



PALM BEACH
CURRUMBIN

STATE HIGH

YEAR 8
SUBJECT OVERVIEW
2019



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Introduction

Year 8 is an important year in a student's education. Having established learning routines in Year 7, students are able to consolidate and extend their secondary school foundations.

Year 8 students continue to build their knowledge and skills through their core subjects:

- English
- Maths
- Science
- Humanities (History and Geography)
- Health and Physical Education
- Languages (Spanish or Japanese)

In addition, each student will study **one semester** of **The Arts** and **one semester** of **Technology**.

Selected students study Sports Excellence, Creative Arts Excellence or Literacy and Numeracy in lieu of a language.



EXCELLENCE PROGRAMS



Academic Excellence Program

Access to the Academic Excellence strand in Year 8 is through merit based application. Positions in the program are highly sought after and a rigorous process underpins the selection of suitable students when positions in the program become available. Applicants will be required to provide:

- Evidence of high level Numeracy Skills – (NAPLAN, ICAS, school reports etc.)
- Evidence of high level Reading Comprehension Skills- (NAPLAN, ICAS, school reports etc.)
- Evidence of highly competent Writing Ability - (NAPLAN, ICAS, school reports etc.)

The purpose of our Academic Excellence program is to assist able students to reach their potential and connect them to future pathways by providing an appropriately challenging and enriched curriculum.

The Year 8 Academic Excellence program offers advanced courses of study in English, Maths, Science and Humanities. Students can be selected to study all 4 subjects at an Advanced Level or a combination of Maths/Science only, or English/Humanities only.

Students enrolled in the Academic Excellence program will complete all subject work as well as taking part in special enrichment activities and programs. The aim is to develop their potential as students and enhance their academic prospects. This will include completion of extension activities, mentoring and special seminars.

As with all Excellence Programs at PBC, student performance is monitored regularly. It is important that students maintain high academic achievement whilst in the program. The School reserves the right to withdraw students from the program at any time.

Participation in the Academic Excellence Program is limited. A small fee is payable upon enrolment. Funds raised through this levy are spent on providing resources to students within the program; including technology software, guest speakers, curriculum support material, specialised training for staff, entry fees for University of NSW competitions, and subsidies for some excursions.

Costs: See 2019 Schedule of Fees. It is expected that students will attend field experiences and participate in workshops and academic competitions during the course.



Creative Arts Excellence

Course Overview

This program is designed to meet the needs of students at an advanced level of practical ability in the areas of Dance and Music, (Year 7 - 12) and Visual Arts (Year 8 - 10) The program is an innovative response to the need for focused arts learning at a higher level than current programs offer, with direct links to the arts and entertainment industries.

Students wishing to apply for the program must complete a trial through audition and/or interview, demonstrating their capacity and potential in the specific Creative Arts field.

Learning experiences within the courses include: scheduled workshops, extended rehearsal/production time allocation, preparation for professional auditions, folio preparation, links to industry and further education and numerous performance and production opportunities.

Prerequisites All eligible students will have demonstrated a high level of artistic ability. Students showing high proficiency in a mainstream Arts class are encouraged to apply and may be invited to trial for the program.

The program is open to all students in Years 7 - 12 who complete a successful trial.

Students may also only enrol in one excellence subject.

Assessment Outline

Students will be expected to complete a variety of solo, small group and whole class performance and production works, as well as critiques of industry standard works. As well as the development of curricular works, students will also be expected to contribute to both school extra-curricular and representative works, such as bands and choral groups, school Musical, Dance Teams and regional state and national showcases.

Costs : See 2019 Schedule of Fees.



Dance Excellence Program

Course Overview

Year 8 Dance Excellence includes talking, reading, writing, thinking about and watching dance, and above all, becoming involved in dance. Students will experiment in various ways of moving and with different styles of Dance. They will also work collaboratively with peers.

There is a mixture of theory and practical work, both in the course structure and assessment. The theory work is in the area of Dance Appreciation. Practical work focuses on choreographic and performance techniques, with a large focus on various Eisteddfod routines and dance competitions. Students will also have at least one opportunity to work with a guest choreographer throughout the year (contemporary or jazz).

Students need to be enthusiastic, willing to experiment, learn and be committed to the course. It is advisable that students have a desire to learn about the body and its movement capabilities. Students involved in the subject will also be given various excursion opportunities throughout the course. Excursions in the past have included Creative Generation and Dance shows at HOTA and QPAC. Students in this course are also required to see Bangarra Dance Theatre as part of their Term 3 studies. Commitment to workshops and rehearsals outside of class time is required.

Prerequisites

Experience in the area of dance is essential. Entry will only be accepted through successful audition and application process. It is advisable that students have a strong interest in the subject and currently/ have in the past, taken dance outside of school, to compliment the school learning. Students should also have a good grasp of language skills (both written and spoken), achieving at least a 'C' standard in English.

Course Units

Term 1	Term 2
I Like the Way You Move	It's Showtime
Term 3	Term 4
From The Roots	Dance Down Under

Please note that order of units are subject to change based on performance opportunities.

Assessment Outline

Term 1	Term 2
1. Responding (Anatomy Exam) 2. Making - Creating (Warm-up in Groups)	3. Making - Performing (Eisteddfod Routine)
Term 3	Term 4
4. Making - Performing (Bangarra Routine) 5. Responding (Bangarra Essay)	6. Making - Creating (Thematic dance in groups)

Equipment: Refer to the Subjects Requirement List at www.pbc-shs.eq.edu.au

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional Costs.



Music Excellence Program

Course Overview

The Year 8 Music Excellence course is an advanced course where students will extend their skills in music by listening, reading, analysing, performing and composing music.

Students will perform in a variety of solo and ensemble settings and will get the opportunity to engage in workshops with guest artists. They will also study a comprehensive course which covers all aspects of music, from a broad range of musical styles, from different times in history and from other parts of the world. Commitment to workshops and rehearsals outside of class time is required.

Students who are a part of the Year 9 Music Excellence class are expected to be a member of one of our school's large ensembles. Occasionally there are extra rehearsals and performances.

Prerequisites

Experience in the area of music is essential. Entry will only be accepted through successful audition and application process.

It is advisable that students have private vocal/instrumental tuition to compliment the school learning and that students have a good grasp of language skills (both written and spoken), achieving at least a 'C' standard in Core English.

Course Units

Semester 1	Semester 2
Term 1 – Songwriting Term 2 – Solo Performance	Term 3 – Music of the Screen Term 4 – Ensembles

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Composition • Performance skills 	<ul style="list-style-type: none"> • Performance • Musicology (as an integrated task)
Term 3	Term 4
<ul style="list-style-type: none"> • Composition • Performance 	<ul style="list-style-type: none"> • Performance • Musicology exam

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional Costs.



Visual Arts Excellence Program

Course Overview

This course is an extension of the subject Visual Art and focuses on producing bodies of work at a comprehensive level.

This central focus of each unit is to allow participants to develop their mastery in their key artistic skill areas while also immersing them in their training of other mediums. They will be nurtured in their areas of interest while also being extended and challenged to produce folios of their own work that reflect Arts pathways.

Engagement within the course also provides opportunities for students to extend themselves by producing work to be displayed in the public arena throughout the year during the schools Arts Festivals and showcases.

Prerequisites

Experience in the area of Visual Art is preferred but not essential and students achieving a B standard or higher in mainstream TAR Visual Arts are encouraged to apply for Visual Art Excellence. Alternatively students seeking to apply for the excellence program who have NOT had experience in the subject previously will be asked to submit examples of their own "recreational" work and participate in an interview with the course co-ordinator.

Course Units

Term 1- Drawing	Term 2 - Painting
Students will study the fundamentals of shape, tone and form to create a folio for display	Students will move onto the medium of paint to experiment with colour and texture
Term 3 - Three Dimensions	Term 4 - Mixed Media
Students will study 3D forms of art, including sculpture and ceramics	Students will consolidate their work with the major artistic mediums to create a piece exploiting their artistic possibilities

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work • Written Task 	<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work
Term 3	Term 4
<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work • Written Task 	<ul style="list-style-type: none"> • Visual Diary • Folio/Refined Work

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au

Costs: See 2019 Schedule of Fees. It is expected that students will attend several field experiences and participate in workshops during the course. While in most cases these are covered by course fees, they may attract additional Costs.



Sports Excellence Program

Course Overview

The Sports Excellence Program aims to provide students talented in sport with the opportunity to undertake high quality sports coaching and training while pursuing academic achievement.

Course Outline

Targeted Sports – Practical

Australian Rules (boys and girls), Basketball, Kayak/Surf League, Netball, Rugby League, Soccer (boys and girls), Surfing, Tennis, Touch (girls only), Track.

Assessment: Will occur each term and be based on tasks completed. Students will be assessed on:

- Training and conditioning practice
- Sport skills
- Sport fitness
- Competition performance
- Theory – Coping with Pressure (exam) and Fitness for Performance (folio)

Equipment: Students must meet course Costs and purchase necessary sports clothing and specialist sport Equipment from the school uniform store.

Program requirements:

Students will only retain their position by continuing to meet the requirements of their chosen sport and their school subjects. Positions are competitive and selective, and are reviewed annually.

NB: Sports Excellence students are able to study both Sports Excellence and Academic Excellence should they be accepted in both.



ENGLISH



English

Course Overview

Year 8 English provides students with an introduction to the variety of skills required for senior English and beyond. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry, music videos and a television drama.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. Year 8 provides students with a strong foundation in reading, writing, speaking and comprehension to ensure a smooth progression into Year 9.

Course Units

Unit	Assessment & unit intentions
1. Poems of Indigenous experience	Analytical essay Students will explore variety of poems, examining the way peoples, cultures, history and identity are represented to convey ideas and values surrounding Indigenous experience.
2. Teenage Survival Guide	Journal Entries Students read Michael Gerard Bauer's novel 'Don't Call me Ishmael' about teenagers and their experiences. Through an in-depth study, they explore representations of individuals, groups and events from the novel, examining aesthetic and structural devices used by the author to create representations of teens that position audiences and privilege particular viewpoints.
3. Are you 'Ready for This?'	Monologue Students examine the television drama series 'Ready for This' to understand how texts are constructed and meaning is created through combinations of modes and media.
4. Write on! – creating short stories	Short story (unseen exam) Students read and comprehend a variety of short stories to understand the text structures and language features that are used to develop characterisation, setting and plot.

Students are expected to participate in and pass spoken tasks.

Students who fail to pass their spoken tasks are deemed to have failed the subject regardless of their writing ability. This is a directive from Education Queensland. The school goes to great lengths to assist students who struggle to speak publicly.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



HEALTH AND PHYSICAL EDUCATION



Health and Physical Education

Course Overview

Health and Physical Education is an integral part of the total education of our young students.

HPE contributes to the intellectual development of the student through the medium of physical activity and the study of health.

HPE offers students the opportunity to develop an integrated knowledge of physical activity, whilst catering for those who aspire to high levels of performance.

Course Units

Students will study HPE for one semester.

Unit	Focus	Assessment
1. Swimming and survival	Students will apply a range of swimming and survival skills.	Performance: Skill technique
2. Coping with pressure	Students will understand how to recognise pressure and understand strategies to cope with pressure. This unit will cover topics such as; <ul style="list-style-type: none"> • Peer pressure • Body image • Stress 	Exam
3. Fitness for Touch	Students will investigate how the components of fitness relate to performance in Touch.	Project: Practical performance Folio

Equipment: HPE uniform (red shorts and polo shirt). It is required that students wear hats during lessons that are outside the classroom. Participation is not permitted in formal uniform. Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees.



HUMANITIES



Humanities

Course Overview

All students in Year 8 will undertake a course of study in line with the Australian curriculum which offers elements of History and Geography across the academic year.

HISTORY Course Overview

The Year 8 Curriculum provides a study of the history from the end of the ancient period to the beginning of the modern period (C650CE-C1750).

The History content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills

GEOGRAPHY Course Overview

Geography content is organised into two strands: Geographical Knowledge and Understanding and Skills. Key themes include: sustainability, citizenship and problem solving.

Course Units

History
<ul style="list-style-type: none"> • Medieval Europe • Spanish Conquest of the Americas
Geography
<ul style="list-style-type: none"> • Coastal processes • Urbanisation

Assessment Outline: Students will be assessed using a variety of methods including source analysis, multimodal presentations, extended responses and tests.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



Japanese

Course Overview

The Year 8 course is designed to develop students skills in listening, speaking, reading and writing in Japanese with a better understanding of their own and Japanese cultures. Japanese is offered to Senior level. As Australia's economic, social and cultural ties with Japan are strengthened; students who choose careers in business, commerce and marketing, public relations, tourism and hospitality, journalism, law, foreign affairs and teaching will find Japanese a useful asset. For many of our past students, career paths have been created in the banking industry, international diplomacy, teaching and hospitality, both locally and internationally. In addition, those students who wish to broaden their perspectives and earn money at the same time may choose to take up employment in Japan.

Students also have the opportunity to be involved in a wide variety of activities such as competitions, speech contests, restaurant excursions and visits from schools in Japan and home stay visits to Japan which are offered through LOTE. School trips to Japan are organised quite frequently so start saving!!

PBC has regular native speakers who visit and we also have videoconferencing links for PBC students with schools in Japan.

During the Year 8 course students will learn hiragana letters (basic letters), culture (events, festivals, and geography), numbers and grammar (sentences).

Course Units

Term 1 - Around the World	Term 2 - Family
<ul style="list-style-type: none"> • Geography • Nationalities • Languages 	<ul style="list-style-type: none"> • How to introduce family • How to count number of people
Term 3 - Sports	Term 4 - School
<ul style="list-style-type: none"> • Sports and martial arts • How to say 'to play', 'can play', 'to be good/bad at', 'to practice' 	<ul style="list-style-type: none"> • School subjects • How to say 'to study', 'to like'

Assessment Outline

Term 1	Term 2
<ul style="list-style-type: none"> • Reading test • Writing test 	<ul style="list-style-type: none"> • Assignment • Listening test
Term 3	Term 4
<ul style="list-style-type: none"> • Reading test • Writing test 	<ul style="list-style-type: none"> • Speaking test (oral presentation) • Listening test

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



Spanish

Course Overview

The Year 8 course is designed to develop students' skills in listening, speaking, reading and writing in Spanish with a better understanding of their own and Spanish cultures

At PBC we aim to encourage students to learn a second language because it is a definite advantage in a multilingual world. English is certainly spoken widely throughout the world; however, native speakers will lose the competitive advantage that is conferred by fluency in English. Reliance on one language places English monolinguals at a significant disadvantage in a multilingual world in which:

- 90% of the population live in countries where English is not the native language
- 67% of the world economy lies in non-English speaking countries (ANU research)

Spanish is the official language of 21 countries and is widely spoken in 22 other countries. In addition, the U.S.A. has nearly 40 million speakers of Spanish. So we believe that students would find great benefit in continuing their Spanish studies at PBC. Furthermore, learning a second language allows students to understand their own and others' languages, thus extending their range of literacy skills. Students will also be able to understand and use diverse ways of knowing, being and doing.

Our goal is to not only enable students to communicate in a second language, but to also encourage cultural awareness in our learners (ANU Research)

During the Year 8 course, students will explore the Spanish speaking world through a variety of cultural activities. They will be able to talk about themselves in Spanish and to question others by the end of the year. Students will learn how others live around the Spanish speaking world.

Course Units

Term 1	Term 2
<ul style="list-style-type: none"> • Introduction to the culture and geography of Spanish speaking countries. • Learn greetings and how to introduce yourself. 	<ul style="list-style-type: none"> • Learn about Spain and Mexico. Topics of age, colours and more greetings will be covered.
Term 3	Term 4
<ul style="list-style-type: none"> • South American culture will be explored. • Describing 'where you live' and 'come from' and 'nationalities' will be covered. 	<ul style="list-style-type: none"> • Emphasis on talking more in Spanish about family and friends.

Assessment Outline

All assessment conducted is based on testing the four macro skills: listening, writing, speaking and reading exams.

Term 1	Term 2
<ul style="list-style-type: none"> • Reading Exam • Listening Exam 	<ul style="list-style-type: none"> • Writing Exam • Speaking Exam
Term 3	Term 4
<ul style="list-style-type: none"> • Speaking Assessment • Listening Test 	<ul style="list-style-type: none"> • Reading Exam • Writing Exam

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



MATHEMATICS



Mathematics

Course Overview

In this course students build on their existing understanding of mathematical concepts and can relate Mathematics to real life and purely mathematical situations.

The newly developed Australian Curriculum offers opportunities for students to use the essential processes and ways of working to develop and demonstrate their knowledge and understanding of various mathematical concepts.

Evidence of student learning is demonstrated over time in relation to understanding + fluency, and problem solving and reasoning.

Course Units

Term 1	Term 2
Unit 1: Time, linear relationships and Area and perimeter. Topics: <ul style="list-style-type: none"> Solving problems with time. Exploring perimeter and area in real context. Interpreting linear relationships. 	Unit 2: Number, Algebra and Volume Topics: <ul style="list-style-type: none"> Interacting with algebra including simplifying, substitution solving and application of index and number laws. Application of volume formula in real world contexts.
Term 3	Term 4
Unit 3: Percent and money Topics: <ul style="list-style-type: none"> Students will demonstrate their knowledge of percentage, fractions and decimals, profit and loss, mark up, markdown and discount. Unit 4: Probability and Data Topics: <ul style="list-style-type: none"> Collect and organise data and calculate measures of centre and spread. Investigate chance events and calculate and represent probability. 	Unit 5: Rates and Ratios, Linear Relationships, Congruence Topics: <ul style="list-style-type: none"> Write and simplify ratios, partitioning into quantities. Solving linear equations using algebraic and graphical techniques and congruence.

Assessment Outline

Term 1	Term 2
Unit 1 <ul style="list-style-type: none"> Examination - Week 8 	Unit 2 <ul style="list-style-type: none"> Examination - Week 9
Term 3	Term 4
Unit 3 <ul style="list-style-type: none"> Examination - Week 7 Unit 4 <ul style="list-style-type: none"> Data Investigation - Week 10 	Unit 5 <ul style="list-style-type: none"> Examination - Week 9

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



SCIENCE



Science

Course Overview

The Year 8 Science program follows the Australian Curriculum that has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The Year 8 science curriculum is described by the sub-strands Biological sciences, Chemical sciences, Physical sciences, and Earth and Space sciences. Together, these strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Course Units

Term 1 - Particles Matter	Term 2 - Rock Never Dies
This unit explores matter at a particle level and distinguishes between physical and chemical changes of matter. It includes investigations related to the different states of matter and chemical reactions.	Students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle is examined. Students evaluate the environmental impact of mineral extraction.
Term 3 Energy Around Us	Term 4 Life
Students explore and classify different forms of energy. Students investigate different energy transfers and transformation and the efficiency of these processes.	Students investigate cell theory and specialised structures and functions. Sexual reproduction is examined with a focus on structure and function of the reproductive system, and the impact of reproductive technologies.

Assessment Outline

Students are assessed using two criteria – Understanding and Skills. Students are assessed by:
Supervised Assessment: Written test (SA-WT) - Students respond to a combination of multiple choice and short response questions.

Supervised Assessment: Extended Response (SA-ER) - Students respond to stimulus material such a data or an article.

Experimental Investigation (EI) - Students collect experimental data, and present the findings in a scientific report.

Extended Response task (ERT) - Students complete a research based task.

Term 1	Term 2
<ul style="list-style-type: none"> Research Investigation – Week 8 	<ul style="list-style-type: none"> Examination – short and extend response – Week 8
Term 3	Term 4
<ul style="list-style-type: none"> Scientific Investigation – Week 9 	<ul style="list-style-type: none"> Examination – short and extend response – Week 9

Equipment

Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs

See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.



TECHNOLOGY



Digital Innovation

Course Overview

Students will be introduced to a range of traditional and Web 2.0 technologies combined with programming experiences by designing and developing interactive solutions that include general purpose programming languages. A major focus is on developing the student's abilities to work collaboratively and autonomously to plan and manage projects, while identifying risks; considering safety, sustainability and legal responsibilities.

As a student progresses through Digital Innovations they will get an opportunity to broaden their programming experiences which include a range of general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Course Units

Unit Content	Assessment Outline
Unit 4: <ul style="list-style-type: none"> Ethics of robotics – AI and Robotics 	Unit 4 <ul style="list-style-type: none"> Essay
Unit 5: <ul style="list-style-type: none"> UX and UI App Prototype – Concept to Launch 	Unit 5 <ul style="list-style-type: none"> Project - Expo
Unit 6: <ul style="list-style-type: none"> Learning Python language Building a working Chatbot - coding 	Unit 6 <ul style="list-style-type: none"> Folio

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/. Students will be required to comply with Workplace Health and Safety practices as explained by teachers.

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional costs.



Technology

Course Overview

Technology in year 7 and 8 is an exciting and challenging subject that provides the opportunity for the students to learn four key subject areas. Over the course of two years the students will learn:

- Technology Engineering
- Technology Design
- Technology Digital
- Technology Food

The students will complete a semester of Technology in year 7 and in year 8, completing each unit over a 5 week block.

In year 7 and 8, students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. Students could attend excursions during the course that may attract additional Costs.



THE ARTS



The Arts

Through The Arts students will gain particular knowledge and skills on specific Art Forms and will be challenged in their thinking and imagination.

Media - In this unit students will be develop a variety of practical and cognitive skills through their study of the Silent Film. This unit of work allows students to critically analyse film texts and also challenges them to use film making skills and processes to plan and produce a short film.

Music – In this unit students will explore the musical elements and use these to create a piece of music through a computer based '*looping*' program. Music is a very practical subject that caters for experienced musicians as well as those who simply have a love of music.

Drama - In this unit students will gain an understanding of the elements and conventions of drama. Through improvisational and script work around fairy tales, the students will learn acting and performance skills. They will explore characterisation, physicalisation and voice production to create, present and respond to drama.

Dance – In this unit students will study hip-hop and gain an introduction to dance through performing, creating and responding tasks. A large component of this subject is practical, and students should be willing to engage in movement and work collaboratively with peers.

Art - In this unit, students will be introduced to the visual arts and art making processes using mixed media, therefore, a variety of art making opportunities such as drawing, using watercolour pencil techniques, collaging and designing will provide students with a broad learning experience. The majority of work in art is practical and they will be assessed on knowledge and understanding, creating, presenting and reflecting.

Equipment: Refer to the Subject Requirement List at www.pbc-shs.eq.edu.au/

Costs: See 2019 Schedule of Fees. It is expected that students will attend several excursions during the course that may attract additional Costs.