



# YEAR 8 SUBJECT HANDBOOK

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2026



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# Foreword

The Year 8 curriculum offered at Tamborine Mountain State High School provides the foundation for our students' intellectual, physical, social and moral development.

## **Our Purpose**

Students at Tamborine Mountain State High School will be active and reflective members of the community with the skills and desire to be lifelong learners.

To achieve our purpose, our school will be characterised by:

- a focus on literacy/numeracy as the basis for all learning.
- learning which is relevant, challenging and responsive to individual and group needs.
- productive partnerships throughout the school community.
- staff who are committed to excellence in teaching and learning.
- a supportive and disciplined environment in which all students can learn.

The curriculum offered has been developed to cater for the range of students and to meet their learning needs, interests and goals. The subjects at all year levels aim to make students' work relevant, rigorous, challenging and at the same time, more exciting and enjoyable. To cater for students' interests, extra-curricular activities are a feature of the school's curriculum as well.

# Year 8

Students in Year 8 study a range of subjects from all Key Learning Areas. The skills of primary school are consolidated and students are introduced to the spectrum of educational opportunities available at secondary school.

All students study the same core subjects over the year.

## **Core Subjects:**

- English
- Health and Physical Education
- Humanities
  - History
  - Geography
- Japanese
- Mathematics
- Science

## **Elective Subjects:**

All students study four elective subjects throughout the year. This allows students to undertake studies that interest them as well as to experience study in a secondary school context.

- Dance
- Drama
- Technologies
  - Design and Technologies
  - Digital Technologies
- Music
- Visual Art

# Personalised Learning Department

Inclusive education is a feature of this school. Learning support and special education services facilitates full participation in the educational process and aims to cater for the individual learning needs of students requiring additional assistance to achieve their potential.

Students with an identified disability or impairment are integrated within mainstream classes, in both the Junior and Senior School. They are supported in their learning by a range of structures, which may include teacher aide assistance, specialist programs, small group support, adjustment of curriculum and assessment and reduced subject load as appropriate.

Access to Learning Support for students in Years 7 and 8 is initially based on a range of factors such as Year 6 class teacher recommendations and historical data from State and National testing. As a result of analysis of all the information gathered and after discussion with parents, a student may be offered a place in a Literacy and/or Numeracy class. Placement in a Focussed Literacy or Numeracy class is determined by NAPLAN results and support needs.

Access to special education services may also be available to support identified disability areas to enable participation and access to the curriculum. These may include, for example, advisory visiting teachers, occupational therapists or guidance officers.

Mainstream classroom teachers, in all subject areas, support student learning within this integrated model. Class teachers utilise a range of effective teaching strategies to assist students to achieve their academic potential and scaffold experiences to meet individual student learning needs as appropriate.

In the senior phase of learning, students with a disability or learning difficulty are offered the option of working towards the Queensland Certificate of Individual Achievement (QCIA) as an exit credential. This allows students to maintain their social networks within mainstream class while documenting their individual skills and knowledge.

Further enquiries can be directed to the Learning Support Department.

**CONTACT NAME:** Head of Department Junior PL – Belinda Stanford

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**\*DDA comment:** Students accessing our support services will form part of our NCCD (Nationally Consistent Collection of data on school students with disabilities) data.

# CORE SUBJECTS

# English

## AIM OF SUBJECT:

- To equip students with the necessary tools to use language and its features appropriately and effectively in a variety of social contexts.
- To provide a solid basis of life and communication skills.

## IN THIS SUBJECT YOU WILL LEARN TO:

- Listen, read and view a range of spoken, written and multi-modal texts, interpreting key information, concepts and issues.
- Evaluate the effectiveness of language choices used to influence readers, viewers and listeners.
- Explain ways in which different groups in society are represented in texts.
- Create written, spoken and multi-modal texts in a variety of forms.
- Interact confidently with others in a variety of contexts and deliver presentations.

## SKILLS THAT ARE RELEVANT TO THIS SUBJECT:

- Reading, writing, speaking, listening and viewing
- Thinking critically about what is read, heard and seen
- Using imagination in constructive ways
- Supporting ideas and opinions with evidence

## WHY ENGLISH?

- To communicate better with others.
- To be more aware of the influences acting upon you e.g. the media, your peers.
- To see the importance of thinking for yourself.

## COURSE OUTLINE AND ASSESSMENT:

The Year 7 program covers a variety of topics to introduce students to literacy in context. An assessment item is linked to each topic and consists of both written and oral tasks. Possible assessment includes:

- Narrative
- Persuasive speech
- Analytical short response in-class exam
- Spoken memoir

There is a strong emphasis on the development of reading and language skills throughout the year. Assessment contains both written and spoken tasks, in-class responses and assignment work.

## HOMEWORK:

Homework is an essential part of the English course and will be given on a weekly basis. Class time is set for assignment work but it is also expected that students work on them at home. Assessment tasks will be set as part of each unit as homework and it is part of the course requirements that homework be completed.

**CONTACT NAME:** Head of Department – Kate Fuller  
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# HEALTH AND PHYSICAL EDUCATION (HPE)

Health is one lesson per week and Physical Education is one lesson per week

## AIM OF SUBJECT:

- To learn new skills in a variety of sports, games and physical activities.
- To acquire skills and knowledge which are essential for living a healthy lifestyle.
- To make informed decisions about individual health.
- To gain knowledge about individual personal development and successful interaction with others.

## IN THIS SUBJECT YOU WILL LEARN TO:

- interact with others.
- make informed decisions about health, physical activity and personal development.
- evaluate your own actions and the actions of others.
- develop skills for participating in a wide variety of games, sports and physical activity.
- enhance your own and other's self-concept and self-esteem.
- develop the skills for creating and maintaining positive interactions and relationships.
- develop a positive attitude towards participation in regular physical activity and an appreciation of the benefits of physical activity and a healthy lifestyle.



## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Participation in or have an interest in sports, games and physical activities.
- Being involved as a team member and interacting with others.
- Being active.

## WHY HPE?

To gain an understanding of movement principles, body awareness and the positive effect of physical activity has on your lifestyle.

## COURSE OUTLINE:

### THEORETICAL

- Approaching Adolescence
- Alcohol and other drugs

### PRACTICAL

- Newcombe ball
- Athletics
- Touch
- Ultimate disc

## ASSESSMENT:

Information is collected about students' ability to:

- demonstrate essential learnings.
- develop students' capacities to monitor their own progress.
- reflect current knowledge of child and adolescent development.
- be comprehensive, reliable and valid.

## HOMEWORK:

Health - Assignment work

Physical Education – all practical lessons

## CONTACT NAME:

Head of Department – Cameron Ross

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### AIM OF SUBJECT

- To study the world and our place in it through integrated technologies.
- To gain valuable insight into the world in which we live, its history, natural landscapes, cities and people. There is an emphasis on skill development.
- Incorporate multi-level activities and assessment which provides opportunities for consolidation and extension.
- To develop well rounded, informed global citizens.

### WHY STUDY HISTORY?

You will:

- develop core skills needed at school and in the workplace. These include the ability to complete research assignments, write paragraphs and analyse text and maps.
- gain a greater understanding of other societies.
- develop knowledge, abilities, and ethical commitment necessary to participate as active citizens in shaping the future.

### IN THIS SUBJECT YOU WILL LEARN TO

- complete assessment that contains written tasks, assignment work and in-class tests.
- expand your knowledge and understanding of your own and other societies.
- explore local and global environments.
- integrate laptop equipment and digital media.

### SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- Literacy
- Recalling learned information
- Gathering evidence from a variety of sources
- Developing clear and logical interpretations and explanations of evidence
- Reporting and presenting your findings clearly and concisely

### COURSE OUTLINE

#### HISTORY

- **Unit 1:** Deep Time Australia
- **Unit 2:** Ancient Egypt

#### ASSESSMENT

- Short Answer Test
- Museum Exhibition
- Research Assignment

#### HOMEWORK

- History is an academic subject areas and revision for learning and assessment purpose is a reasonable expectation.

**CONTACT NAME:** Head of Department – Melissa Gibson

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# JAPANESE

## AIM OF SUBJECT

- To build on students' Japanese skills to enable them to communicate in basic real-life situations.
- To build students' confidence in languages.
- To enhance their knowledge of both Japanese language and culture.
- To develop the attributes of lifelong learners by expanding their skills as self-directed learners, complex thinkers, active investigators as well as effective communicators.
- To expand their own world views to better equip themselves for participation in the global community.

## IN THIS SUBJECT YOU WILL LEARN TO

- communicate in basic Japanese in real-life situations.
- enjoy aspects of another culture.
- appreciate your own language and culture.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT

- enjoying learning another language and the challenge of "being understood".
- risk-taking and "having a go" without worrying about making mistakes.
- interacting with others.

## WHY JAPANESE?

For Queenslanders, the study of Japanese is especially important given the strong ties with Japan.

Due to links in tourism, commerce, culture and education between Australia and Japan, our students will be brought more and more into contact with Japanese speaking people.

Japanese lifestyle, cuisine, art and sport are becoming increasingly familiar through the media and personal contact.

As some of our students take the opportunity to travel to Japan, willingness to use their Japanese skills will enrich their travel experience and help in developing lasting friendships.

- Japanese High School Exchange Visits.
- Japan Study Tour held usually every two years.
- Japanese animation and cooking!

## COURSE OUTLINE

The following topics will be covered:

- Manga and dream family
- Creepy creatures

## ASSESSMENT

Each term:

- One comprehending (listening or reading) task
- One composing (writing/speaking) task
- A cultural based assignment (\*one a semester)

## FUTURE OPTIONS

As we approach Japanese as a skill, not just knowledge, students' future options are unlimited:

- Study Japanese at local universities (e.g. UQ, Griffith)
- Apply for a scholarship and direct entry to Asia Pacific University in Japan (available since 2015)
- Learning about a different culture gives students a great opportunity to play an active role internationally in the future and to embrace the global and diverse communities in which we live.

**CONTACT NAME:** Head of Department – Melissa Gibson

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# Maths and Science

Maths and Science are compulsory subjects in years 7 to 10.

## Available subjects:

All students in Mathematics and Science classes at Tamborine Mountain State High School study the requirements of the Australian Curriculum.

The Australian Curriculum requires all students to work toward achievement standards across a range of knowledges specific to each year level.

Students across classes are supported to achieve against the Achievement Standards of the Australian Curriculum.

Assessment is designed to offer students to perform at the Achievement Standard or exceed its requirements.

A student generally mastering simple familiar tasks at the required standard is awarded a C. Students also able to demonstrate the ability to perform complex familiar tasks are awarded a B result. Students demonstrating ability across the curriculum and with tasks including unfamiliar aspects are awarded A results.

A student who is not yet able to demonstrate outcomes at year level may be awarded a D or E result.

Students are provided revision opportunities and / or feedback (this is determined by the style of the task) to help them work toward desired outcomes.

Classes will be structured to allow students to progress fulfill and exceed the requirements of the Australian Curriculum. Class structures are determined by the school.

Students may be eligible to participate in an Individual Curriculum Plan (ICP) as identified by the school.

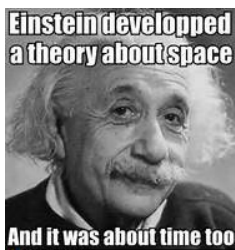
## Assessment:

Assessment will be by a combination of tests, assignments and class projects/tasks.

## MATH TEST!

$$3 + 3 \times 3 - 3 + 3 = ?$$

- a) 18
- b) 12
- c) 03
- d) 06



## Resources:

We use Cambridge Go in Maths and Science in classes. There are offline and online versions.

For support away from the school, the online Cambridge Go contains video tutorials, walkthroughs, quizzes with instant feedback that are incredibly helpful for revising or consolidating learning outcomes.

## Homework:

Yes – there is homework...

Year 7: expect 30 minutes homework per week.

Year 8: expect 30 minutes homework per week.

In Addition to homework there will sometimes be revision tasks.

If you have any questions please feel free to contact your maths teacher.

For further information please contact

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# **ELECTIVE SUBJECTS**

# DANCE

Dance is a subject that helps students gain knowledge through movement, develop group work skills, work in a creative environment, and gain and develop performance and confidence skills.

In Year 7 Dance, students are introduced to the genre of **popular dance and hip hop**, safe dance practices and dance appreciation. They gain an understanding of the elements of a dance and how to create a dance while working interdependently.

Dance at school is a fun and engaging subject that enables students to express their individuality, while working in group situations with existing and new friends. Students will explore new movements while learning their Performance routine and choreographing for assessment. They will strengthen their body and learn how to share and perform in a safe space.



It is a fun affordable way for all students to learn dance. Students may have the opportunity to participate and attend a workshop, performance and dance productions aligned with their studies.

Dance is a theory and practical-based subject that requires movement, enthusiasm, participation and group work. Students are also given opportunities to become involved in extra-curricular activities such as Dance Group, Arts Night and Tambo Talent Time. No prior experience in Dance is required.

## Why Dance?

- A fun and exciting way to stay fit
- Helps to improve social skills
- Can increase one's self esteem
- Teaches dedication and commitment
- Understanding different cultures
- Opportunity for self-expression
- Improved body and mind development



**Dance is the joy of movement and the heart of life.**

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### WHY DRAMA?

- Drama aims to foster a set of skills within each student to enhance their self-confidence, empathy towards others, communication, memory and team work as well as developing their ability in interpreting, problem solving and decision-making.
- In classes, students are encouraged to foster an appreciative understanding of the importance of ensemble skills in Drama as well as endeavoring to experience individual progress and success as they develop their drama skills in planning and presenting a performance.
- In the subject Drama, students learn in and through the practices of drama: creating, performing and responding. Students work individually and in collaboration with peers and teachers.
- Drama encourages students to experience a range of different styles and techniques through active participation and involvement in a range of activities.

### AIM OF SUBJECT:

- promote confidence, creativity and communication.
- enhance dramatic self-expression.
- promote imagination, critical and creative thinking.
- gain ethical and cultural understandings of the human experience.
- promote cultural engagement.
- foster spoken and written modes of literacy.
- develop within students dynamic interpersonal skills and teamwork.

### IN THIS SUBJECT YOU WILL LEARN:

- vital skills necessary for working co-operatively as part of a group and team.
- skills of drama (acting skills, stagecraft, ensemble skills)
- elements of drama e.g. mood, tension, roles and relationships.
- digital literacy
- literacy and numeracy skills.

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# TECHNOLOGIES

## Design and Technology

### **AIM OF SUBJECT**

To ensure all TMSHS have an understanding of the design process and are able to use basic hand tools to complete basic tasks.

### **IN THIS SUBJECT YOU WILL LEARN TO**

- create design solutions based on an analysis of needs or opportunities
- adapt ideas, processes, and solutions; and justify the choices made in solutions
- safely produce designed solutions using workshop tools

### **SKILLS WHICH ARE RELEVANT TO THIS SUBJECT**

Literacy, Numeracy, Digital Literacy

### **COURSE OUTLINE AND ASSESSMENT**

**TERM 1** – Understanding the Design Process & Engineering Systems

**TERM 2** – Understanding the Design Process & Engineering Systems

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## Digital Technologies

### **AIM OF SUBJECT**

To ensure all TMSHS have foundational digital technologies skills and use these skills to improve their digital literacy.

### **IN THIS SUBJECT YOU WILL LEARN TO**

- investigate how & why digital systems represent in text, image, and audio using binary
- acquire, store, & validate data in databases & spreadsheets; display data in graphs
- use algorithms involved in programming
- manage your digital footprint

### **SKILLS WHICH ARE RELEVANT TO THIS SUBJECT**

Literacy, Numeracy, Digital Literacy

### **COURSE OUTLINE AND ASSESSMENT**

**TERM 1** – Binary Numbers; Working With Data; General-Purpose Programming

**TERM 2** – Binary Numbers; Working With Data; General-Purpose Programming

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# MUSIC



## AIM OF SUBJECT:

- To promote an understanding and enjoyment of music through a hands-on exploration and creation in the array of styles and genres.
- To explore the three essential areas in music – composing, performing and musicology.
- 

## IN THIS SUBJECT THE STUDENT WILL LEARN:

- To expand and develop knowledge about music.
- To explore the range of music through the array of sources available to us all.
- To experience its expressive and communicative facets through playing music.
- To understand the unique aspects of music through composing.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Having an enthusiasm to learn the many attributes of music through both creating and playing it.

## WHY MUSIC?

- To enable the student to express and communicate thoughts and ideas through music.
- Music enhances success in learning, creativity and social interaction in study and throughout life in general.

## COURSE OUTLINE:

- **Composition:** Creating an original piece using a variety of instruments/resources/software.
- **Performance:** Instrument of your choice and/or vocal (not required to perform in front of anyone).
- **Musicology:** Fundamental theory of music to enhance understanding and appreciation.

## ASSESSMENT:

- Throughout the course there are opportunities to work individually or in groups in the three dimensions – composing, performing and musicology.

‘Music is the universal language of mankind.’

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# VISUAL ART

## AIM OF SUBJECT:

- Use creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art.
- Enhance aesthetic understandings of arts elements and languages.
- Create art works and present and respond to own and others' art works, considering specific audiences and specific purposes.
- Recognise the Arts provide career opportunities and develop skills that will help to lead fulfilling recreational and working lives.

## IN THIS SUBJECT YOU WILL LEARN TO:

- create, imagine and innovate.
- apply humour to the creative process.
- analyse your skills and progress to guide improvement.
- apply knowledge of art movements to new situations.
- remain open to continuous learning through experimentation.
- give and respond to feedback.

## SKILLS WHICH ARE RELEVANT TO THIS SUBJECT:

- Creativity
- Communication of messages
- Manipulation of traditional and non-traditional materials
- Metacognition
- General capabilities (ACARA)



## WHY VISUAL ARTS?

'The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in and through arts traditions and cultural practices fosters social competencies and aids the development of personal identity, world-views and global citizenship.' (Draft Australian Curriculum: 2012)

## HOMEWORK:

Students will complete drawings, activities and reflections in their process diaries. These are monitored on a regular basis.

## FUTURE OPTIONS:

Senior Subjects such as Visual Art, Visual Arts in Practice, Television and New Media

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