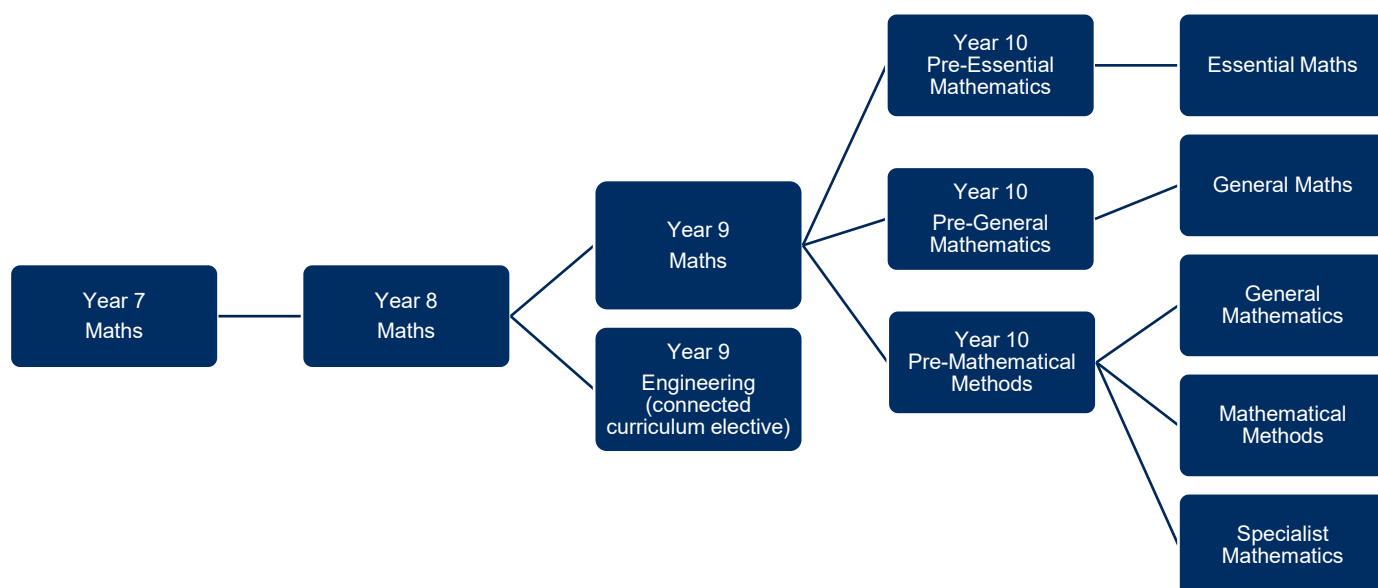
Course Overview	History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes 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. 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students investigate Medieval Europe and the transition from the ancient world to the early modern period. They examine the decline of the Western Roman Empire and explore key social, political and cultural developments, including the roles and relationships of different groups, the exercise of power and authority, and the experiences of rulers and subject peoples. Students study significant events, individuals and groups to identify causes and effects, and explain patterns of continuity and change.	In this unit, students describe the role of significant individuals, groups and institutions connected to Japanese society c. 794-1867 and their influences on historical events. They sequence events and developments to explain causes and effects, and patterns of continuity and change across societies and time periods. They describe perspectives, attitudes and values of the past, and suggest reasons for different points of view.
Assessment	Students will complete a range of assessment types, including: • Examination – written response to stimulus • Investigation - written	
Future Subject Pathways	History, Modern History	



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

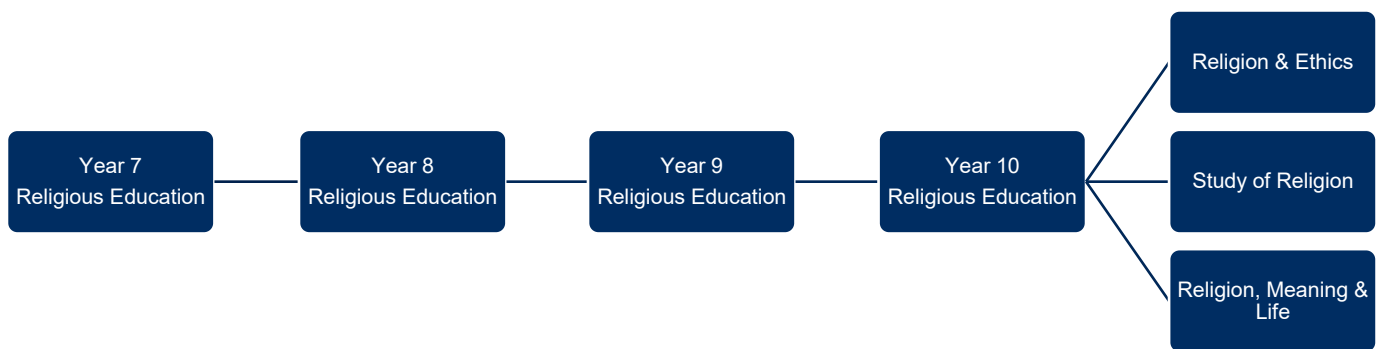
Course Overview	The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops 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. 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. 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. 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.			
Learning Focus	Unit 1	Unit 2	Unit 3	Unit 4
	In this unit, students engage in a statistical and probability-focused investigation by comparing the number of steps taken in two contrasting environments: a technology-free camp setting and their usual school/home routine post-camp. The learning focus is aligned with key achievement standards, fostering authentic data collection, analysis, and interpretation. During camp, students collect primary data by manually recording their daily step counts,	In this unit is designed to develop students' understanding of number systems, algebraic manipulation, and linear relationships through an integrated approach that blends conceptual knowledge with real-world. Building on this foundation, students develop fluency with algebraic expressions, learning to apply distributive and associative properties to expand and factorise linear expressions. This leads to solving linear equations and one-variable inequalities, both algebraically	In this unit, students will engage in solving a range of practical and real-world problems using number operations, algebra and measurement concepts. Students begin by revising and applying the four operations with integers and positive rational numbers through contextual problems involving shopping, budgets, scaling recipes, and travel planning. Students then explore ratios, percentages and rates as part of a mathematical modelling in both financial and	In this unit, students investigate the role of statistics and probability in understanding and predicting real-world patterns. They begin by exploring variation in data distributions through the collection and analysis of random samples from a given population. Building on their understanding of data, students explore probability concepts through practical and theoretical approaches. They represent the possible combinations of two events using tables, t

	promoting ownership of the data-gathering process and demonstrating the implications of sampling without digital tools. Upon return to school, students use pedometers or smartphone step counters to collect a second sample set under everyday conditions, allowing for comparison of how environment and technology affect behaviour.	and graphically, using rational solutions. Through mathematical modelling, students represent and solve authentic problems, analysing the effectiveness and limitations of their models. Digital tools are integrated throughout the unit to support conjecture-making, pattern recognition, and refinement of equations. The unit culminates in a project where students formulate a question, build and test a linear model using real or simulated data, and present their findings, demonstrating mastery of algebraic and numerical concepts in meaningful contexts.	measurement contexts. Algebraic understanding is developed through the expansion and factorisation of linear expressions, and solving linear equations linked to practical scenarios. In the measurement strand, students use formulas to solve problems involving perimeter and area of composite shapes, volume of right prisms, and area and circumference of circles, using appropriate metric units throughout	two-way charts, and Venn diagrams. Throughout the unit, students engage in hands-on investigations, digital simulations, and collaborative analysis tasks that deepen their understanding of data variation and compound chance events.
Assessment	Students will complete a range of assessment types, including: • Examination – written • Project - written			
Future Subject Pathways	Mathematics, Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics			



Religious Education | [Brisbane Catholic Education Curriculum](#)

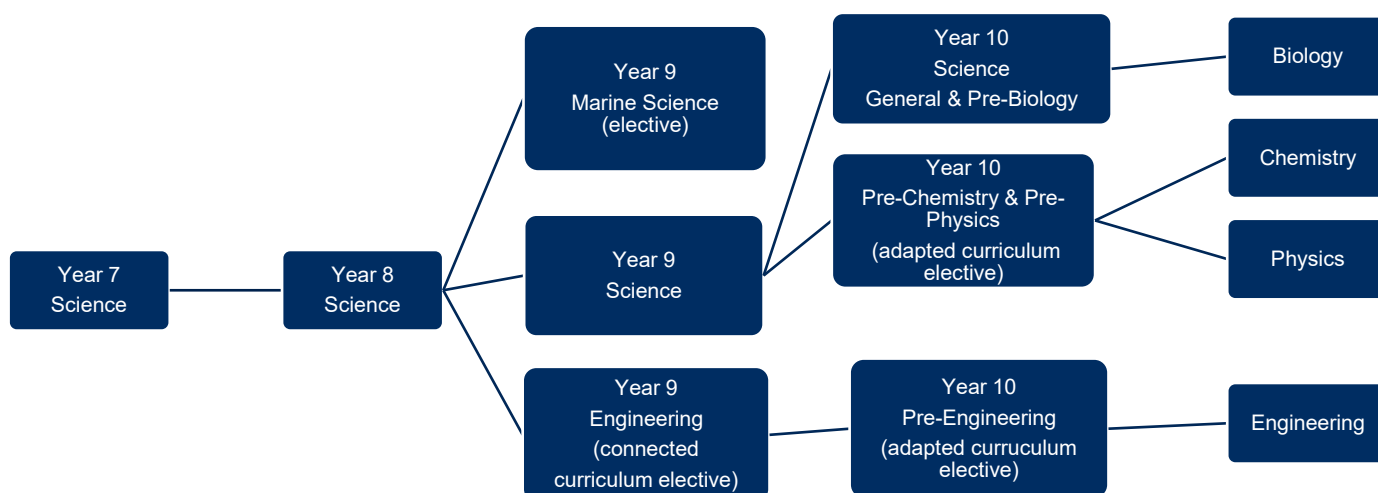
Course Overview	The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 8, students engage with a variety of images and 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 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.			
	Unit 1	Unit 2	Unit 3	Unit 4
Learning Focus	In this unit, 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.	In this unit, 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.	In this unit, 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	In this unit, 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	Students will complete a range of assessment types, including: • Examination – written short response to stimulus • Extended response – written • Extended response - multimodal			
Future Subject Pathways	Religious Education, Religion & Ethics, Study of Religion, Religion, Meaning & Life			



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

Course Overview	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. 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. 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. 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.			
Learning Focus	Unit 1	Unit 2	Unit 3	Unit 4
	In this unit, students apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They will also explain how the properties of rocks relate to their formation and influence their use. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science	In this unit, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.	In this unit, students compare different forms of energy and represent transfer and transformation of energy in simple systems. They select and construct appropriate representations to organise and process data and information. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.	In this unit, students classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. Students plan and conduct safe, reproducible investigations to test relationships and explore models. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and

	communication in s haping viewpoints, policies and regulations. They select and construct appropriate representations to organise and process data and information. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.			relationships and identify anomalies .
Assessment	Students will complete a range of assessment types, including: • Investigation - multimodal • Investigation – written • Examination – written			
Future Subject Pathways	Marine Science, Engineering, Biology, Chemistry, Physics			



Elective Subjects - Languages

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

Course Overview	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. 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students discuss the basics of manga, including its history, structure, and cultural significance in Japan. They will be shown examples of simple manga strips for inspiration. They will brainstorm ideas for their manga strip, focusing on a character exploring a city and engaging in hobbies or leisure activities.	In this unit, students learn the language for numbers, counters, and basic language to order food and make purchases via roleplays. They learn about Japanese food and culture and compare this to their own. Students engage with their classmates to create modelled and impromptu conversations to buy and sell.
Assessment	Students will complete a range of assessment types, including: • Examination – written (listening and reading) • Role play – multimodal (spoken) • Short Response – written	
Future Subject Pathways	Japanese	



* Students **must** complete the Japanese pathway from **Year 7 to 10** to be eligible for study in this subject in Senior.

Elective Subjects - Technologies

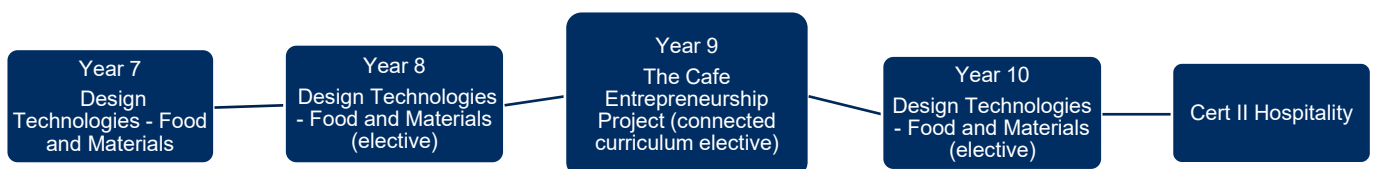
Design and Technologies | [The Australian Curriculum v9.0](#)

Course Overview	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. Design and Technologies enable 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 contribute to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Design and Technologies engage 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students will design a room for a client stakeholder. They will use a client brief to suit the purpose, preference and details. Students will create the design, thinking sustainably and ethically about materials used, colours, furniture and options required.	In this unit, students investigate the environmental and social impacts of fast fashion and examine how sustainable design practices can contribute to preferred futures. Students analyse the properties and features of repurposed materials and explore how technologies are used to recycle, reuse and transform materials that would otherwise become waste. Through research into existing sustainable designers and companies, students develop an understanding of how people use materials, processes and innovation to address global issues such as overconsumption, pollution and resource depletion. Using design thinking processes, students generate, refine and communicate a wearable garment design solution. They apply sustainability-focused design criteria to justify decisions and evaluate the effectiveness of their design intent.
Assessment	Students will complete a range of assessment types, including: • Project – multimodal	
Future Subject Pathways	Design and Sustainability, Design and Technologies, Design	



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

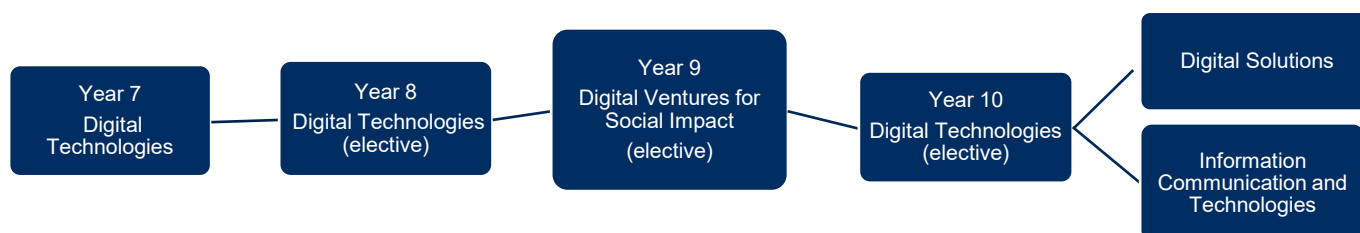
Course Overview	Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. By applying their knowledge and practical skills and processes when using 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students complete an end of unit examination that assesses their knowledge and understanding of Australian cuisine and how culture, migration and food technologies have influenced Australian food practices over time. Students analyse needs or opportunities, explain how the features of technologies influence design decisions, and evaluate food design ideas and solutions against design criteria, including sustainability. They communicate their responses using appropriate technical terms and demonstrate an understanding of safe and responsible food-production processes.	In this unit, students learn to develop design criteria and design a recipe for a Wellness Bowl. They analyse the needs and opportunities, comparing and contrasting them. Students develop a recipe based on the needs and opportunities. They explain how the features of technologies impact on design decisions. Students will justify how the recipes meet the constraints and considerations by creating a final product. Finally, students evaluate the product.
Assessment	Students will complete a range of assessment types, including: • Project – written and practical • Examination	
Future Subject Pathways	Design & Technologies (Food Specifications), Cert II Hospitality	



Digital Technologies | The Australian Curriculum v9.0

Course Overview	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. 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. 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.	
Learning Focus	Unit 1	Unit 2
	In this unit, students build on their skills from Mathematics (Statistics) in acquiring and interpreting data. In Digital Technologies, students continue to advance these skills and are also given opportunities to validate the data they acquire to ensure it is accurate and consistent. They collect and transform many types of data from a wide range of sources. Students model structured data in meaningful ways using spreadsheets and single table databases and analyse and visualise the data to extract meaning from it. They apply design thinking by using divergent techniques, such as mind mapping, role-play and using graphic organisers, to generate design ideas for user experiences and solution designs. Students review these ideas against design criteria and created user stories throughout their implementation as general-purpose programming by assessing them against current and future needs. They extend the use of these design criteria and user stories to evaluate the future impact of existing solutions. Students apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform.	In this unit, students apply design thinking by using divergent techniques, such as mind mapping, role-play and using graphic organisers, to generate design ideas for user experiences and solution designs. Students review these ideas against design criteria and created user stories throughout their implementation as general-purpose programming by assessing them against current and future needs. They extend the use of these design criteria and user stories to evaluate the future impact of existing solutions. Students apply systems thinking by exploring the connections between hardware capabilities and tasks users want to perform. They investigate how data is transmitted via wired and wireless networks and explain the need for encryption to protect and secure data. Students use an increasing range of the features of digital tools to improve their efficiency and the consistency of the content they create, locate and communicate. They plan and manage projects individually and collaboratively, improving their control over the quality of their content. Students investigate personal security controls, including multi factor authentication, to

	They investigate how data is transmitted via wired and wireless networks and explain the need for encryption to protect and secure data. Students use an increasing range of the features of digital tools to improve their efficiency and the consistency of the content they create, locate and communicate. They plan and manage projects individually and collaboratively, improving their control over the quality of their content. Students investigate personal security controls, including multi factor authentication, to protect their data if passwords are compromised, and they understand the impact of phishing and other cyber security threats on people and data.	protect their data if passwords are compromised, and they understand the impact of phishing and other cyber security threats on people and data.
Assessment	Students will complete a range of assessment types, including: • Project – multimodal	
Future Subject Pathways	Digital Ventures for Social Enterprise, Digital Technologies, Digital Solutions	

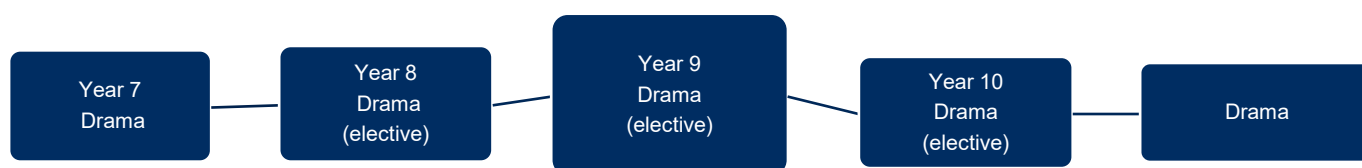


Elective Subjects - The Arts

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

Course Overview	Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Through the study of drama, students investigate ideas, perspectives and experiences across cultures, times, places and communities, developing the ability to think critically, communicate effectively and respond creatively to complex concepts and issues. Engaging in Drama encourages students to engage in play, the foundation of creativity and innovation. At its core, drama is about taking on roles, considering multiple perspectives and imagining the world through the experiences of others. This process requires empathy, collaboration and higher-order thinking, while strengthening students' ability to analyse, interpret and communicate ideas. Through experiential learning, students deepen their personal, cultural and social understanding while engaging with real-world issues and human experiences. In Drama, students work both independently and collaboratively as artists and audiences to create, perform and respond to dramatic works. It is an academically rigorous and intellectually engaging subject that develops literacy, critical thinking, problem-solving, creativity and communication skills. Students engage in a range of processes including researching, devising, writing, rehearsing, presenting, performing, analysing and evaluating, requiring them to justify decisions, reflect on their learning and apply feedback to improve their work. Drama develops a broad range of transferable skills that are highly valued in further education, the workplace and contemporary society. These include creativity, collaboration, communication, critical thinking, adaptability, confidence, leadership and emotional intelligence. Through drama, students become reflective, resilient and capable learners who are well equipped with the academic knowledge and 21st century skills needed to succeed in an increasingly complex and connected world.	
Learning Focus	Unit 1	Unit 2
	In this unit, students explore the process of adapting film scenes for live stage performance, building skills in acting, characterisation, collaboration, and audience engagement. Through a scaffolded rehearsal process, students experiment with dramatic elements, conventions, and structure to transform screen based narratives into effective theatrical performances. Students make creative choices about voice, movement, space, and staging, and reflect on how meaning changes when a story moves from screen to stage. The unit culminates in a live performance, supported by reflective and evaluative responses that deepen students' understanding of dramatic form, style, and communication.	In this unit, students will explore the script. They will identify and experiment with key Gothic/horror conventions. Students will analyse the element of drama and Gothic conventions in the script and use it as a stimulus to create their own short devised performance that explores what happens next in the story. This assessment focuses on students' ability to extend narrative, apply Gothic conventions, and make creative choices through performance. Students will also engage with Aboriginal and Torres Strait Islander perspectives through the exploration of Aboriginal theatre storytelling. They will investigate how themes such as memory, connection to Country, identity, grief, and the supernatural are communicated through dramatic techniques and performance choices. Students will analyse how Gothic conventions such as atmosphere, tension,

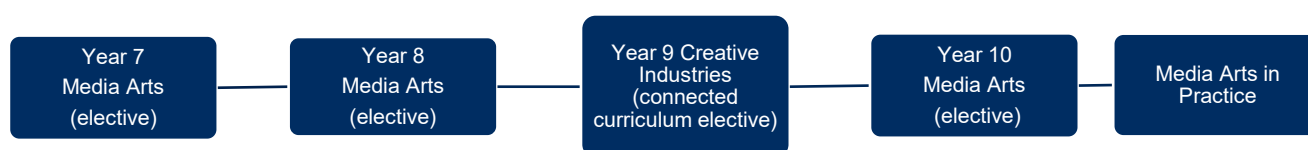
		symbolism, silence, and isolation are used within theatre to create meaning, and compare these
Assessment	Students will complete a range of assessment types, including: • Performance – practical • Project - multimodal .	
Future Subject Pathways	Drama	



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

Course Overview	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. 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. 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. 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. 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.	
Learning Focus	Unit 1 In this unit, students explore how music and sound can influence meaning, mood and storytelling in media arts. Students investigate media artworks from different cultures, times and contexts to understand how audio and moving images work together to communicate ideas and emotions. They will also examine media created by First Nations Australians and discuss how these works respect Indigenous Cultural and Intellectual Property (ICIP), building an understanding of ethical media practices. Students develop their media production skills by experimenting with media languages, including technical and symbolic codes and conventions used in audio and moving image media. Through creative processes, they plan, film and edit a short media artwork where music drives the narrative or visual storytelling. Throughout the unit, students reflect on their ideas, evaluate their work and provide feedback to peers to refine their media productions. Students will present their final media piece	Unit 2 In this unit, students explore how music and sound can influence meaning, mood and storytelling in media arts. Students investigate media artworks from different cultures, times and contexts to understand how audio and moving images work together to communicate ideas and emotions. They will also examine media created by First Nations Australians and discuss how these works respect Indigenous Cultural and intellectual Property (ICIP), building an understanding of ethical media practices. Students develop their media production skills by experimenting with media languages, including technical and symbolic codes and conventions used in audio and moving image media. Through creative processes, they plan, film and edit a short media artwork where music drives the narrative or visual storytelling. Throughout the unit, students reflect on their ideas, evaluate their work and provide feedback to peers to refine their media productions. Students will present their final media piece

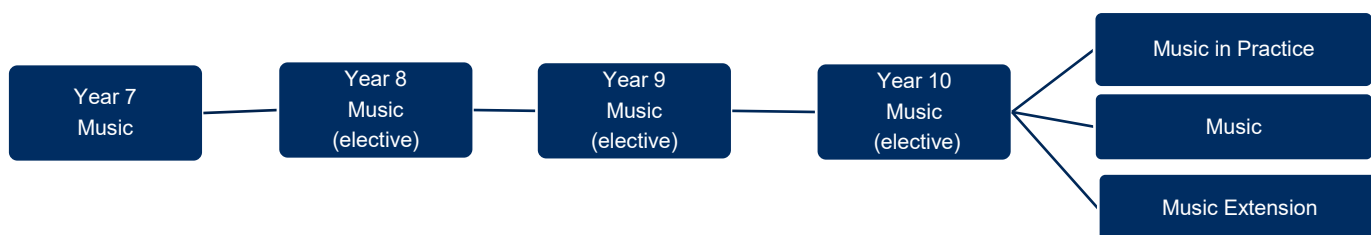
	to a target audience, demonstrating how sound, music and movement can work together to communicate meaning and engage viewers.	to a target audience, demonstrating how sound, music and movement can work together to communicate meaning and engage viewers.
Assessment	Students will complete a range of assessment types, including: • Short response – written • Project - practical	
Future Subject Pathways	Creative Industries, Media Arts, Media Arts in Practice	



Music | The Australian Curriculum v9.0

Course Overview	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. 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. 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. 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. 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.	
Learning Focus	Unit 1	Unit 2
	In this unit, students will learn about the elements of music - duration/time (including beat, rhythm), pitch, dynamics and expression, form or structure, timbre and texture – and how composers and performers use these to achieve expressive effects. They will reflect on their own and others' music to inform choices they make as composers and performers about how they will manipulate elements of music. They will interpret the use of the elements of music to achieve expressive effects in the compositions of others and manipulate the use of the elements of music to achieve expressive effects in their own compositions. Students will compose a short piece of music using a provided motif and will manipulate the elements of music and compositional devices to communicate	In this unit, students explore the art of cover songs, learning how to reinterpret existing music in creative ways. They'll start by understanding what cover songs are and why artists create them. Through listening exercises, students will compare different versions of songs to see how they can be transformed. Students will then dive into arranging their own covers, experimenting with instruments, tempos, and genres. They'll work on group and individual projects, leading up to a final class concert where they perform their versions. This concert will include fun awards to celebrate their efforts. Throughout the unit, students will reflect on their learning and receive feedback to help them grow as musicians. By the end, they'll have a deeper appreciation for music and

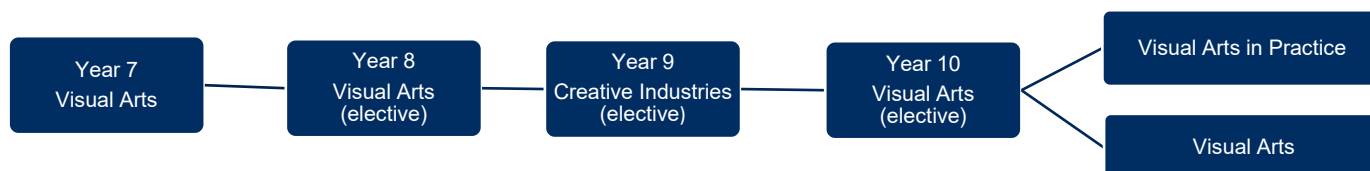
	ideas, perspectives and/or meaning, and record their musical compositions.	more confidence in their performance skills. Students will perform a version of an existing song and prepare a short response that identifies and evaluates the musical changes they have made.
Assessment	Students will complete a range of assessment types, including: • Project: Composition and short response • Project: Performance and short response	
Future Subject Pathways	Music, Music in Practice, Music Extension	



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

Course Overview	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. 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. 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. 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. 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. 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.	
	Unit 1	Unit 2
Learning Focus	In this unit, students analyse how visual conventions, artistic processes, and materials are employed in the portraits they create and study. They will actively generate, document, and develop ideas for their own portraits, reflecting on their artistic choices throughout the process. By thoughtfully selecting and manipulating visual conventions, processes, and materials, students will create portraits that convey unique ideas, perspectives, and meanings. As they explore diverse approaches to portraiture across cultures, times, places, and contexts, students will gain a deeper understanding of artistic expression. To celebrate their work, students will curate and present a display of their portraits, providing an opportunity to share individual and collective achievements with a broader audience. This unit fosters critical thinking, creativity, and	In this unit, students explore the historical significance of clay and its role as a medium for artistic expression. Through hands-on activities, they will learn various techniques to manipulate clay while simultaneously investigating its use across different cultures and time periods. Analysing artworks from diverse backgrounds, students will discern how visual conventions and materials have been utilised to convey ideas and perspectives throughout history. Encouraging respectful approaches to artistic creation and appreciation, students will reflect on their own creative processes and document their ideas for clay artworks. Culminating in a curated exhibit, this unit will provide students with a deeper understanding of clay as a medium, as well as insight into its cultural and historical importance.

	an appreciation for the dynamic world of portraiture in Australia and beyond.	
Assessment	Students will complete a range of assessment types, including: • Project: Practical and Written	
Future Subject Pathways	Creative Industries, Visual Art, Visual Art in Practice	





**HOLY SPIRIT
COLLEGE**
FITZGIBBON