



2025

YEAR 7 AND 8  
SUBJECT GUIDE





## Table of contents

Curriculum structure	1
Choosing subjects for and the future	1
Opportunities for differentiated learning	2
Year 7 to 8 Subjects	2
Subject Name	3

Atherton State High School is proud to offer a full and diverse range of subject offerings within its Curriculum Structure. The structure enables students to continue to specialise whilst ensuring nationally mandated curriculum requirements are met.

Beginning in Year 7 students engage in the Australian Curriculum, through the core subjects of English, Maths, Science, Humanities and Health and Physical Education, and through the rotation subjects of Art, Drama, Music, Media Arts, Food and Fibre Production, Japanese, Digital Studies, Agriculture and Design and Technology.

The focus of the Year 7 and 8 curriculum structure is for students to establish familiarity with the more defined identity of subjects in the secondary context. Students study two non-core subjects for one semester's duration each, with eight subjects being experienced on rotation throughout the two years. The rotation ensures students experience a range of discipline areas where they may discover or reinforce areas of interest and ability.

In Years 9 and 10, students take increased ownership of their future pathway. Students are able to choose two elective subjects from the range of subject offerings listed in the subject selection guide. Year 9 and 10 is characterised by students gaining an increased awareness of their future pathways, likes, dislikes, skills and abilities. All subjects continue to specialise becoming more complex and abstract. Often in Year 10 some students begin to identify particular future pathways such as traineeships and apprenticeships. In such cases the school, through the Head of Department for Senior Schooling facilitates individualised programs for the student.

In Years 11 and 12 students have the most choice for their learning. In this phase of learning an increased sense of autonomy and ownership of learning is offered. Students, in consultation with the school, develop pathways that enable them to transition to further training such as university, TAFE, traineeships, apprenticeships or to full time employment.

As a regional rural school, we are pleased to offer such an exciting range of choices and opportunities for students to progress through to their future. We look forward to working with you and your child as they build the foundations for future success at Atherton State High School.

## Choosing subjects for now and the future

Choosing subjects to study at school can be a daunting process, not just for students but for parents as well. By choosing the right subjects, students should be engaged and motivated in their learning, allowing them to achieve success now and be able to pursue their goals in the future.

It's important to choose subjects that:

- Allow you to work from your strengths
- You enjoy studying
- Challenge you and make the most of your capabilities
- Keep in mind your future career and keep your options open
- Offer a range of study that is manageable (i.e., think about choosing a balance between theoretical and practical subjects)
- Are your choice and not the choices of others'

Take your time to consider your choices carefully as the choices made during the Subject Selection process will directly influence the final number and type of subjects offered next year. If the student selection numbers in a particular subject offering are so small the subject becomes non-viable, the school reserves the right to withdraw it from the subject offerings. The alternative subject preference indicated during the subject selection process will be used as a replacement subject in this instance. This will be done in consultation with the student and their parents.

It is important to note that if you change your mind, changes to subject choices can only be considered in the first two weeks of a semester, and you will need to complete a consultation process which involves the student, parent and school staff. Subject changes will be considered if they are supported by educationally sound reasoning and discussion.

If you are a new student to Atherton State High School and are enrolling outside of the designated Subject Selection process in Term 3, it is important to note that you will select your subjects in the enrolment interview with the Deputy Principal.

Differentiated learning at Atherton State High School is organised into two areas – Enrichment and Support. Outside of differentiation in class, other specialised activities and programs are also offered.

### **Learning Enrichment**

There are numerous enrichment opportunities for Junior Secondary students at Atherton State High School. These extra-curricular programs cover both academic and cultural fields and are managed by designated coordinators throughout the school.

### **Quality Differentiation**

At Atherton High, quality differentiated teaching practice caters to the needs of a diverse student population. As part of developing and maintaining a culture of inclusion, students requiring differentiation in order to access learning on the same basis as their peers will receive explicit adjustments to teaching and school practice.

Outside of the classroom, additional support is offered by student services staff such as the Guidance Officer, Youth Support Officer, Transition Pathways Officer, Chaplain, Community Education Counsellor (CEC) and Heads of Junior and Senior Secondary. These dedicated staff work with students individually and/or in small groups to offer specialised support and intervention.

### **Individual Curriculum Plans**

Atherton State High School delivers quality curriculum to all students including those with verified disabilities. A diverse curriculum is delivered which caters for independent learning needs reflective of the student’s Individual Curriculum Plan. Students are each assigned a case manager who will oversee student learning providing assistance to students to reach goals which reflect individual capabilities. Students may access alternative classes provided by specialist teachers delivering modified curriculum or may access the mainstream classroom with support strategies such as modified assessment opportunities.

	SUBJECT AREA	CORE	ELECTIVE ROTATIONS
	English	English	N/A
	Maths	Maths	N/A
	Science	Science	N/A
	Health and Physical Education	Health and Physical Education	N/A
	Humanities and Languages	Humanities	Japanese
	The Arts	N/A	Drama Media Arts Music Visual Art
	Technologies	N/A	Textiles, Food and Fibre Digital Technology Design and Technology Agriculture

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

### Objectives

The English curriculum is built around the 3 interrelated strands of Language, Literature and Literacy. Together, the 3 strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English is recursive and cumulative, building on concepts, skills and processes developed in earlier years.

The English curriculum aims to ensure that students:

- learn to purposefully and proficiently read, view, listen to, speak, write, create and reflect on increasingly complex texts across a growing range of contexts
- understand how Standard Australian English works in its spoken and written forms, and in combination with non-linguistic forms of communication, to create meaning
- develop interest and skills in examining the aesthetic aspects of texts and develop an informed appreciation of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others.

### Course Structure

#### Year 7 and 8 Core

Year 7			
Term 1	Term 2	Term 3	Term 4
Reading and creating personal and social identities	Exploring persuasive texts, including the role of technology and digital texts in the advertising	Reading Literature about Australians and Australia	Exploring perspectives in poetry and songs of social value
Year 8			
Term 1	Term 2	Term 3	Term 4
Exploring group identities and representations of young people in media texts	Reading and responding to literary texts in changing contexts and viewpoints Experimenting with micro fiction stories	Exploring interpersonal and ethical dilemmas in literature. Genres for this novel can draw from: Historical, Fantasy and Realistic	Your Story, My Story, Our Story – exploring Discussing Australian voices in texts

### Assessment

In years 7 and 8, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and expand ideas with supporting evidence. Assessment provides opportunities for students to adopt, select and vary text structures to organise, develop and link ideas. They adopt language features including literary devices, and/or multimodal features and features of voice.

Assessment in English includes tasks that demonstrate skills in reading, viewing and comprehending, as well as writing and creating. These assessments are aligned to the Australian Curriculum English V9.0

### Resource Requirements

Students are asked to bring along a notebook, pens, highlighters and pencils. Access to the class novels of study and other texts are covered by the school resource hire scheme.

Students are also encouraged to bring their laptop to class. This subject has no additional fee.

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Year 7 and 8 Mathematics leads onto Year 9 and 10 Mathematics. The course work is spiralled to ensure the development of students from one year level to the next.

## Objectives

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## Course Structure

### Year 7 and 8 Core

Year 7			
Term 1	Term 2	Term 3	Term 4
Fractions Area of rectangles Sample space for single-step events	Index notation Square numbers Data. Geometric reasoning	Decimals Money & financial math Patterns & algebra Geometric reasoning	Cartesian plane Calculating Formulas- Transformations Volume
Year 8			
Term 1	Term 2	Term 3	Term 4
Integers Index notation & laws Angles & congruency Data	Rational numbers Percentages, fractions and decimals Perimeter & area of 2D shapes	Expand & factorise expressions Cartesian planes Chance Time	Proportion Volume & capacity of prisms Congruent figure

## Assessment

At this year level, students are assessed in two criteria:

- Understanding and Fluency
- Problem Solving and Reasoning

Assessment practices utilize a variety of strategies and may include:

- Written tests
- Group work
- Investigations and/or Extended assignments
- Computer based activities

## Resource Requirements

Students studying mathematics require a scientific calculator. A drawing compass and protractor are also recommended. The textbooks used are: Year 7 & 8 use 'Nelson QMaths 7 and 8' for the Australian Curriculum.

This subject has no additional fee.

Design and Technologies enables students to become creative and responsive designers and engages them in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

## Objectives

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

## Course Structure

Year 7 or 8 Semester Rotation	
Unit 1:	Unit 2:
<p>Paddock to Plate</p> <p>Students investigate different animal feeding strategies such as grazing and supplementary feeding, and their effects on product quality, for example meat tenderness, wool fibre diameter (micron), milk fat and protein content when producing food and fibre products</p>	<p>How things grow</p> <p>Students will describe physical and chemical characteristics of soil and their effects on plant growth when producing food and fibre products</p>

## Assessment

Throughout each unit, students will complete a variety of assessment items. Students may be required to complete the following items to meet assessment requirements.

- Sketches
- Models/prototypes
- Computer assisted drawings (CAD)
- Online quizzes
- Work booklet

## Resource requirements

This subject contains several high-risk activities and animal interactions. Parents or carers will need to ensure their student has:

- Fully covered leather/vinyl footwear are required as per the School Uniform Policy for this subject.
- Permission form signed and dated before commencing agriculture activities.

This subject has an additional subject fee

Design and Technologies enables students to become creative and responsive designers and engages them in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

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- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

## Course Structure

*Year 7 and 8 Rotation*

Year 7 or 8 Semester Rotation	
Unit 1	Unit 2
Keep me tidy Students create two items to keep everyday objects safe and tidy using a variety of materials, tools and machines	iDesign Students will use the design process to create a personal storage unit

## Assessment

Throughout each unit, students will complete a variety of assessment items. Students may be required to complete the following items to meet assessment requirements.

- Sketches
- Models/prototypes
- Computer assisted drawings (CAD)
- Online quizzes
- Work booklet
- Final project

## Resource Requirements

This subject contains several high-risk activities and machines. Parents or carers will need to ensure their student has:

- Fully covered leather/vinyl footwear are required as per the School Uniform Policy for this subject.
- Permission form signed and dated before commencing workshop activities.

This subject has an additional subject fee

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

## Objectives

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- use design thinking to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking (abstraction; data collection, representation and interpretation; specification; algorithms; and implementation) to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support the ethical collection and generation of data through automated and non-automated processes and participate in safe and respectful communications and collaboration with audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

## Course Structure

### Year 7 and 8 Rotation

Year 7 or 8 Semester Rotation	
Unit 1 - Digital Design	Unit 2 - Virtual Worlds
Students design a digital game to educate and entertain  Students program a Micro:bit to share data on a network	Students use 3D design tools to create a virtual tour of a real-world location  Students use Minecraft Education Edition to design a residential property that meets specific client requirements

## Assessment

Throughout each unit, students will need to complete a variety of assessment items.

Students may be required to complete the following items to meet assessment requirements.

- Design folios
- Online quizzes
- Annotated sketches
- Coded solutions
- Design evaluations

## Resource Requirements

There are no additional fees for this subject.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

## Objectives

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- develop confidence as critical users of technologies and designers and producers of designed solutions
- investigate, generate, iterate and analyse ethical and innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of tools, equipment, materials, systems and components creatively, competently and safely; and managing processes
- evaluate processes and designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.

## Course Structure

*Year 7 and 8 Rotation.*

*This subject is offered as part of the junior elective rotations. This subject is a term rotation across year 7 and 8.*

*Students will complete one term of Food Specialisation.*

Year 7 or 8 Term Rotation
Unit 1 - Fusion Food
Students investigate cuisines from a range of cultures, including Asian influences, and design and create a healthy fusion food meal

## Assessment

In this unit, there is a practical and written component to demonstrate the objectives of the assessment.

- Practical task
- Design folio

Both parts are required for this assessment item.

## Resource Requirements

Cooking is classified as a high-risk activity. Parents/carers will need to ensure their student has:

- Fully covered leather/vinyl footwear are required by the School Uniform Policy for this subject
- Permission form signed and dated
- Base ingredients for most food tasks are provided by the school. Students may be required to bring additional ingredients for completion of their assessment task.

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social contexts.

## Objectives

Health and Physical Education aims to enable students to:

- Reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.
- Investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it.
- Practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.
- Practice using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

## Course Structure

Year 7			
Term 1	Term 2	Term 3	Term 4
Summer Safety	Fuelling Fitness	Minor Games & Inclusion	Relationships and Resilience
Year 8			
Term 1	Term 2	Term 3	Term 4
Safeguarding your online world	Boogie Basics	The Power of Peers	Analysing Athletics

## Assessment

A range of assessment instruments are used throughout the course on a unit /theme basis. These include practical performance of skills for movement concepts, and theoretical application of concepts through investigation, project or examination.

## Resource Requirements

It is a requirement that students wear the school bucket hat whilst undertaking physical activities. A mouthguard will be provided if classes undertake activities in which oral protection is deemed necessary under the new Curriculum Activity Risk Assessment requirements for the practical element of Health and Physical Education. Fully covered, supportive leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject. An electronic device is beneficial for engaging with content, conducting research and word processing for the theoretical component of this course.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

The Australian Curriculum: Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

### Objectives

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in
- a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events
- an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments
- an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions
- an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers.

### Course Structure *Year 7 and 8 Rotation*

Year 7			
Term 1	Term 2	Term 3	Term 4
Earth Science (+ Chemistry elements)	Biology	Physics	Earth and Space
Year 8			
Term 1	Term 2	Term 3	Term 4
Chemistry	Earth Science	Physics	Biology

### Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situation. Students will be expected to demonstrate achievement in a range and balance of assessments designed to assess the identified knowledge, understanding and skills. In doing so, students will experience the regular techniques they will encounter in the senior school.

Assessment techniques may include but are not limited to:

- Multiple-choice /Short Response Tests
- Response to Stimulus Tests
- Practical Tests
- Multimodal presentations
- Experimental Reports
- A collection of work
- Projects
- Orals or Debates

### Resource Requirements

Year 7 and 8 Science have additional subject fees to cover the cost of additional learning materials, given the practical nature of the subject. All chemicals and other practical specific equipment are provided. Scientific textbooks (physical and/or digital) will be provided by the school for students participating in the ASHS Resource Hire Scheme. Eye protection, protective aprons and gloves (where appropriate) are provided for all practicals. Fully covered leather/vinyl footwear is required for most practicals in this subject. An additional subject fee will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. The study of history is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate interpretations with evidence, and communicate effectively.

## Objectives

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the ideas and forces that shape societies, civilisations and environments, including First Nations Peoples', Australia, Asia and Western civilisation
- the understanding and use of the historical concepts of evidence, perspectives, interpretations and contest ability, continuity and change, cause and effect, and significance
- capacity to undertake historical inquiry, including skills for questioning and research, using historical sources, historical perspectives and interpretations, and communicating a historical explanation.

## Course Structure

*Year 7 and 8 Core*

Year 7	
Term 1	Term 2
Deep Time- A study of Australia's Ancient Past	The Asian and Mediterranean Worlds
Year 8	
Term 3	Term 4
The Medieval World	Medieval Warrior Societies

## Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school.

Assessment techniques may include:

- Short response tests, including response to stimulus
- Practical tests
- Multimodal presentations
- Reports
- Projects
- Source analysis

## Resource Requirements

As Humanities subjects are predominantly inquiry-based subjects, students studying Economics and Business will need frequent access to the internet both at home and school. Therefore, it is essential that students bring a laptop to Humanities classes. Textbooks required for courses will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Geography inspires curiosity and wonder about the diversity of the world’s people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop geospatial technologies and digital tools; an appreciation and respect for social and cultural diversity; a capacity for teamwork; and an ability to solve problems, and to think critically and creatively.

Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments, and engage in the global community.

Students study Geography for a term in both Year 7 and 8.

## Objectives

Geography aims to ensure that students develop:

- a sense of wonder and curiosity about, and respect for, places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the countries of Asia and the world
- the ability to inquire and think geographically, using the geographical concepts of place, space, environment, scale, change, interconnections and sustainability
- the capacity to be competent, critical and creative users of geographical methods and skills, including questioning and researching, interpreting and analysing, concluding and decision-making, and communicating effectively
- an appreciation for the nature of geographical phenomena and challenges, and their impact on people’s lives, places and environments
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and inter cultural understanding.

## Course Structure

*Year 7 and 8 Core*

Year 7 Term 3	
Unit 1	Unit 2
Water in the World	Liveability
Year 8	
Unit 1	Unit 2
Landforms and Landscapes	Changing Nations

## Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school.

Assessment techniques may include:

- Short response tests, including response to stimulus
- Practical tests
- Multimodal presentations
- Reports
- Projects
- Source analysis

## Resource Requirements

As Humanities subjects are predominantly inquiry-based subjects, students studying Geography will need frequent access to the internet both at home and school. Therefore, it is essential that students bring a laptop to Humanities classes.

Textbooks required for courses will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life. The Civics and Citizenship curriculum aims to reinforce students' appreciation and understanding of what it means to be a citizen.

The curriculum recognises that Australia is a secular nation with a culturally diverse, multi-faith society and a Christian heritage. The curriculum promotes inclusivity by developing students' understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of First Nations Australians and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia's position and international obligations, and the role of citizens today, both within Australia and in an interconnected world.

## Objectives

Civics and Citizenship aims to ensure students develop:

- a lifelong sense of belonging and engagement with civic life as active and informed citizens, in the context of Australia as a secular democratic nation with a dynamic, culturally diverse, multi-faith society that has a Christian heritage, and distinct First Nations Australian histories and cultures
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- an understanding of the concepts of active citizenship, democracy, global citizenship, legal systems, and identity and diversity
- skills including questioning and research; analysis, evaluation and interpretation; civic participation and decision-making; and communicating
- the capabilities and dispositions to participate responsibly in the civic life of their nation at a local, regional and global level, and as individuals in a globalised world.
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding and inter cultural understanding.

## Course Structure

*Students study Civics and Citizenship for one term in Year 7.*

Year 7
Term 4
Our Australian Democracy

## Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school.

Assessment techniques may include:

- Short response tests, including response to stimulus
- Practical tests
- Multimodal presentations
- Reports
- Projects
- Source analysis

## Resource Requirements

As Humanities subjects are predominantly inquiry-based subjects, students studying Civics and Citizenship will need frequent access to the internet both at home and school. Therefore, it is essential that students bring a laptop to Humanities classes. Textbooks required for courses will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Thinking about and responding to contemporary economic and business issues requires an understanding of resource allocation and economic decision-making, the operation of the business environment, the ways entrepreneurs create solutions, the nature and future of work, and the factors influencing decision-making in consumer and financial contexts. Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

## Objectives

Economics and Business aims to ensure students develop:

- knowledge and understanding of the nature and operation of the work and business environments within the Australian economy, and factors influencing decision-making, their impacts and appropriate responses
- an understanding of the concepts of resource allocation and economic decision-making, the business environment, entrepreneurship, work and work futures, and consumer and financial literacy
- a sense of what it is to participate in the economy, contribute to work and business environments, and make informed decisions in relation to contemporary issues drawn from local, national, Asian and global contexts
- an appreciation of economic and business issues affecting contemporary Australian society, an understanding of how Australia and Asia are interdependent through economic and business connections, and consideration of sustainable patterns of living
- skills to engage in inquiries, including questioning and researching, interpreting and analysing, decision-making, and communicating
- capabilities to engage in everyday life, including critical and creative thinking, ethical understanding, and personal and social competence

## Course Structure

*Year 7 and 8 Core*

*Students study Economics and Business for one term in Year 8.*

Year 8
Term 2
Individual and Business Success in the Market

## Assessment

Students will complete a variety of assessment pieces, and these will vary according to the topic and delivery situations. However, across all Humanities areas, students are expected to demonstrate that they are competent in conducting an inquiry approach to learning. The continued study of Humanities provides continuous and practical preparation for the skills students will need to demonstrate in the senior school.

Assessment techniques may include:

- Short response tests, including response to stimulus
- Practical tests
- Multimodal presentations
- Reports
- Projects
- Source analysis

## Resource Requirements

As Humanities subjects are predominantly inquiry-based subjects, students studying Economics and Business will need frequent access to the internet both at home and school. Therefore, it is essential that students bring a laptop to Humanities classes. Textbooks required for courses will be provided by the school for students participating in the ASHS Resource Hire Scheme.

Learning a language broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Students will study Japanese for one semester in both Year 7 and 8.

Learning language(s) develops learners’:

- communication skills
- literacy skills in their first and additional languages
- intercultural capabilities
- understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
- understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

### Objectives

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

### Course Structure

*Year 7 and 8 Core*

Year 7	
Term 1	Term 2
This is Me Japanese Culture	Travel Japan Japanese Culture
Year 8	
Term 1	Term 2
My Student Life Japanese Culture	Manga and Anime Japanese Culture

### Assessment

Students will work individually or in small groups to demonstrate their knowledge and understanding through four assessment forms:

- Speaking and performing tasks- in class participation and role play
- Writing tasks- communicating in Japanese romaji, hiragana, katakana, kanji
- Listening tasks- comprehension of spoken Japanese text
- Reading tasks- comprehension of written Japanese text

### Resource Requirements

Access to all texts studied in the course is provided by Atherton State High School for students participating in the student resource hire scheme. Other equipment requirements are included on the Atherton State High School resource list. There is no additional subject fee.

Visual arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftspeople and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

## Objectives

Visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment
- a personal aesthetic through engagement with visual arts making and ways of representing and communicating.

## Course Structure

*Year 7 or 8*

Term Rotation (1 term across year 7 or 8)	
Term 1	Term 2
Under the microscope ART07/08.01 (Ceramic Unit)	Emotive Patterns ART07/08.02 (Printmaking Unit)

## Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the three valued features for Australian Curriculum: responding, making and presenting. These include:

Visual Diaries wherein students generate, document and develop ideas for artworks and compose short written responses which require them to describe, analyse and evaluate imagery.

Making Tasks which allow students to select and manipulate visual conventions, visual arts processes and materials to create artworks that represent ideas, perspectives and/or meaning.

## Resource Requirements

An additional subject fee of \$20 will be charged for this specialist subject to cover the cost of materials required to complete artworks. Students may also elect to personally purchase extra non-essential materials to enhance their artworks. Fully covered leather/vinyl footwear is required in this subject.

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way.

Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

## Objectives

Music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to compose, perform, improvise, respond and listen with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- an understanding of music as an aural art form as they acquire skills to become independent music learners.

## Course Structure

*Year 7 and 8 Core*

Year 7 or 8
Term Rotation (1 term across year 7 or 8)
Unit 1: Techno Fan

## Assessment

Assessment for each unit will consist of an exploring and responding task, a creating and making task and a performance task. These include:

- Unit booklet and exam - wherein students explore, document and develop ideas for their composition and theory tasks.
- Composition - which will allow students to manipulate the elements of music to combine loops in the creation of their own original Techno Song.
- Performance - which will allow students to develop their musical skills of vocals, guitar or keyboard in small groups

## Resource Requirements

An additional subject fee of \$15 will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

### Objectives

Drama knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

### Course Structure

*Year 7 or 8*

Term Rotation (1 term accross year 7 or 8)
Unit 1
Let's be Melodramatic

### Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the three valued features for Australian Curriculum Drama: responding, making and performing. These include:

- Short Written Responses which requires students to respond to a task or stimulus to communicate, describe, analyse, interpret and/or evaluate ideas or information for a purpose and/or audience.
- Projects where students devise drama to shape ideas to communicate ideas, perspectives and/or meaning
- Performance Tasks which students use performance skills (e.g. acting, movement, voice, working in an ensemble) to perform drama to communicate ideas, perspective and/or meaning.

### Resource Requirements

An additional subject fee of \$15 will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject.

Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences.

### Objectives

Media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

### Course Structure

*Year 7 and 8 Core*

Term Rotation (1 term across year 7 or 8)
Unit 1:
Stand off

### Assessment

A range of assessment instruments are used throughout the course to determine levels of learning in the three valued features for Australian Curriculum Media: responding, making and presenting. These include:

- Short Written Responses which require students to respond to a task or stimulus to communicate, describe, analyse, interpret and/or evaluate ideas or information for a purpose and/or audience.
- Projects where students produce media to communicate ideas, perspectives and/or meaning

### Resource Requirements

An additional subject fee of \$20 will be charged for this specialist subject to cover the cost of additional learning materials. Fully covered leather/vinyl footwear and hats are required as per the School Uniform Policy for this subject



**Atherton**  
STATE HIGH SCHOOL

**MAKING A DIFFERENCE**