



HONOR SUPRA HONORES

YEAR 8  
2025

SUBJECT  
INFORMATION  
GUIDE

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Subject	English
<p><b>Subject Description</b></p>	<p>Year 8 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating.</p> <p>In the first semester, students through examining both traditional and fractured fairy tales, students will enhance their ability to select and vary language features, including literary devices and multimodal elements. They will also refine their use of voice features to interact meaningfully with others. In the assessment task, students will collaborate with a peer to write an interview script. One student will assume the role of an interviewer, while the other will take on the persona of an accused character from a fairy tale. In the second unit, students explore how ideas and point of view in an Australian film/story represent (or challenge) the values of individuals/groups in a specific context. Students consider and explain how filmmakers use visual and other features in distinctive ways that contribute to their style. Students engage with paragraph and essay responses to films as models for their own writing.</p> <p>In the second semester, students read and comprehend the novel, “Skeleton Creek” to understand the text structures and language features that are used to develop characterisation, setting and plot, and engage an audience. In the next unit, students analyse, evaluate and discuss advertising campaigns used to promote products from brands and consider how these products are advertised using language features (including images and rhetorical devices) to influence consumers. They explore a range of non-fiction texts in the form of digital advertisements and explain how these texts are structured for the purpose of persuading consumers to purchase products.</p> <p>Unit 1 – Fractured fairy tales  Unit 2 – Australian Feature Film  Unit 3 – Perspectives of teens (<i>Skeleton Creek</i>)  Unit 4 – Digital Texts</p>
<p><b>Assessment</b></p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Assignments</li> <li>• Spoken presentations/performances</li> </ul>
<p><b>Home Learning</b></p>	<p>Students are to read each evening for approximately 15min.</p> <p>Regular home learning activities will be given to students as directed by their classroom teacher. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.</p>

Subject	Mathematics
<p><b>Subject Description</b></p>	<p>In Year 8, students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice.</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use in the following strands:</p> <p>Number</p> <ul style="list-style-type: none"> <li>• extend computation with combinations of the 4 operations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinite recurring decimal expansions; they convert between fraction and decimal forms of rational numbers and locate them on the real number line</li> <li>• extend the exponent laws to numerical calculations involving positive and zero exponents, and solve a broad range of practical problems, using mental methods, written algorithms and digital tools</li> <li>• use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning</li> <li>• interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers, their infinite non-recurring decimal expansion and their approximate location on the real number line</li> </ul> <p>Algebra</p> <ul style="list-style-type: none"> <li>• manipulate linear and other algebraic expressions, recognise and model situations using linear relations and solve related equations using tables, graphs and algebra</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>• select metric measurement units fit for purpose, convert between units, recognising the effects of different levels of measurement accuracy on the results of computations, and relate these to interval estimates for measurements in various contexts</li> <li>• apply knowledge of the relationships between <math>\pi</math> and the features of circles to solve problems involving circumference and area.</li> </ul> <p>Space</p> <ul style="list-style-type: none"> <li>• construct and locate objects with reference to three-dimensional coordinates using digital tools.</li> <li>• establish sets of congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions, discuss examples and counterexamples</li> </ul> <p>Probability</p> <ul style="list-style-type: none"> <li>• consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events; represent these using tables and diagrams, conducting simulations and calculating corresponding probabilities</li> </ul> <p>Statistics</p> <p>examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.</p>
<p><b>Assessment</b></p>	<p>Assessments include:</p> <ul style="list-style-type: none"> <li>- Exams</li> <li>- Problem Solving and Modelling Tasks</li> <li>Statistical Investigations</li> </ul>
<p><b>Home Learning</b></p>	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving.</p>

Subject	Science
<p><b>Subject Description</b></p>	<p>All Year 8 Science students will cover the same core concepts, assessment tasks and be graded using the same standards.</p> <p>In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic features of living systems, connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs.</p> <p>They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change as well as understand that chemical reactions also involve energy.</p> <p>Students use experimentation to isolate relationships and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships.</p> <p>Over the year, students will study units based in the scientific disciplines of:</p> <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Earth and Space</li> <li>• Physics</li> <li>• Biology</li> </ul> <p>Year 8 Science students may apply to be part of the Accelerated Curriculum Enrichment program, which includes studying ACE Science, English and Maths. Students in the ACE program will study concepts at a quicker pace and a greater depth to develop a deeper understanding.</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Research Investigations</li> <li>• Student Experiment</li> </ul>
<p><b>Home Learning</b></p>	<p>Home learning is set in most weeks and is to be recorded in the student diary. These diaries must be brought to every class.</p> <p>If set home learning is not provided for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.</p>

Subject	Humanities
<p><b>Subject Description</b></p>	<p>In Year 8, Humanities consists of Geography, History, Economics and Business, Civics and Citizenship.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>When studying Geography, students 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. They also focus on the process of urbanisation and its effects. They engage in two Geography units:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Landscapes and Landforms</li> <li>• Unit 2 – Changing Nations</li> </ul> <p>When studying Economics and Business, students will focus on the topic of "Australian markets" within a national context. Students investigate a range of factors that influence decision-making by individuals and business. They engage in one unit:</p> <ul style="list-style-type: none"> <li>• Unit 1 - Business Opportunities in the Australian Market</li> </ul> <p>When studying History, students focus from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). They engage in 3 units:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Medieval Europe</li> <li>• Unit 2 – Black Death</li> <li>• Unit 3 – The Polynesian Expansion</li> </ul> <p>Civics and Citizenship allows students to study the key features of Australia's system of government and explore how this system aims to protect all Australians. They engage in one unit:</p> <ul style="list-style-type: none"> <li>• Unit 1 - Influences that shape citizenship within Australia's democracy</li> </ul>
<p><b>Assessment</b></p>	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> <li>• Short response exams</li> <li>• Research essays</li> <li>• Orals/seminars</li> <li>• Essay exams etc</li> </ul>
<p><b>Home Learning</b></p>	<p>Written home learning may not be given for every lesson, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning.</p> <p>Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.</p>



Subject	HPE
<p><b>Subject Description</b></p>	<p>Health and Physical Education provides students with the opportunity to participate in physical activity on a weekly basis as a minimum.</p> <p>This subject focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. Students examine and address health areas relevant to them, their families and community as well as developing health literacy skills. Students investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p> <p>In this subject, units of work from personal social and community health and movement and physical activity are taught concurrently. All Year 8 HPE students will cover the same core concepts and are assessed using the same assessment tasks.</p> <p>The focus areas to be addressed in Years 7 to 8 include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (AD)</li> <li>• Food and nutrition (FN)</li> <li>• Health benefits of physical activity (HBPA)</li> <li>• Mental health and wellbeing (MH)</li> <li>• Relationships and sexuality (RS)</li> <li>• Safety (S)</li> <li>• Challenge and adventure activities (CA)</li> <li>• Games and sports (GS)</li> <li>• Lifelong physical activities (LLPA)</li> <li>• Rhythmic and expressive movement activities (RE).</li> </ul> <p>Practical Units run on a rotational basis and can change year to year.</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Exams and/or Assignments</li> <li>• Group work</li> <li>• Practical Physical Activities</li> </ul>
<p><b>Home Learning</b></p>	<p>Revision and home learning activities as required and practice of skills and activities.</p>

Subject	The Arts
<b>Subject Description</b>	<p>All Year 8 The Arts part of the Queensland Curriculum, Assessment and Reporting Framework National Curriculum across both semesters. Students will study four of the five Arts strands for one term each: Drama, Media, Music and Visual Art.</p> <p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' arts works.</p> <p>In The Arts, all Year 8 students are assessed under the same criteria for each strand:</p> <ul style="list-style-type: none"> <li>• Creating</li> <li>• Presenting</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands, such as:</p> <ul style="list-style-type: none"> <li>• Making decisions about arts elements in relation to specific styles or purposes,</li> <li>• Creating arts works (musical, dramatic or visual),</li> <li>• Using interpretative &amp; technical skills to modify and refine works,</li> <li>• Identifying risks &amp; applying safe practices,</li> <li>• Reflecting on learning, apply new understandings and justify future applications.</li> </ul> <p><b>Drama</b> Students investigate indigenous perspective to create a storyboard about dramatic action from a Dreamtime story. They then respond to dramatic action by viewing recorded live theatre.</p> <p><b>Media</b> Students investigate the use of advertising and how it targets viewers based on their demographic – e.g. gender, race and age. Reframing an existing advertisement for a different target audience and evaluation, are the tasks for this unit.</p> <p><b>Music</b> Students explore how music can tell a story and paint a picture for the audience. They create, perform, respond to and analyse different types of music with the themes in mind.</p> <p><b>Visual Arts</b> Students investigate the built world through architectural drawings, photography and painting; culminating in designing a ceramic tile for a specific place and time of one of the architectural buildings</p>
<b>Assessment</b>	<p><b>Assessment includes:</b></p> <p><b>Drama</b> Performing student devised work developed through their storyboard Analysing and evaluating live theatre in an essay</p> <p><b>Media Arts</b> Filmed advertisement and reflection</p> <p><b>Music</b> Performance of teacher chosen pieces Under exam conditions, analyse and evaluate music viewpoints</p> <p><b>Visual Art</b> Architectural drawing and reflection Ceramic tile and reflection</p>
<b>Home Learning</b>	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work.</p>