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Introduction

Dear Parents and Carers

Welcome to our community and congratulations on being accepted to the Queensland Academy for Science Mathematics and Technology. This handbook is designed to support students and parents in selecting subjects for their first two years of study in our Foundation Program. I encourage you to review the contents of this handbook to learn about the International Baccalaureate Middle Years Programme (IB MYP) and how our Foundation Program prepares students for their ongoing studies at QASMT. We are proud to be an International Baccalaureate World School and our curriculum programs have been carefully crafted to meet our mission and values, outlined for you in this handbook. Our STEM Futures Program in Year 9 and 10 and our Diploma Program in Years 11 and 12, delivering the International Baccalaureate Diploma Programme (IB DP), provides our students with a world class education designed to develop global thinkers ready to solve the problems of an ever-changing world. The IB is recognised worldwide for the development of life-long learners and its preparation of students for success at university and beyond.

Our Foundation Program is designed to develop the strong foundations needed for success in secondary schooling. During the Foundation Program students will study all eight subject areas of the IB Middle Years Programme. An overview of these subjects is provided in this handbook. Due to the foundation nature of the program, students will only make subject selection choices around the language acquisition subject and the performing arts subject they study.

Year 7 students are required to complete their Foundation Program subject selection online and those subjects will be studied in Year 8 as well. Details for completing the online subject selection will be provided by email, including dates for completion. The subjects available for selection are listed at the back of this booklet.

Regards,

Tanya Haggarty
Deputy Principal Academic
Queensland Academy for Science, Mathematics and Technology
Our Mission and Values

Our Vision
A world-class education that nurtures excellence and fosters global citizenship for an ever-changing world.

Our Focus
A STEM education enriched through a broad liberal arts curriculum.

Our Purpose
We will educate our young people to:

- be life-long, curious, agile and resilient learners
- think critically and use evidence-based decision making to imagine and realise change
- be effective collaborators and communicators in disciplinary and interdisciplinary contexts
- use technology strategically and ethically
- contribute to and impact on the world around them in ethical and sustainable ways
- interest in local and global cultural contexts with knowledge of and respect for diverse cultural perspectives.

Our Values

<table>
<thead>
<tr>
<th>Inquirers</th>
<th>Open-minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>Caring</td>
</tr>
<tr>
<td>Thinkers</td>
<td>Risk-takers</td>
</tr>
<tr>
<td>Communicators</td>
<td>Balanced</td>
</tr>
<tr>
<td>Principled</td>
<td>Reflective</td>
</tr>
</tbody>
</table>

International Baccalaureate Mission Statement
A world-class education that nurtures excellence and fosters global citizenship for an ever-changing world.
Overview of QASMT Curriculum Programs

The Year 7 – 12 curriculum framework at QASMT has been specifically developed to provide a STEM focussed curriculum, through the International Baccalaureate (IB) Middle Years Programme (MYP) and Diploma Programme (DP).

Year 7 – 8 Foundation Program

A rigorous and accelerated curriculum program developed through the IB Middle Years Programme, Year 3 standards, and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the eight MYP subject groups. Students choose their Language Acquisition and Performing Arts courses.

Year 9 – 10 STEM Futures Program

A STEM focussed curriculum program, developed through a core curriculum of Language and Literature, Mathematics and Language Acquisition and a STEM Futures curriculum across Sciences, Individuals and Societies, Design, The Arts and Physical and Health Education. The Year 9 program is developed through the IB Middle Years Programme, Year 5 standards, and mapped to the Australian Curriculum as relevant. The program culminates in completion of a STEM Futures Project. The Year 10 program is a bespoke program developed to prepare students for the rigours of the IB Diploma Programme and mapped to the Australian Curriculum as relevant. The program is delivered through full year courses in the core, and through semester STEM Futures electives. The program culminates in the final semester with a Diploma Preparation Program.

Year 11 – 12 Diploma Program

A rigorous, university preparation curriculum program, developed through the IB Diploma Programme. The programme is studied across six subject areas, either one subject in each subject group or two subjects in either Sciences or Individuals and Societies, instead of a subject in Arts. All students study three subjects at Standard Level, three subjects at Higher Level subjects and the inner core subjects, Theory of Knowledge, Extended Essay and CAS (Creativity, Activity and Service).
International Baccalaureate Middle Years Programme

The IB Middle Years Programme (MYP) provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

![Figure 1: The IB Middle Years Programme curriculum overview](image)

In the MYP, students study eight subject groups. Distinctive features of the MYP include:

- **Key and related concepts** are big ideas, which form the basis of teaching and learning in the MYP. They promote learning within and across traditional disciplines.

- **Global contexts** provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, intercultural understanding and global engagement.

- **Approaches to teaching and learning** are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.

- **Service as action (community service)** – Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment.

- **Language and identity** - MYP students are required to learn at least two languages, their mother tongue and one other. Learning to communicate in a variety of ways is fundamental to their development of intercultural understanding and crucial to their identity affirmation.
**IB Learner Profile**

The aim of all IB programmes is to develop international mindedness in students who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>They nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>They develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They use critical and creative thinking skills to analyse and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>They express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.</td>
</tr>
<tr>
<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and the rights of people everywhere. They take responsibility for their actions and their consequences.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>They critically appreciate their own culture and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from the experience.</td>
</tr>
<tr>
<td>Caring</td>
<td>They show empathy, compassion and respect. They have a commitment to service, and they act to make a positive difference in the lives of others and in the world around us.</td>
</tr>
<tr>
<td>Risk-takers</td>
<td>Or Courageous. They approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.</td>
</tr>
<tr>
<td>Balanced</td>
<td>They understand the importance of balancing different aspects of their lives—intellectual, physical, and emotional—to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.</td>
</tr>
<tr>
<td>Reflective</td>
<td>They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and professional development.</td>
</tr>
</tbody>
</table>
**Academic Integrity**

QASMT recognises that academic integrity is embodied within the IB Mission Statement, values and IB Learner Profile. QASMT has developed an Academic Integrity Policy which is enacted throughout the Academy. A clear, positive approach to academic honesty as good practice is imperative to ensure that:

- teacher and student integrity is promoted through sound teaching and learning practice
- student research is properly conducted
- assessment is authentic
- intellectual property and copyright regulations of Australia are upheld. This policy is consistent with the International Baccalaureate’s philosophy and expectations and is designed to support the Middle Years Programme’s Standards and Practices.

The aim of this academic integrity policy is to:

- promote the principles and practices of academic integrity to ensure that students and teachers are fully aware
- ensure that students do not have unfair advantage over other students through academically dishonest practices such as collusion, duplication, plagiarism or assessment misconduct
- ensure that the principles and practices of academic honesty are explicitly taught
- detail the opportunities which students receive to learn about and practise academic honesty
- define the specific skills and knowledge students need, to practise academic honesty
- outline the procedures to be taken when malpractice or infringement may have occurred
- to provide a coherent approach across all year levels.

**Teaching and Learning in the IB**

Teaching and learning in the IB grows from an understanding of education that celebrates the many ways people work together to construct meaning and make sense of the world. Represented as the interplay between asking (inquiry), doing (action) and thinking (reflection), this constructivist approach leads towards open classrooms where different views and perspectives are valued. An IB education empowers young people for a lifetime of learning, both independently and in collaboration with others. It prepares a community of learners to engage with complex global challenges through a dynamic educational experience framed by inquiry, action and reflection.

**Inquiry**

Sustained inquiry frames the written, taught and assessed curriculum in IB programmes. IB programmes feature structured inquiry, drawing from established bodies of knowledge and complex problems. In this approach, prior knowledge and experience establish the basis for new learning, and students’ own curiosity, together with careful curriculum design, provide the most effective stimulus for learning that is engaging, relevant, challenging and significant.

**Action**

Principled action, as both a strategy and an outcome, represents the IB’s commitment to teaching and learning through practical, real-world experience. IB learners act at home, as well as in classrooms, schools, communities and the broader world. Action involves learning by doing, enhancing learning about self and others. IB World Schools value action that encompasses a concern for integrity and honesty, as well as a strong sense of fairness that respects the dignity of individuals and groups. Challenging learning environments help students to develop the imagination and motivation they require in order to meet their own needs and the needs of others.
Reflection

Critical reflection is the process by which curiosity and experience can lead to deeper understanding. Learners must become critically aware of the way they use evidence, methods and conclusions. Reflection also involves being conscious of potential bias and inaccuracy in their own work and in the work of others. An IB education fosters creativity and imagination. It offers students opportunities for considering the nature of human thought and for developing the skills and commitments necessary not only to recall information but also to analyse one’s own thinking and effort in terms of the products and performances that grow from them.

Written, Taught and Assessed Curriculum

The MYP’s coherent curriculum comprises three interrelated components as shown in the curriculum model below as outlined in the MYP: From Principles into Practice.

In the MYP curriculum model, each component has equal value. The double-headed arrows indicate that developing, implementing and monitoring the school’s written, assessed and taught curriculums is an integrated process. Consideration for all three components is woven together throughout the process of planning for learning.

Written Curriculum

The written curriculum is a formal, comprehensive, school-wide set of documents written by the school that describes what will be taught in each subject to each age group. The MYP presents QASMT with a framework within which we develop our own written curriculum within the scope of The Australian Curriculum.

The Australian Curriculum is presented as a progression of learning from Foundation - Year 10 that makes clear to teachers, parents, students and others in the wider community what is to be taught, and the quality of learning expected of young people as they progress through school. In each learning area or subject, content descriptions specify what young people will learn; and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years in their schooling.

Curriculum development within an MYP framework centres on four major elements.

- Key and related concepts
- Global contexts
- Approaches To Learning (ATL) skills
- Subject-group objectives
Taught Curriculum

Learners have beliefs about how the world works that are based on their experiences and prior knowledge. Those beliefs, models or constructs are revisited and revised in the light of new experiences and further learning. As students try to create meaning in their lives and the world around them, they will continually construct, test, confirm or revise their personal models of how the world works and their personal values. Consequently, the taught curriculum emphasizes the construction of meaning so that students’ learning is purposeful.

The taught curriculum provides experiences through the curriculum that give students opportunities to test and revise their models, to make connections between their previous and current perceptions, and that give them the opportunity to construct their own meaning. The MYP encourages teachers to provide opportunities for students to build meaning and refine understanding through structured inquiry. As the learning process involves communication and collaboration, this inquiry may take many forms, with students working on their own or collaboratively with partners or larger groups, within the classroom or beyond. The MYP encourages conceptual development that applies across and beyond subject groups.

The taught curriculum at the Academy is underpinned by the QASMT pedagogical framework. Our pedagogical framework promotes collective responsibility through collaborative practices, for ensuring academic success for every student. It outlines high quality, evidence based explicit teaching strategies which develops a team of expert teachers who can make a difference to a student’s learning journey. The QASMT pedagogical framework provides our school community with a structure for developing learning autonomy and transferable skills in our students. The model of instruction enacted through this framework is the Fischer and Frey (2008) model of Gradual Release of Responsibility and Sharratt’s and Fullan’s (2009) Learning Intentions and Success Criteria, both of which ensures a purposeful shift to student-centred learning.

Assessed Curriculum

The assessed curriculum gives teachers and students reliable and valid information on student learning. Integrated with the written and taught curriculum, the assessed curriculum is considered throughout the processes involved in planning for learning. Assessment in the MYP is largely an internal (school-based) process.

Assessment in the MYP is criterion referenced, so students around the world are assessed against pre-specified criteria for each subject group. A variety of assessment strategies are used to enable students to best demonstrate the learning that has taken place. Teachers organise continuous assessment over the course of the programme taking account of specified criteria that correspond to the objectives for each subject.

The MYP offers a criterion-referenced model of assessment. This means that students’ results are determined by performance against set standards, not by each student’s position in the overall rank order. Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include open-ended, problem-solving activities and investigations, organised debates, hands-on experimentation, analysis and reflection.

Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the programme.
MYP Assessment Criteria

Each subject area has a set of unique criteria that are used to assess student work. The maximum mark awarded for each criteria is 8.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>MYP projects</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
Year 7 Curriculum Programme

Arts
(Visual Art, and Drama or Music)

Learning in Arts is the process of making ideas a reality through the use of discipline specific skills and practices of Visual Art and Drama or Music. The Arts allows for deep conceptual learning and for students to engage in a process of creative exploration and discovery. Through the study of the Arts students will create and present work, develop skills specific to the discipline, make purposeful connections between investigation and practice, understand the relationship between the Arts and their contexts, respond to and reflect on art and theatrical or musical performance, and deepen their understanding of the world.

In Year 7, all students study one semester of Visual Art and choose one semester of either Drama or Music. The Music course is designed as an extension program and should only be selected by students currently learning an instrument. As always, subject offerings are dependent on numbers and staffing.

Year 7 Classroom Music is designed to engage students in a diverse range of learning experiences such as listening to, recalling, performing, interpreting, creating, improvising, reading, or writing music, with the overarching aim of developing them as well-rounded musicians. Students are given industry related experiences such as composing using technology (notation software) and performing live in groups and solo formats. Students start by investigating how composers and song writers manipulate the musical elements to convey their intent and the terminology used to describe this. Students will look at the genre of Musical Theatre and use the acquired theoretical understanding from the first unit to compose their own song and perform a song on their chosen instrument.

Year 7 Visual Art celebrates the importance of ideas and problem solving. Students draw upon their attitudes to and experiences of the world around them. Their creative thinking is guided into drawings, sculptures, written stories and digital designs. Central to their inquiry, students research the natural world, both plant and beast, and reflect on an environmental issue of their choice. Through applying a range of sculptural techniques, they create an “Improbable Beast”, with the intent of reflecting their scientific research. This foundation course engages, challenges and empowers students. Critical and creative thinking abilities are developed and valued as skills that will transfer across disciplines and as an important part of development.

Year 7 Drama introduces students to the basics of rehearsal and performance for the stage. Term one sees an inquiry into the art of improvisation and the development of scene, character and movement. In term two we focus on how Drama is a product of the time and place it is created. In this unit, students rehearse and perform using dramatic symbols and conventions from a particular style of Drama.

Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

With inquiry and problem-solving at the heart of the subject group, MYP Design uses the design cycle as the methodology to structure the inquiry and analysis of problems, the development of feasible design ideas and the creation, testing and evaluation of a solution.

In Year 7, students will engage in the following projects:

- Developing a board game for a specific purpose and client. This task utilises design thinking processes and familiarises students with the how design is utilised to solve problems.
- Develop a prototype mobile application for a specific client need. This pushes students to recognise the nature and importance of human-centred design and the impact of their role as a designer.
Design has a strong focus pursuing excellence in STEM (Science, Technology, Engineering and Mathematics). The learning experiences are designed to challenge students to apply practical and creative thinking skills to solve design problems whilst equipping our learners with STEM skills and knowledge.

**English Language and Literature**

The Year 7 English Language and Literature course provides students with an extensive variety of literary and non-literary texts to explore, examine and critique. Students engage in critical reading, creative and analytical writing as well as persuasive speaking opportunities. The course enables students to develop their receptive and productive modes in order to deconstruct and construct a wide range of dynamic texts.

Specifically, the Year 7 English Language and Literature course will develop skills in:

- Critical analysis of myths and legends
- Creative and persuasive writing, through the lens of linguistic and cultural studies
- Appreciating the voices of indigenous peoples
- Critiquing language and stylistic techniques in poetic and musical texts.

Through their studies in Language and Literature, students will understand how language choices made by authors create purpose and effect, as well as promote preferred reader responses. Students are explicitly taught how to engage in macro and micro analysis through the application of higher-order thinking and authentic learning. As a result, students create purposeful multi-modal texts based on their insight into the power of language. This course is also supported by a parallel Independent Reading Program dedicated to the development of critical reading and reading for pleasure across a wide range of texts.

**Individuals and Societies**

The Individuals and Societies course encourages learners to respect and understand the world around them. The course aims to develop the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

The course incorporates disciplines studied under the ACARA Learning Area: Humanities and Social Sciences: history, geography, business and economics, civics and citizenship. In Year 7, students will study the following disciplines in an integrated format:

- **History** – Students will study ancient civilisations to develop their historical analysis skills. They will inquire into how cultures can be shaped through traditions, beliefs, values and social interactions.
- **Economics and Business** – Students will focus on the concept of consumption and look at how systems shape consumer choice. By the end of Year 7, students will understand how individuals meet their changing needs throughout life.
- **Geography** – Students will investigate the world they live in and the diverse backgrounds and locations they call ‘home’. Through guided inquiry, students will learn to question the world around them and pose geographical questions. Students will also begin to develop a deep understanding of the seven core concepts: space, place, interconnection, change, environment, sustainability and scale.
- **Civics and Citizenship** – Students explore Australia’s Constitution and the principles which underpin the Australian legal system. Students will inquire into the diversity of Australian society and how shared values are an integral part of achieving a cohesive society.

**Language Acquisition**  
(French, German, Japanese or Latin)

Learning new languages plays an important role in the development of literacy skills in English. These skills can assist students to become more effective communicators, and sharpen their editorial and writing skills. Through the study of another language, students have the opportunity to compare how the two languages work and so gain a better understanding of English as a language system. Learning a foreign language draws our focus to the mechanics of language: grammar, conjugations, idioms, and sentence structure. Language learners develop and enhance their skills and strategies for decoding and making meaning from words. This transfers to English, as they develop flexibility and competence in dealing with language concepts.
The Year 7 Modern Languages (French, German and Japanese) course develops the four macro-skills of reading, writing, listening and speaking, by engaging students in learning across a variety of concepts and culturally relevant topics. The four concepts studied are communication, connections, creativity and culture. Topics will include identities, relationships, leisure, education, neighbourhood, daily life and holidays.

Students will learn to compare their own culture whilst learning about their modern language culture in order to make connections and expand global understanding. Grammar features of the language will also be introduced and students will learn how to express themselves in a variety of contexts including formal and informal situations.

The Year 7 Classical Language course aims to develop the ability to understand and translate Latin and connect it to Roman culture and society. The four concepts studied are communication, connections, creativity and culture. Topics will include identities, relationships, neighbourhood, daily life, art, slavery, common beliefs and gladiators.

Students will learn to create meaning from authentic texts and learn to understand the historical importance of the Roman Empire and how it has influenced modern society. Grammar features of the language will also be introduced and students will learn to accurately translate and analyse Latin texts.

Mathematics

The study of Mathematics provides students with the skills needed to navigate the modern world and gives them the knowledge needed to undertake any new career pathway with confidence. Our students are encouraged to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

It is important that students develop strategies and approaches that allow them to become better at managing their own learning, by looking at mistakes made in positive ways and developing a growth mindset when it comes to approaching problems that may appear challenging at first.

Our Year 7 students will study Mathematics across the proficiency strands understanding, fluency, problem solving and reasoning, as outlined below.

- understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- problem solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

Physical and Health Education

This course provides opportunities for students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. This fosters the development of knowledge, skills and attitudes that will contribute to a student’s balanced and healthy lifestyle.

In Year 7, students develop specialised movement skills and understanding in a range of physical activity settings. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.
Sciences

Students learn to apply scientific knowledge and the scientific approach (formulate hypotheses, design and carry out experiments to test them and evaluate results) to problem-solving. In the Australian Curriculum, Science Understanding is developed through the strands of Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

In Year 7, students explore the diversity of life on Earth, and continue to develop their understanding of the role of classification in ordering and organising information. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources, investigate relationships in the Earth-sun-moon system, and use models to predict and explain events.

Science inquiry skills are developed so that students can identify questions that can be investigated scientifically. They plan fair experiments, identify variables to be changed and measured and select equipment that improves fairness and accuracy. Students draw on evidence and summarise data to support their conclusions. They communicate their ideas, methods and findings using scientific language and representations.

Year 8 Curriculum Programme

Arts
(Visual Art, and Drama or Music)

Learning in the Arts is the process of making ideas a reality through the use of discipline specific skills and practices of Visual Art, Drama or Music. The Arts allows for deep conceptual learning and for students to engage in a process of creative exploration and discovery.

In Year 8, all students study one semester of Visual Art and choose one semester of either Drama or Music. The Music course is designed as an extension program and is studied by students currently learning an instrument.

The Year 8 Visual Art Program is designed to build on students’ emerging skills, creativity and understanding of concepts in the wider culture. It does so through the lens of one of Australia’s oldest and most celebrated art awards, the annual Archibald Prize for portraiture of the Art Gallery of New South Wales. Students in the program will be challenged to create their own portrait works in a variety of 2D and digital media, and to submit completed artwork, where possible, to the junior awards program for this event – the Young Archies. Through this program, students will have the opportunity to extend their creative and critical thinking skills through drawing, painting, colour, collage and digital imaging, while exploring and reflecting on visual expression and identity in their own lives. Developing these skills at a critical juncture in their learning will add an extremely important skillset and resource to their educational development overall.

In the Year 8 Music program students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices from different cultures, times and places make to communicate meaning as performers and composers. Units cover a variety of styles including rock, jazz, pop and a study of how to reimagine classics into different genres. Through composing with notation software and performing live for their peers, students develop techniques used in traditional and contemporary styles of music and consider social, cultural and historical contexts of music. Students are encouraged to develop their practical skills on their own instrument in addition to learning new skills with other instruments in the classroom.

In Year 8 Drama Program is designed for students to explore the creation of theatre from story and the process of production design. Students will inquire into different dramatic genres to develop skills and present art and make the connections between the initial idea for a piece of theatre, the process of creation and the arriving at a final product. Students will work individually and in groups in their inquiries and
presentations to build confidence in social skills, public speaking and teamwork. In year 8 students will engage in the following Drama projects:

- An investigation into a range of genres and styles used theatrical productions to design a pitch for a production based on a story book.
- A study of scriptwriting for Radio Plays where students explore and apply the conventions of radio play scriptwriting enabling them to write and edit short radio plays of their own.

**Design**

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation. It is human-centred and focuses on the needs, wants and limitations of the end user.

With inquiry and problem-solving at the heart of the subject group, MYP Design uses the design cycle as the methodology to structure the inquiry and analysis of problems, the development of feasible design ideas and the creation, testing and evaluation of a solution.

In Year 8, students will engage in the following projects:

- The creation of a 2D animation telling of a story or process in their lives. This project will allow students to explore the nature of their own perspectives and processes and the influence this has on their perception of the world while engaging in the animation development pipeline.
- An inter-disciplinary unit with Individuals & Society. Through this inquiry, students explore how social media can be used to propagate social movements linked to active citizenship in Australia. Assuming the role of digital designers specialising in the field of politics, our students research campaign ideas and develop memes and hashtags to support their message.
- A personal portfolio website that explores how web design is utilised and how people present themselves online. The task explores the use of HTML and CSS to create and modify website design while applying iterative design and development processes commonly used in website development.
- Developing video editing skills where students analyse footage for useful elements then cut and edit the footage so it is adapted to a new story.

Students have access to the Adobe Creative Cloud suite of tools and will be using a range of these tools to design and create their products. For Year 8, these products include: Adobe Animate (2D animation), Adobe Photoshop (image editing), Adobe Dreamweaver (web design) and Adobe Premiere (video editing).

Design has a strong focus pursuing excellence in STEM (Science, Technology, Engineering and Mathematics). The learning experiences are designed to challenge students to apply practical and creative thinking skills to solve design problems whilst equipping our learners with STEM skills and knowledge.

**English Language and Literature**

Year 8 students will explore four key units of work across the year. This English Language and Literature course aims to inspire and develop the students' conceptual knowledge, creativity, and critical thinking skills through a range of receptive and productive communication modes. This course is also supported by a parallel Independent Reading Program dedicated to the development of critical reading and reading for pleasure across a wide range of texts.

The first unit will focus upon empowering students through developing an understanding of their important role in social criticism and transformation. The unit is aptly titled, *Creating Influence: UN Sustainable Development Goals Discourse*.

The second unit is based upon the observational documentary genre. Through studying two core texts, Ron Fricke’s *Baraka* (1992) and Ridley Scott’s *Life in a Day* (2011), we will form a deep understanding of the focus
inquiry, *The human experience is simultaneously universal and divided* and explore how this is represented through the medium of film.

The third unit is titled, *Many Voices, Many Perspectives*. By responding to core and supplementary texts, based upon First Nations peoples’ stories including a novel, this unit unpacks the idea that authors use their point of view to construct identities and relationships in literature.

Our academic year concludes with a speculative fiction genre study. Through student-centred, dynamic pedagogical approaches, students will investigate a range of short texts in terms of the central inquiry statement, *The speculative fiction genres imagines humanity’s future.*

Completion of the Year 8 English Language and Literature course will ensure a deeper and broader understanding of the human experience through exposure to increasingly sophisticated textual representations from a range of contexts.

**Individuals and Societies**

The Individuals and Societies course encourages learners to respect and understand the world around. The course aims to develop the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both students and teachers, to consider local and global contexts.

The course incorporates disciplines studied under the ACARA Learning Area: Humanities and Social Sciences: history, geography, business and economics, civics and citizenship. In Year 8, students will study an interdisciplinary unit that requires inquiry from a number of perspectives, bringing together knowledge and conceptual understandings from multiple disciplines.

In Year 8 students will study the following disciplines in an integrated format:

- **History** – Students will study cultures across the medieval period, through an exploration of two core ideas: continuity and change, and cause and effect. Students will design a self-directed inquiry developing their historical research and analysis skills.
- **Economics and Business** – The focus of students’ study will be on regional and national economic interest. Students will also inquire into how businesses and governments respond to opportunities in markets and how this can affect individuals working arrangements in the future.
- **Geography** – Students explore geographical processes and how places and interconnections change with time. Students will propose strategies to respond to geographical challenges and support their reasoning and develop skills in presenting geographic data in digital and non-digital forms.
- **Civics and Citizenship** – Students will engage in an interdisciplinary unit linked with their studies in Design. The Civics and Citizenship component of the unit will explore participation in the Australian political and legal systems.

**Language Acquisition**  
*(French, German, Japanese or Latin)*

Learning new languages plays an important role in the development of literacy skills in English. These skills can assist students to become more effective communicators, and sharpen their editorial and writing skills.

Through the study of another language, students have the opportunity to compare how the two languages work and so gain a better understanding of English as a language system. Learning a foreign language draws our focus to the mechanics of language: grammar, conjugations, idioms, and sentence structure. Language learners develop and enhance their skills and strategies for decoding and making meaning from words and this transfers to English and they develop flexibility and competence in dealing with language concepts.

The Year 8 Modern Languages (French, German and Japanese) course develops the four-macro skills reading, writing, listening and speaking in students by engaging in learning across a variety of concepts and culturally relevant topics. The four concepts studied are communication, connections, creativity and culture. Topics will include identities, relationships, leisure, education, neighbourhood, daily life and holidays.
Students will learn to compare their own culture whilst learning about their modern language culture in order to make connections and expand global understanding. Grammar features of the language will also be introduced and students will learn how to express themselves in a variety of contexts including formal and informal situations.

The Year 8 Classical Language course aims to develop the ability to understand and translate Latin and connect it to early European culture and society. The four concepts studied are communication, connections, creativity and culture. Topics will include identities, relationships, neighbourhood, daily life, art, slavery, common beliefs and gladiators.

Students will learn to create meaning from authentic texts and learn to understand the historical importance of the Roman Empire and how it has influenced modern society. Grammar features of the language will also be introduced and students will learn to accurately translate and analyse Latin texts.

Mathematics

The study of Mathematics provides students with the skills needed to navigate the modern world and gives them the knowledge needed to undertake any new career pathway with confidence. Our students are encouraged to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

It is important that students develop strategies and approaches that allow them to become better at managing their own learning, by looking at mistakes made in positive ways and developing a growth mindset when it comes to approaching problems that may appear challenging at first.

Our Year 8 students will study Mathematics across the proficiency strands understanding, fluency, problem solving and reasoning, as outlined below.

- understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Physical and Health Education

Physical and Health Education aims to empower students to understand and appreciate the value of being physically active and develop the motivation for making healthy life choices. Through opportunities for active learning, students will explore a variety of concepts that help foster an awareness of physical development and health perspectives, empowering them to make informed decisions and promoting positive social interaction.

In Year 8, students continue to develop specialised movement skills and understanding in a range of physical activity settings, games and sports. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Through physical and health education, students can learn to appreciate and respect the ideas of
others, and develop effective collaboration and communication skills. Students analyse various aspects of health and wellbeing that contribute to maintaining a balanced, healthy life.

**Sciences**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.
Subject selections are completed online at [www.subjectselections.com/student](http://www.subjectselections.com/student). Individual usernames and passwords will be emailed with the timelines for subject selection when subject selections open in Term 3.

The subjects available for selection must be selected from the subject groups below. When subject selection open, students are required to indicate preferences for each subject group; whilst we endeavour to place all students in their first preference, timetabling constraints may result in students being placed in their next preference.

1. **Language acquisition:**
   - a. French
   - b. German
   - c. Japanese
   - d. Latin

2. **Arts:**
   - a. Drama
   - b. Music Extension

Please refer any questions about subject selections to the Director of School Operations – Mr Russell Hams on 07 3377 9333.

**Please do not return this form, subject selections must be done online through the portal indicated above.**