

Holland Park State High School



Parent / Student Handbook

INFORMATION AND SUBJECT DESCRIPTIONS

YEAR 8, 2010

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Year 8 Subjects & a further Four Years of Study



Welcome

Welcome to Holland Park State High School and the next exciting phase of your schooling.

Holland Park High School offers you and your parents a safe and supportive learning environment where each student is special, where everyone is good at something. This inclusive ethos of Holland Park High, articulated through our Triple Es of Excellence, Enrichment and Extension, ensures that every student is able to enjoy a positive schooling experience with a range and depth of learning and life activities.

This booklet outlines the subjects that are currently available to Year 8 students over a 12 month period of study; it also provides insights into where individual subjects lead in other year levels.

Year 8 students sample a range of subjects throughout their first year with us. English, Maths, Science and Study of Society and Environment are studied for 210 minutes per week for the full school year. E classes are formed at the start of Term 2 for our highest achieving students in English, Maths and Science. LOTE (German or Japanese) along with Health and Physical Education are studied for 105 minutes each (normally 1 x 70 minute lesson and 1 x 35 minute lesson). Applied Technology and Home Economics together with Music and Art/Drama are studied for 6 months each with students swapping subjects at the start of the new semester. This equates to 2 x 70 minute lessons per week. This information is accurate as of 2009 - there may be some adjustments required by 2010.

A further significant feature of our Year 8 curriculum is the complete integration of Information and Communication Technologies (ICTs). ICT skills development is seen as a whole of school concern with each subject incorporating various learnings into their curriculum. This whole of school approach to ICTs ensures that students engage with emerging technologies in meaningful ways.

At Holland Park High Year 8 students engage in our AAA program – Academic Acceleration for All. In the program 3 lessons each week are dedicated to focused Academic Acceleration activities in the areas of Reading, Learning strategies and Grammar/punctuation. Students are grouped according to literacy ability.

The Key Learning Areas (KLAs) of Science, Health & Physical Education, LOTE, SOSE Technology (Home Economics and Applied Technology) and the Arts (through Music, Drama and Art) are being implemented in the Junior school.

At the end of the Year 8, students will be guided through the Subject Selection process to select two elective subjects for study in Year 9. These electives will complement the core subjects that must be studied in Year 9. The Core subjects for Year 9 include English, Maths, Science (each in a 12 month program of study) and Study of Society & Environment, and Health and Physical Education (each in a 6 month program of study). The list of elective subjects for Year 9 includes Art, Design and Construction, Graphic Design, Food Studies, Food and Design, Drama, German, Japanese and Information Technology Extra.

For further information regarding the range of subjects and learning pathways available to students, please do not hesitate to contact Holland Park High on 3347 0111.



ASSESSMENT POLICY

(Under Review for 2010)

THE STANDARD

- All students are to complete **all** aspects of the assessment program for the subjects they study by the scheduled date, and must submit a serious attempt at every task. All work must be the student's own work.
- All students must also complete 55 hours of class contact time per subject per semester to be eligible for a result.

The only **exceptions** to this are:

- Students with an Individual Education Plan (usually students with a learning disability ascertained and documented by the school), or students in the Gymnastics and other Support Programs for elite athletes.
- Students who transfer into the school part way through the year (applies to work prior to the student's arrival only).
- Students with serious illness or other extenuating circumstances where provision of an extension of time or other modification is inappropriate.

All of these exceptions must be approved by the Principal and documented.

ASSESSMENT PLANNERS, UNIT OUTLINES AND STUDENT PROFILES

- All assessable activities are recorded on the Semester assessment planner.
- Variations to the assessment planner are negotiated between teacher and students in the first instance. The Head of Department, and ultimately the Principal, decide on disputes which arise out of variations.
- All students are issued with their own copy of the Semester assessment planner. A copy for parents is mailed out at the beginning of each semester. Students are expected to transfer information relevant to them from the Semester Planner to their Student Planner and review this on a regular basis.
- At the start of each unit of work, all students will be given an outline of the topics, duration of the unit and assessment activities.

STUDENT PROFILES & PORTFOLIOS

Years 11-12

- All students must be provided with regular access to (or a duplicate copy of) their individual profile for each subject.
- Teachers are responsible for updating these profiles and explaining to students how they contribute to their final level of achievement.
- Students are responsible for working on improvements suggested by the teacher and clarifying any aspect of their assessment profile about which they are uncertain/unclear.
- Student profiles and portfolios of work must be retained by the school until the Queensland Studies Authority Appeal deadline (around Easter) has lapsed.

ASSESSMENT TASKS

All assessment items other than tests and examinations will:

- Have some class time allocated for research activities.
- Have class time allocated for discussion of possible responses and/or provision of guidelines, exemplars.
- Be monitored by the class teacher on a nominated date, with all student work required by the teacher for sighting to be provided.
- Remain confidential between the student and teacher during their development, unless it is a group project.
- Have a criteria sheet/descriptions of standards supplied at the commencement of the item.
- Be assessed and returned to students within 3 weeks, with constructive feedback.

MONITORING PROGRESS ON ASSIGNMENTS/PROJECTS/PRACTICAL WORK ETC.

- Progress will be formally monitored at least once during the development of the task, either by the teacher signing, dating and commenting briefly on student written work, or providing oral feedback and recording progress in the teacher's record book.
- Failure to produce progress work required by the teacher for monitoring will result in a letter to parents advising them of unsatisfactory progress. Detentions or other penalties may be applied.

USE OF HOME AND SCHOOL COMPUTERS FOR ASSIGNMENTS

- All students must retain a duplicate print copy **each time** they make more than minor changes to an assignment completed on a home, or school, computer.
- Computer and printer malfunction/error is not considered a reasonable excuse for lateness. All late assignments due to computer malfunction/error will be treated as late. See Penalties for late submission of assignments.
- Where students experience computer malfunction within a day or two of the assignment date, they should submit their latest print copy of the assignment on the due date. Discs may not be submitted. Provided substantial evidence of work completed is submitted, the Head of Department may approve an alternative submission date.
- Where the computer malfunction occurs part way through the assignment process eg. Week 4 in a 6 week allocation, the student must make alternative arrangements or hand write the assignment.

VARIATIONS TO THE SCHEDULED / DUE DATE

- Where a student believes they cannot complete an assessment task on or by the due date, they must apply for an extension to the due date, on the "Request for Extension Form". Such requests must be made in writing to the office, prior to the due date, and include evidence of work to date, medical certificate etc. The Head of Department will determine their response to the request within 2 days and provide written advice to the student. Where an extension is granted, the student may submit/complete work on/by the revised due date without penalty. A copy of the extension approval must be stapled to the assessment item. Where no extension is granted, students must complete work by the due date. Students may appeal to the Principal in writing within 24 hours if they believe the Head of Department's decision is unreasonable. The Principal's decision in such matters is final. While requests for extensions are being considered, the student must continue to work on the assessment piece, based on the original time line.

Applications for extensions to the due date which are submitted after the due date will be considered by the Principal or Deputy Principal.

- Year 11-12 students who are ill on the submission/examination date must provide a medical certificate and submit/complete the item on the next school day, together with the application for extension.
- When other emergency situations occur on due date for assessment, direct contact is to be made with the Principal or Deputy Principal on that day.
- In the case of assignments, where possible they should be delivered to the school/faxed/emailed/posted on the due date.

LATE / NON SUBMISSION OF ASSIGNMENTS, FAILURE TO COMPLETE TESTS AND EXAMINATIONS ON THE SCHEDULED DATE

If an extension is granted because of illness or family bereavement (medical certificate or statutory declaration required), the student's final submission will be assessed and recorded on the student's profile, provided it is submitted on time, according to the revised hand in date.

Where no extension has been applied for, or granted, students will be assessed on the latest draft and/or other evidence available on the due date. Where there is no evidence available on the due date, students are required to complete a serious attempt at the task or an appropriate alternative set by the teacher immediately on return to school – usually in the next lesson for the subject. The assessment of this draft will be recorded on the students profile and an annotation made about variations to the task and its conditions. In practical subjects where there is only one practical assessment, this could lead to the student being not rated in that subject, because they have not completed a significant aspect of the course. (See implications in the next section).

PENALTIES FOR NON SUBMISSION OF ASSIGNMENTS / FAILURE TO ATTEND A SCHEDULED TEST OR EXAMINATION

Parents are advised when a student fails to submit a task or attend an examination of the date scheduled, without valid reason.

Where a Year 11-12 student fails to submit an assignment or complete a scheduled test on time on one or more occasions in a subject in a semester, the student may not be rated in that subject, because the conditions of the assessment have been varied and the student has not covered all of the significant aspects of the course. This can result in a student becoming ineligible for an OP where they fall below 20 semester units or breach other QSA rules regarding eligibility.

As most Year 12 assessment is summative and very important work, any assessment not completed on time in Year 12 could lead to loss of credit in the subject for that semester.

Where Year 12 students fail to complete their final assessment task in a subject, credit will not be awarded for that semester.

Where a Year 11-12 student fails to submit or complete three assessment tasks on time, the student may be asked to show cause why their enrolment should not be cancelled.

REVISITING ASSESSMENT TASKS

Students in Years 11-12 may submit one additional task (examinations excluded) in a subject in Semester 4, where the Principal is satisfied that the student profile shows atypical performance that is not because of late or non submission of work or lack of effort.

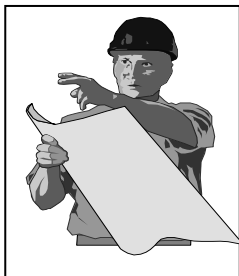
The task will be new, assigned by the teacher, and submitted within a specified time. It may be required to be completed under examination conditions. Applications must be received and approved by the relevant HOD by Friday of the first week of Term 4.

PLAGIARISM/CHEATING

- All quotations must be properly acknowledged (See Compiling a Bibliography in the Student Planner). Failure to acknowledge an author's ideas as separate from your own is theft of ideas or plagiarism. Where a teacher forms the view that a student has plagiarised, those portions of the assignment will not be considered in the assessment of the assignment. The teacher, after consultation with the Head of Department, may ask the student to complete an alternative written piece of work or conduct an oral exam.
- Copying all/part of an item from the internet is plagiarism. No assessment will be made of any plagiarised portions of work.
- Theft of another student's work, or copying another student's work and submitting it as your own will be treated according to the school consequence table for theft or fraud, as well as plagiarism.
- Cheating during an examination is a serious offence. Where cheating is suspected during an examination the teacher will make a notation on the student's paper and the student will be permitted to complete the paper under changed conditions ie. alternative venue/time/materials. If following investigation the student is found to have cheated on any portion of the test paper, no result for those portions will be awarded and a suspension penalty may apply.

APPLIED TECHNOLOGY

School Code: APT



Applied Technology is a subject from the Technology Key Learning Area. In Year 8 students study Applied Technology for one semester. During the semester, two distinct units of study occur in two different work environments:

- Design and Construction (workshop)
- Graphic Design (graphics studio and computer room)

Students spend a term in each unit and have the opportunity to sample and explore their interests and abilities in these areas of study.

Design and Construction explores the principles of our built environment by making products using natural and synthetic materials and component systems. Through practical and theoretical experience, students will develop an understanding of materials, tools and processes and how and why they function. They will use this knowledge as they create and manufacture their own products. Their time in the workshop environment will show them the value of practical skills and how an understanding of technology can help them to be more successful and self sufficient in life.

Graphic Design explores the principles and processes of graphical communication. Students are taught some fundamental principles of graphic illustration and basic techniques that reinforce both written and verbal communication. Activities are also undertaken using state of the art 3-D solid modelling computer software (CADD). Students are able to experience how architects, designers and animators work with virtual reality to produce a range of computer generated graphical images

COURSE OUTLINE:

Design and Construction involves completing simple projects along with related theoretical and design components. Course content also includes safety in a workshop. It is a workplace requirement that students wear shoes with **impervious uppers and a non-slip sole**. Long hair must be tied back or enclosed in a hair net. Hats will not be accepted. Loose clothing should be secured or removed.

The Graphic Design unit includes two dimensional and three dimensional drawing, using a variety of techniques – freehand sketching, technical drafting and computer drafting

ASSESSMENT:

Students are assessed on their theoretical work, design processes and quality of their practical work in both Design and Construction and Graphic Design.

REQUIREMENTS AND COSTS:

Design and Construction

Students will be expected to keep a note book (A4 display folder is appropriate) for both theoretical work and design components of the technology process and the assessment of the practical learning outcomes. A HB pencil is essential. All basic material is supplied for projects but where appropriate, students may elect to supply additional materials at their own cost.

Graphic Design

Students will use a range of equipment in 'Graphic Design' including computers and conventional drawing/sketching equipment. They will need to purchase the following equipment for school and homework. Not all equipment is required in class.

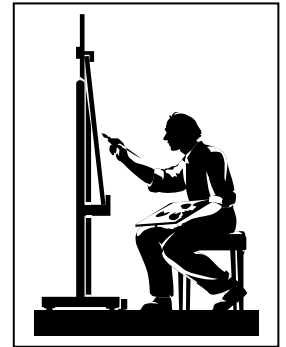
- HB & 2H pencils
- Coloured pencils (general stationery)
- Glue stick and scissors (general stationery)

ART

School Code: ART

Art is a subject from **The Arts, Key Learning Area**. Art is studied for one semester.

The aim of the course is to provide students with a variety of experiences, with a focus on skill development. Students will be encouraged to solve problems while exploring media, techniques and possible approaches to set tasks within units of work. The degree of challenge set has much to do with the choices made by the individual student. Encouragement is given to those students who venture toward more creative outcomes.



COURSE OUTLINE:

Art encompasses three areas of development and assessment. Students will be engaged in the learning experiences of **creating, presenting, responding and reflecting**. Responding and presenting are interrelated processes, while the **emphasis is placed on creating**.

- Creating involves problem-solving, designing and making both two and three-dimensional forms. Creativity also comes to play in the development of the ability to appraise artwork.
- Presenting involves the degree of appropriate finish applied to work, the suitability of forms created and the actual construction and display of work.
- Responding, relates to the development of the ability to appreciate and understand the purposes of art and design through investigations of the artwork of others and through the ability to make one's own artwork speak in terms of the set task descriptions.
- Reflecting encourages students to evaluate their own work.

The emphasis of study is on variety of experience. Practical outcomes are the key to an art experience. Over the course of the semester students will explore, two dimensional media through painting, drawing, printmaking and three dimensional media through ceramics.

ASSESSMENT:

Students will be assessed on their making tasks and related bookwork from each of the two terms of study. This course allows for the extension of students.

Practical tasks must largely be completed in class time, though students who tend to work slowly or who have challenged themselves to complete work of a very high standard may need to take work home to keep up with time restraints. This may also be the case for students who have been sick or who have missed classes for other reasons.

SAFETY REQUIREMENTS:

Covered shoes must be worn at all times. Protective clothing is an option, i.e. an apron for use when painting or printing.

REQUIREMENTS & COSTS:

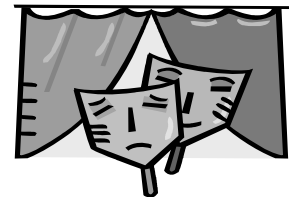
Students **MUST** be equipped with drawing pencils, (HB, 2B, 4B, 6B), erasers, glue sticks, paint and brushes, one sketchbook (A3) are also required.

DRAMA

School Code: DRA

The Year 8 Drama program is run over seventy minutes per week for two terms.

The Drama experience for Year 8 involves the selection of a class play, the rehearsal process and production of that play for public performance as well as documenting of the experience. During the course students are exposed to the elements of Drama such as voice, movement and characterisation. The key dramatic learning areas of Forming, Presenting and Responding are covered.



ENGLISH

School Code: ENG

English is a core area of study for Year 8 students.

In English, students use their imagination, creativity and World views to interpret and construct texts (spoken, written and multi modal) that share their ideas, persuade audiences and address issues and events in their own lives and communities.

Course Outline

The English course is based on the Essential Learnings (Year 8 → 9) and is unitised with students completing four compulsory term based units during the year.

Other units of work will expose students to a range of literary texts including novels, short stories and poetry, mass media texts including film, television and print media and texts used in everyday contexts. Students will also experience drama through live performances by visiting theatre groups.

Selections for the 'Triple E' class are made at the end of term 1, and reviewed in semester 2. This program exposes more talented students to enrichment and extension work. All 'E' class students are expected to participate in the ICAS English competition. Entry fees are approximately \$6.00.

Assessment

Over the course of the year, students will complete a minimum of nine pieces of assessment:

- Four written (two Literary, one Mass Media and one Everyday text)
- Three spoken (one Literary, one Mass Media and one Everyday text)
- Two multiple choice comprehension tests (one to be completed each semester under exam conditions)

Information and Communication Technology

Learning technology is integrated into the units of study. Opportunities will be provided for students to gain skills and knowledge in:

- Document preparation and awareness – employing *Word* and *Publisher*
- The construction of multi-modal texts
- The use of multimedia resources in the presentation of assessment items
- Critical use of the internet as a source of information

Requirements and Cost

Students will require a notebook or folder for class work. One yellow folder is required for storage of each student's assessment items. Costs will be kept to a minimum for excursions and activities.



GERMAN

School Code: GER

German is a subject of the LOTE, Key Learning Area.

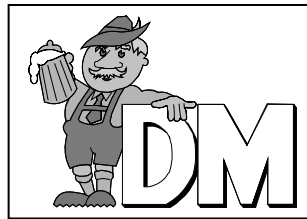
The study of German in Year 8 builds on the foundations already established in primary school. It covers a variety of topics that are of interest to students, that enrich their general knowledge and that enhance their ability to communicate in the German language. Students will find their German studies of great benefit in understanding other cultures and in future pursuits such as travel, leisure activities, business and scientific studies, music and architecture.

Successful completion of the course will enable students:

- to communicate effectively in German both in written and spoken form on a variety of topics,
- to have a good knowledge of German and European geography, current affairs, traditions and culture.

The course also enhances the students':

- higher and lateral thinking skills
- logical and systematic thinking skills
- oral and written communication skills
- analytical and interpretation skills
- creative skills



IMPORTANT! Students who have successfully completed Year 12 German will be awarded two bonus points towards their entry rank, irrespective of which degree they wish to undertake at either UQ, QUT, Griffith University or ACU

COURSE OUTLINE:

Topic and Learning Experiences may include:

1. **Anyone For Sport?:** Students will investigate the relative importance of sport in the daily lives of Australian and German students at secondary school level.
2. **Buy, Buy, Buy:.** Students will investigate different methods of shopping and how they are promoted. They may prepare promotional material about a shopping facility and/or a particular item (brochure/advertisement).
3. **School:** Compare schools in Australia & Germany. Learn relevant vocabulary and idiom. Talk/write about school.
4. **Endangered Species:** Students will read about and listen to descriptions of endangered species and present, orally or in writing, suggestions for ways to help protect animals (promotional poster, report, etc).

ASSESSMENT:

Assessment consists of both mid and end of semester tests plus continuous assessment throughout the year. Equal emphasis is given to the four macro skills, that is, Listening, Speaking, Reading and Writing. Assessment tasks vary according to topics and may include written tests, role plays or assignments of varying lengths. They all contribute to students overall level of achievement.

Continuous assessment is facilitated by various assessment techniques and related instruments to allow students a range of contexts in which to demonstrate learning outcomes.

Achievement will be indicated by symbols on reports.

VOLUNTARY CO-CURRICULAR ACTIVITIES: "LOTE BE IN IT"

All students are encouraged to participate in a variety of activities that enhance their learning and enrich their study of German. These activities may include school based German competitions across year levels, state or national competitions. The cost of these will be between \$5.00 and \$9.00, depending on the activity. Students may also have the opportunity to host German Exchange students or go on a self-funded trip to Germany.

ALC Test - \$9.00 per person (approximately)

MLTAQ Competitions - \$5.00 per person (approximately)

Any other activities that may be offered through the year

HEALTH & PHYSICAL EDUCATION

School Code: HPE

In Year 8, students will study Health and Physical Education for 105 minutes each week

Health and Physical Education includes both practical and theoretical aspects based upon the essential learning areas.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- * Knowledge and Understanding
- * Investigating
- * Planning
- * Implementing and Applying
- * Reflecting

COURSE OUTLINE:

The course is designed around the 3 HPE "Organisers":

Health:

Health is multidimensional and dynamic, and influenced by actions and environments

- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent.
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety.
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.

Physical Activity:

Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities.
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities.
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing.

Personal Development:

Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors.
- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships.
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations.

	TERM 1	TERM 2	TERM 3	TERM 4
UNIT TITLE	PUFFING AND POUNDING	FOOD FOR THOUGHT	TEACHING OLD DOGS NEW TRICKS	PROMOTING HEALTHY RELATIONSHIPS
Theory	Fitness	Nutrition	Health Promotion	Relationships
Practical	Minor Games	Volleyball	Track and Field	Dance

ASSESSMENT:

Assessment is ongoing and will reflect the Assessable Elements. A variety of techniques are used to allow teachers to arrive at valid and reliable conclusions about students' demonstration of the Essential Learnings. These include observation, demonstrations of skill, research, examinations and group and individual participation in set tasks.

Participation	Theory Assessment	Practical Assessment	
33%	33%	33%	Per term 25% of the year

REQUIREMENTS/COST:

Students will be required to wear their sports uniform, hat and sunscreen and appropriate shoes.

Exercise Book, stationery, own photocopying and printing costs and replacement cost for workbooks, if lost. Depending on arranged activities, off campus excursions may incur small travel expenditure. This will be kept to a minimum.

HOME ECONOMICS

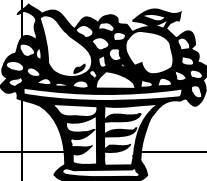

School Code: HEC

INTRODUCTION

Home Economics is a Core Area of Study for all Year 8 Students. All students complete one semester of study. The activities in this course of study will provide opportunities for students to develop and demonstrate outcomes from the Technological Practice and Materials strands of the **Technology KLA**. (Level 4 and 5)

Students will Investigate, Design, Produce and Evaluate using both Food and Textile materials.

COURSE OUTLINE

Term	Unit	Key concepts
1	Food Technology 	1. Designing with food – role of food , design process, sensory evaluation 2. Working in the Kitchen – safety, hygiene, tools 3. Recipe basics – formats, measurements 4. Designing Recipes 5. Investigating Daily Diets – Australian Guide to Healthy Eating 6. Fabulous Fruit – detailed investigation , technological developments
2	Textile Technology 	1. Operating specialised equipment – sewing machine 2. Preparing detailed design proposals 3. Comparing and Contrasting Fabrics that could be used in Boxer Short design. 4. Investigating technological developments of Cotton 5. Designing and producing a textile article to meet aesthetic and functional requirements e.g. pencil case

INFORMATION AND COMMUNICATION TECHNOLOGY

During their studies students will be required to use suggested online sources to extend their knowledge of the materials being used.

ASSESSMENT

Students will receive a result for each term of work. The Subject prize (presented at the end of the year when all students have completed the units) will be based on a semester result with both food and textile areas having equal value.

Each term	Folio record of term	An A level student would have all investigations completed and neatly presented with:- Detail and accuracy; analysis and reflection in investigations, design proposals and evaluations	Work not completed in classroom is expected to be finished for homework. A simple research task to be completed using internet facilities at home or at school
	Product	An A level student would follow production procedures to make a quality product that meets predetermined standards. They would be able to evaluate and recommend modifications or improvements to their product as required	All practical work is to be completed at school. Students should be punctual. They should accept responsibility for catching up on missed work

REQUIREMENTS AND COSTS

All basic materials will be provided upon payment of Home Economics levy of **\$30.00** at the Resource Centre. (Students may choose to supplement materials in meeting individual design challenges.)

A display folio is required each term. Workplace health and safety requirements for practical areas must be met.

JAPANESE

School Code: JAP

Japanese (JAP) is a subject from the LOTE Key Learning Area.

COURSE OUTLINE

The aim of the Japanese course is to develop practical language skills so that students can express their needs and opinions and communicate in everyday situations – at home, at school, in leisure time. The course will be organized around modules include:

- “Self-Introduction”
 - including introduction/review and practice in the hiragana script
 - some basic sentence patterns for communication about oneself, including name, age, greetings, birthday, likes and dislikes, phone number etc
- “Around the World”
 - learning to talk about the countries of the world, nationalities, where you live, where you might want to go and why, and how to get there
- “At School”
 - talking about subjects studied at school, the school timetable, grades, etc.

PRE-REQUISITES

While it would be preferable for students to have studied Japanese at primary school, it is by no means essential to success in the course. Students can achieve excellent results when studying Japanese for the first time in Year 8.

ASSESSMENT

Students will be assessed each semester in the four macroskills of listening, speaking, reading and writing.

STUDENTS' RESPONSIBILITIES

Language learning is a cumulative process, and very basic language skills learned at the beginning of the learning journey must be retained throughout the learning of the language. For this reason, students need to review, revise and practise script, vocabulary and sentence patterns regularly to improve their chances of success. Just as students begin their English language learning by learning the alphabet in year one, so students of Japanese must master the hiragana script if they are to achieve success in the reading and writing elements of assessment through the year. Regular practice and repetitious exercises such as the use of flashcards, greatly improve students' success in Japanese.

(Co-curricular Activities and Costs- as per current handbook)



MATHEMATICS

School Code; MAT

Mathematics is a way of thinking, reasoning and working that is used to develop solutions to questions, problems and issues. In year 8 students build on their existing understandings of mathematical concepts and relate mathematics to real-life and purely mathematical situations.

The Year 8 Mathematics course is built around 6 areas of Essential Learnings:

Number – Number properties and operations and a range of strategies can be applied when working with integers and rational numbers.

Algebra - Variables, algebraic expressions and equations, relationships and functions can be described, represented and interpreted.

Measurement - Units of measure, instruments, formulas and strategies can be used to estimate and calculate measurement and consider reasonable error.

Chance and data - Judgments can be based on theoretical or experimental probability. Data can be displayed in various ways and analysed to make inferences and generalisations.

Space - Geometric conventions can be used to describe, represent, construct and manipulate a range of complex geometric shapes. Mapping conventions can be used to represent location, distance and orientation in maps and plans.

Ways of Working – analysing situations, selecting strategies, posing questions, developing hypotheses, using valid strategies and procedures to solve problems, evaluate their own thinking and reasoning, communicating ideas, reflecting on learning.

The **Triple E program** enables more talented students to study enrichment and extension units, during each semester. Selections for E classes are made each term.

Assessment:

Students will complete written tests at the end of each unit (approximately 4 weeks). Investigations will also be included each semester.

Students will be required to demonstrate evidence of their learning over time in four assessable elements: Knowledge and Understanding, Thinking and Reasoning, Communicating and Reflecting.

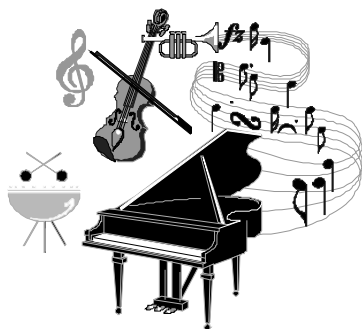
Costs:

A scientific calculator is an essential equipment item for mathematics in year 8. The recommended calculator, suitable for secondary mathematics, can be purchased from the Resource Room at a competitive price.

All students are invited and encouraged to enter the Australian Mathematics Competition. The entry fee is approximately \$4.50. There may be other competitions offered throughout the year.

MUSIC

School Code: MUS



Music is a subject from the Arts, Key Learning Area.

The department ensures that there is a great deal of personal attention provided and students have the opportunity to play and sing music of all types, to create their own compositions and to listen to music and to understand a variety of musical styles.

Music is studied for one semester only.

COURSE OUTLINE:

During their studies, students will focus on:

- 1. Playing Keyboards:** The aim of this course is to enable the student to play as quickly as possible, without sacrificing the music and theoretical aspects of the learning process. Students are presented with well known folk songs, favourite standard songs, famous classic themes and top notch popular songs. Music theory is integrated into the basic teaching material. This unit is designed for personal pleasure and enjoyment.
- 2. Instruments:** In this unit we discover what sound is, how it is made and investigate some common and unusual music instruments.
- 3. Rock Music:** The emphasis is on playing the drum kit. Students learn the Basic and Reggae rhythms and are given the opportunity for a 'hands-on' approach, playing the drum kit to modern pop songs.

ASSESSMENT:

Term 1

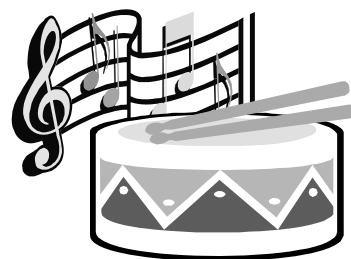
Practical – Keyboard (continuous)

Aural Perception (15 minutes)

Term 2

Practical – Basic/Reggae Rhythms

Written Test (30 minutes)



All assessment items contribute equally towards end of Semester Ratings for the purpose of reporting to parents.

REQUIREMENTS/COSTS:

There are no associated fees for music.

SCIENCE

School Code: SCI

Science is a core area of study for Year 8 students. The course is designed to meet the Essential Learning requirements for Science and has a practical emphasis designed to encourage students to work scientifically and develop higher order thinking skills.



COURSE OUTLINE

Unit	Topic	Description
1	Working Scientifically	Students gain experience in thinking and working scientifically.
2	The World of Chemistry	Students explore the structure and properties of the material world in which we live.
3	Energy and the Environment	This unit investigates the universe, seasons and energy resources used on Earth.
4	Living under the Microscope	Students examine living organisms and their interactions within their environments.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Each unit incorporates different ICT components, including internet based research, software applications using data loggers and interactive whiteboard activities.

ASSESSMENT

Each unit is assessed using a variety of tasks. The data from one unit is added to previous data progressively, throughout the year. Tasks have been designed to use similar formats to senior science subjects. They include:

- Extended Experimental Investigations (EEI) – eg models, experiments involving scientific reports
- Extended Research Tasks (ERT) – eg research based reports and orals and problem solving tasks
- Supervised Assessment (SA) – eg exams, article reviews

All tasks are completed in class time under teacher supervision.

REQUIREMENTS AND COSTS

Safety

Safety is a prime consideration in all science activities. It is important that students:

- wear shoes with impervious uppers
- wear safety glasses and aprons (supplied)
- behave in a safe manner

Field Studies/Excursions/Competitions/Guest Presenters

Students will be advised in advance of these activities occurring. Costs will need to be paid in advance, but will be kept to a minimum. All students are invited to participate in the ICAS Science Competition however this is a compulsory activity for students in the EEE class.

Student Workbook

A student workbook has been included as a necessary purchase within the science stationery list and this workbook complements the text and will primarily be used for homework extension.

EXTENDING THE CLASSROOM

Students will extend their learning and assessment outside the classroom through two projects – 'The Living Lab' and 'Land for Wildlife'. They form an integral part of our Health and Sustainability ethos within the science curriculum.

STUDY OF SOCIETY & THE ENVIRONMENT

School Code: SOS

The Study of Society and the Environment (SOSE) is a core curriculum area to be studied by all students. In SOSE, students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues.

COURSE OUTLINE:

SOSE in Year 8 is a full year course of study and is based on the Essential Learnings (Years 8-9)

The course content is as follows:

Term One: Coastal Landscapes

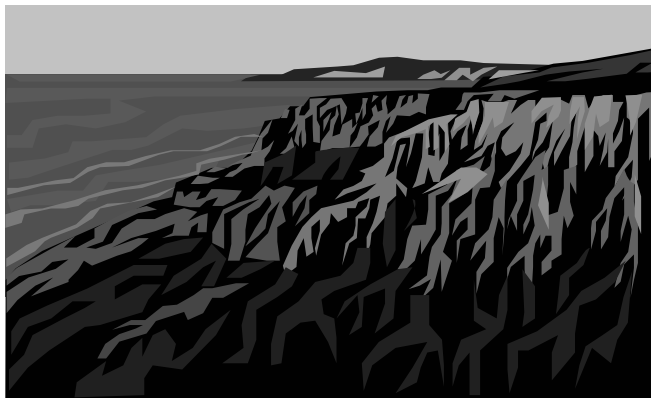
Term Two: Democracy in Action

Term Three: Australia after World War II

Term Four: Globalisation and its Effects

ASSESSMENT:

Assessment will include objective tests, response to stimulus items and assignments on a variety of topics.



SUPPORT PROGRAMMES

ACADEMIC ACCELERATION FOR ALL

School Code: AAA

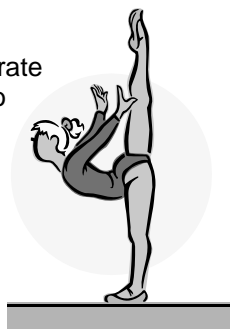
In keeping with Education Queensland's Literate Futures Project, Holland Park State High School has produced its own Literacy & Numeracy program – AAA (Academic Acceleration for All). The AAA Program focuses on the key literate practices of reading and writing with Year 8 students spending one lesson each week honing their skills in each of three areas – Reading for Meaning, Critical Understanding (and thinking) and Tools of the Trade (grammar and punctuation). The overall aim of this project is that students will continue to develop and practise good habits with respect to the way they learn. It is expected that this will assist students in all areas of the curriculum and contribute to their success in school.

GYMNASTICS SUPPORT PROGRAM

School Code: GSP

All students in the GSP have an IEP (Individual Education Program) negotiated to incorporate learning within mainstream core classes, tutoring assistance, study lessons and access to Library/IT resources, taking into consideration, their gymnastic training program.

Students are brought to Holland Park after morning training by the AIS bus and collected and returned to the AIS for afternoon training.



NEGOTIATED PROGRAMMES ARE ALSO AVAILABLE FOR OTHER ELITE SPORTS STUDENTS WHERE TRAINING SCHEDULES AFFECT NORMAL SCHOOL PROGRAMMES – DIVING, VOLLEYBALL, ETC.

HEADS OF DEPARTMENTS (HOD) & SUBJECT COORDINATORS (SAC)

SUBJECTS	CODE	HOD/SAC
Applied Technology	APT	Mr Rogan
Art	ART	Miss Corcoran
Drama	DRA	Mr Mitchell
English	ENG	Mrs Ilott
German	GER	Mrs Wucsits
Health & Physical Education	HPE	Mr Dawson
Home Economics	HEC	Mrs Polson
Japanese	JAP	Mrs Goodman
Mathematics	MAT	Ms Curtis
Music	MUS	Mrs Blurton
Science	SCI	Mrs Menzler
Study of Society & the Environment	SOS	Mrs Ilott
Gymnastic Support	GSP	Mrs Ross
Academic Acceleration for All	AAA	Ms Walker
Sport	SPO	Mr Dawson

Core Curriculum

Year 9 Core Curriculum includes **English, Maths, Science, SOSE & HPE (6 months each), AAA*** and **Sport**. Students choose 2 **electives** (1 from each line) as well as another **Enrichment** subject for a double period on Mondays.

Year 10 Core Curriculum includes English, Maths Science & Sport for full 2 semesters. SOSE and HPE are offered as **electives** – no longer part of core curriculum. Enrichment activities are offered for 2 periods a week on Mondays.

Possible Enrichment offerings include **Volleyball, Workshop, Investigative Science, Build a Computer, Fashion Design, Fitness for Boys, Fitness for Girls, Drama & Human Movement**

*AAA – Academic Acceleration for All. Focused Literacy & Learning activities designed to improve student achievement.

Year 8 Subjects & Projected Study Patterns for Years 9, 10, 11, 12

KEY LEARNING AREA	YEAR 8 SUBJECT	YEAR 9 SUBJECTS	YEAR 10 SUBJECTS	YEAR 11 & 12 SUBJECTS
English	English (core)	English (core)	English (core)	English English Communication
Maths	Mathematics (core)	Mathematics (core)	Mathematics (core)	Mathematics A Mathematics B Mathematics C Pre-Vocational Maths
Science	Science (core)	Science (core)	Science (core)	Biology Chemistry Multi-Strand Science Physics
Health & Physical Education	Health & Physical Education (core)	Health & Physical Education (core)	Health & Physical Education (elective)	Physical Education Certificate I in Community Recreation
Study of Society & the Environment	Study of Society & the Environment (core)	Study of Society & the Environment (core)	History Study of Society & the Environment (elective)	Ancient History Legal Studies Modern History Social & Community Studies
The Arts	Art (core)	Art (elective)	Art (elective)	Visual Art Visual Arts Studies
	Drama (core)	Drama (elective)	Drama (elective)	Drama Theatre Production
	Music (core)	Music (elective)	Music (elective)	Music
Technology	Home Economics (core)	Food Studies Food & Design (elective)	Food Studies Food & Design (elective)	Home Economics Hospitality Practices Early Childhood Practices
	Applied Technology (core)	Design & Construction Graphics (elective)	Design & Construction Graphics (elective)	Graphics Manufacturing
		Information Technology Extra (elective)	Information Technology Extra (elective)	Business Communication & Technologies Certificate I in Information Technology Certificate II in Information Technology Accounting Information Processing & Technology Information Technology Systems
LOTE	German (core)	German (elective)	German (elective)	German
	Japanese (core)	Japanese (elective)	Japanese (elective)	Japanese

