

Junior Subject Guide

Year 7 and 8



Learn, Think, Perform, Belong

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Introduction

Victoria Point State High School is committed to offering you a variety of learning opportunities in a range of different curriculum areas across the Junior and Senior phases of learning. All learning pathways are designed to ensure you progress with the necessary skills to enter the next phase of your education, or with the skills required to enter the workforce.

This book is designed to inform you of your options of learning pathways:

- Health, Humanities & Enterprise
- Languages
- Science, Technology, Engineering & Mathematics
- The Arts

The information provided will also detail the expectations associated with the different learning pathways and the subjects offered within these pathways.

The Victoria Point State High School curriculum consists of subjects which are aligned with Queensland Curriculum & Assessment Authority (QCAA) requirements. More detailed descriptions can be sourced on the school's website (www.vpshs.eq.edu.au).

To ensure your learning is as engaging and productive as possible please ensure you take the time to read the information about the specific focus of each of the learning pathways, the core subjects and the electives. To assist you to make informed decisions about your learning we suggest you:

- Explore all options outlined in this book.
- Ask questions of relevant staff (Family Group Teachers, Curriculum Teachers, Heads of Department)
- Identify subjects which interest you and will be beneficial to future pathways you may be interested in.
- Apply yourself to your current program of study to provide yourself with the best chance of meeting all the requirements for your preferred pathways.

You are also expected to participate in the Family Group program that focuses on student wellbeing and the development of learning behaviours to become a valuable member of the school community, as well as the wider community. The choices you make now can and will have a significant impact on the opportunities you will have in the future.

Please note:

- The school reserves the right to withdraw any subject where there are insufficient numbers of you enrolled or where suitably qualified teachers are not available.
- The number of students enrolled in elective subjects is limited by timetabling constraints and classes may be capped at the determination of the Principal.
- It is assumed that you would have successfully fulfilled the academic, engagement and financial expectations of the previous year's electives before consideration for successful enrolment in new electives.

Core and Elective Subjects



English

English



Health and Physical Education

Physical Education



Humanities

Economics and Business
Geography
History



Languages

Auslan
Japanese



Mathematics

Mathematics



Technologies

Design Technologies
Digital Technologies
Food Technology



Science

Science



Creative Industries – The Arts

Drama
Media
Music
Visual Art and Design



School Culture & Community

Family Group
VPSHS Academy

CORE SUBJECTS

Auslan Languages

Core

Year 7 students study a Language Other Than English (LOTE) for 70 minutes, one lesson each week. Students will be introduced to Auslan, learn about its history and culture and begin to develop skills in basic signing. They will learn about the parameters of a sign, including hand shape, orientation, location and movement; and non-manual features. Signing will include the alphabet, numbers, colours, simple greetings, conversational words and school words.

Year 8 students have two lessons per week and will be exposed to additional signing, building on the work completed in Year 7. The Year 8 Auslan course is designed to develop each student's ability to communicate in Auslan through the skills of expressive and receptive signing.

Assessment

Tasks are designed based on the Australian Curriculum standards and relate to Communicating tasks (ability to read, write, sign and listen) and Understanding tasks.

English Health, Humanities and Enterprise

Core

The study of English aims to create confident communicators, imaginative thinkers and informed citizens.

In Junior Secondary English classes, students will be exposed to and produce a range of written, visual, literary and non-literary texts as well as regular explicit teaching of literacy skills.

Topics will include:

- Advertising
- Autobiographies and Biographies
- Issue Based Texts
- Indigenous Australian texts
- Novel studies (both fiction and non-fiction)
- Dramatic plays
- Film studies

Assessment

Tasks are designed based on the Australian Curriculum standards and include a range of folio task which are:

- Written and spoken tasks, Exams and assignments

Geography

Health, Humanities and Enterprise

Core

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using concepts of place, space, environment, interconnection, sustainability, scale and change.

It addresses scales from the personal to the global and time periods from a few years to thousands of years. You will be introduced to environmental change and management, and indicators of human wellbeing.

Units of work focus on **Yr7**: Water in the world, Place and Liveability.

Yr8: Landforms and landscapes, Planning place.

Assessment

- Examinations
- Assignments – reports, investigations

Health and Physical Education

Health, Humanities and Enterprise

Core

The Years 7–8 HPE curriculum builds on each student's prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.

Students 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.

Students 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.

In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.

Students 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.

Students have opportunities to practise 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.

History

Health, Humanities and Enterprise

Core

In Year 7, Term 1 “The Ancient World” unit provides an overview of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It investigates how historians and archaeologists investigate history, including excavation and archival research.

The Term 1 focus, “The Mediterranean World – Rome” examines: the physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there; roles of key groups in ancient Roman society (such as patricians, plebeians, women and slaves), including the influence of law and religion; the significant beliefs, values and practices of the ancient Romans, with particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs; contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs; and the role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus.

The unit in Term 2 is “The Asian World – China”. This unit examines: the physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there; roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion; significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs; the role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang.

In Year 8, Term 1 the unit is on Medieval Europe (c.590 – c.1500). Students will explore the way of life in Medieval Europe, including the social, cultural, economy and political features. They will also look at the legal system and influence of the Catholic Church on Medieval Europe.

The Bridging Unit is “The Black Death”. This explores the causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease. They will also look at the effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact on society.

Term 2’s unit is “Japan Under the Shoguns (c.794 – 1867)”. This unit explores the way of life in Shogunate Japan, including social, cultural, economic and political systems. The feudal system and decline of the Shogunate will also be studied.

Japanese

Languages

Core

Year 7 students can choose to study a Japanese via application upon enrolment. This subject focuses on skills in communicating - listening, reading, speaking and writing – in the Japanese language. Activities and discussions are conducted to develop understanding and awareness of the close relationship between language and culture through studying a range of topics focusing on life in Japan. Katakana script is introduced, Hiragana and kanji (for select topics) are also studied.

Year 8 students can choose to study Japanese via application. Both continuing and new students are welcome to apply. In year 8 Japanese, students are extended in the study of Japanese language and culture. An extension of hiragana and other scripts are introduced to build students' repertoire and immerse them in the skills of reading, writing, speaking and listening in Japanese. Cultural activities are conducted throughout the year for students to receive a richer understanding of the language and culture. Visiting Takahama High School students work with junior classes, so students have the opportunity to interact with native speakers.

Assessment

Tasks are designed based on the Australian Curriculum standards and relate to Communicating tasks (ability to read, write, speak and listen) and Understanding tasks.

Additional Requirements / Prerequisites

- For enrolment consideration, students must be passing English
- Year 7 Japanese: It is preferable that students have studied Japanese in primary school
- Year 8 Japanese: it is preferable that students have studied Japanese in year 7

Mathematics

Science, Technologies & Mathematics

Core

Mathematics in Years 7 and 8 is a continuation of the work covered in previous Primary School years.

Students will maintain their study of Mathematics across the strands of:

- Measurement
- Probability
- Statistics
- Space
- Number
- Algebra

The field of Number will still have a focus on basic skills but students will start to venture further into representations of number via the study of Algebra. Assessment will be in the form of both exams and assignment or investigation work. Students will be required to recall and apply skills and concepts learnt and will be asked to extend this further to problem solving situations.

Assessment

- Exams
- Assignments, reports and investigations

Science

Science, Technologies & Mathematics

Core

In Year 7 Science, students build their understanding across Biological, Chemical, Physical and Earth and Space sciences. They explore the diversity of living organisms, how they are classified, and how energy and matter flow through ecosystems using models such as food chains and food webs. In Earth and Space Science, students investigate the Earth-Sun-Moon system to explain phenomena such as eclipses and seasons. Through Physics, they explore how unbalanced forces affect motion by designing and testing balloon-powered vehicles. In Chemistry, students examine the particle model of matter and investigate separation techniques, such as filtration, to explore methods of purifying water. Throughout the year, students develop their science inquiry skills by questioning, planning, conducting investigations, and analysing data to draw evidence-based conclusions.

In Year 8 Science, students deepen their understanding of Biology by examining cells as the basic units of life, exploring their specialised structures and functions. They will investigate how multicellular organisms rely on coordinated organ systems to survive and reproduce. In Chemistry, students develop their understanding of the particle model to explain states of matter and use it to distinguish between physical and chemical changes. The Physics unit introduces students to different forms of energy, how energy is transferred and transformed, and how it causes changes within systems. They will apply this understanding by constructing and analysing a mechanical device, such as a Rube Goldberg machine. Earth and Space Science will focus on rocks and minerals, including how sedimentary, igneous and metamorphic rocks form through Earth processes that occur over various timescales, using examples from the local area to ground their learning in real-world contexts.

Assessment

- Examinations
- Student experiment
- Research investigation

Wellbeing – Family Group

Core

All students participate in activities that help build the school's community and culture and can include project-based work for local, national and international organisations. School Community and Culture also includes Family Group in which students develop an understanding of social awareness and practice skills that enable productive and healthy relationships both at school and beyond. Students are also given the opportunity to engage in the sporting culture of the school through participation or representation.

ELECTIVE SUBJECTS

Design Technologies

Science, Technology, Engineering & Mathematics

Elective

Design Technologies encourages students to explore the design process of explore and develop through hands-on, creative, and critical thinking experiences. Students are challenged to solve real-world problems by researching and developing design solutions using both traditional and digital tools.

Throughout the course, students investigate material properties, analyse existing solutions, and consider key factors such as sustainability, safety, measurement accuracy, and justification of design choices. They learn to communicate their ideas through both hand sketching and 3D modelling software and apply practical workshop skills to bring their concepts to life.

Across three key units—including the design and construction of a trinket box and an engineering challenge using off-cut timber to build a catapult—students develop and refine their work through ongoing reflection and evaluation.

Design Technologies is an engaging and dynamic subject that draws on skills from Mathematics, English, and the Arts, while fostering problem-solving, creativity, and design thinking

Assessment

- 3D Modelling/ Design Project Folio
- Practical Hand Skill Project
- Engineering – Catapult Design Project Folio

Digital Technologies

Science, Technology, Engineering & Mathematics

Elective

Digital Technologies is a hands-on subject where students explore how digital systems and innovations can solve real-world problems and improve everyday life. They will design and develop interactive solutions using a range of technologies and platforms, developing core skills in design thinking, computational thinking and collaboration.

Students will be introduced to the world of electronics using micro:bit technology to create real-world solutions, using MakeCode to program features such as sensors, timers, and displays. They will investigate the importance of online safety and ethics through a Cybersecurity Podcast, where students research current digital threats and produce an informative audio segment to raise awareness amongst their peers.

The course concludes with a Robotics unit using EV3 Lego robots, where students apply problem-solving and programming skills to compete in a Sumo-Bot Challenge — designing, building, and coding autonomous robots to outmanoeuvre opponents in the ring.

Assessment

- Electronics – micro:bits Project
- Cybersecurity Podcast
- Robotics – Sumo-bot Challenge Project

Performing Arts (Drama)

Creative Industries - The Arts

Elective

Students will study the practice, terminology and unique ways of looking at the world through Drama.

In Drama, students explore and devise real and fictional worlds through use of voice, body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama through the real and dramatic contexts. Students will study two units, Improvisation and Scriptwriting.

Assessment

- Forming task (Drama)
- Performing task (Drama)
- Responding task (Drama)

Performing Arts (Music)

Creative Industries - The Arts

Students will study the practice, terminology and unique ways of looking at the world through Music. In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

Assessment

- Composing task (Music)
- Performing task (Music)
- Responding task (Music)

Visual Art and Design

Creative Industries - The Arts

Elective

Visual Art and Design introduces students to fundamental skills in two dimensional and three dimensional art forms in preparation for further studies in visual art. The Inquiry Learning Model is the basis of the course which encourages higher order thinking skills and challenges each student at their own level and allows for extension. Students engage in the research, designing and the creation of two resolved artworks over the semester.

Elements and principles of art and design are studied, discussed and applied to the creation of student artworks. Students engage in a reflective process of their artwork and look at works of other artists from different art movements and cultures.

Visual Art and Design is a hands-on and engaging subject.

Assessment

- Making tasks - Clay sculpture with accompanying visual art diary, Drawing task with accompanying visual art diary and Painting of the clay sculpture with accompanying visual art diary
- Responding Tasks – Exam, evaluations of own art.

The Victoria Point State High School Academies are specifically targeted at supporting students who have expressed interest in and can demonstrate targeted skills in a specialised field of study.

The Victoria Point State High School Academies aim to create intensive and focused pathways for potential futures, create an environment of motivation, engagement and success, and develop skills and opportunities for students to work with industry professionals and collaborate with local and wider community in order to build deeper knowledge, skills, training and experience.

The Academies run across Years 7-10. Each of the Academies aligns to senior subjects in a QCE + ATAR or QCE Pathway.

Students enrolled in the VPSHS Academies are expected to abide by a Code of Behaviour.

Academic Academy

The Academic Academy is by invitation only and is studied as part of the core discipline of History/Geography.

The Academic Academy is specifically targeted at supporting highly academic students who intend on embarking on university studies. The goal of the program is to equip students with the specific skills aimed at enhancing future studies and providing them with the opportunity to achieve their highest ATAR in order to maximise their university options.

Over the course of the year, students will engage in philosophical inquiry to enhance their 21st Century skills. The purpose of the program is to expose students to open-ended, abstract problems to challenge their thinking and develop collaboration skills.

Students will embed Critical and Creative Thinking skills to respond and evidence the standards of the Australian Curriculum. These include:

- Reflecting on Thinking and Processes
- Analysing, Synthesising and Evaluating reasoning and Procedures
- Inquiring – Identifying, Exploring and Organising Information and Ideas
- Generating Ideas, possibilities and Actions

Students will work and learn through critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge and applying it in the real world. Initially students will collaborate to construct their knowledge and aim to think and work together with a powerful synergy of shared cognition. New knowledge created will leverage both individual and collective expertise and the quality of the shared thinking will ensure that new knowledge is highly applicable to the real world. Students will be able to articulate how they “think together” to improve results.

(Critical Thinking: New Pedagogy for Deep Learning)

Criteria

- Academic GPA; Diagnostic Test Results; Student Report Card – Entering Students; Professional Judgement.
- On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Elective Academies

All Elective Academies incur a levy, payable upon successful application. Scholarships are available.

Vikings Sport Academy

Foundation and Intermediate

The Vikings Sport Academy program is by selection, application and trial only. Students will engage in a holistic development program which is aligned with the Australian Curriculum for Health and Physical Education.

The Vikings Sport Academy Mission, “To provide our high performing Vikings Sport students with the greatest possible opportunity to engage, succeed and excel in their sporting and educational endeavours.” forms the foundation for our participation in the wide range of activities offered.

The Vikings Sport Academy will utilise the sporting context to facilitate student development in the areas of skill, fitness, culture, character and performance. This will be achieved by utilising a ‘Craft and Culture’ curriculum model through which students will engage in a holistic educational experience that is responsive to their individual needs, wants and capabilities.

Through the practical elements of the Vikings Sports Academy, curriculum will be focused on the development of each individual student’s “CRAFT”. This focus will be primarily on developing the student’s capacity to perform in the areas of Motor Skill Development, Fitness Component Application and Game Sense (strategy and tactics). The theoretical element of the Vikings Sports Academy curriculum will see students engage in a program of learning that is fully aligned with version 9 of the Australian Curriculum for Health and Physical Education. Students will have the opportunity to engage in a “CULTURE” of learning that allows them to optimise both their physical, intellectual, social and emotional performances. Specific topics of learning will include; Sportsmanship and Leadership, Sports Nutrition and Sport Psychology

Criteria

Application Package and Trial.

On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Creative Industries Academy: Dance

Foundation and Intermediate

The Dance program is by application and audition only. Students will engage in a year-long program offered as part of School Community and Culture.

The Dance program is an energetic, specialised pathway for talented students to successfully engage in Dance as performers and choreographers. The curriculum begins by exploring the components and functions of Dance and provides students with a solid foundation in both theoretical and practical aspects of dance. Students develop knowledge, skills and attitudes, essential for future success in a demanding and highly competitive industry that requires both working as part of a high functioning team and individual performer.

Criteria

- Application Package and Audition
- On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Creative Industries Academy: VPtv Media

Foundation and Intermediate

The Media program is by application only.

Students will engage in a year-long program offered as part of School Community and Culture.

The Media program develops intensive and focused pathways for potential futures in a variety of speciality media areas. The program creates an environment of motivation, engagement and success which will develop skills and opportunities for students to work with and learn from guaranteed industry professionals both on location and in workshops. Students demonstrate media proficiency through exposure to 21st Century Skills and Employability Skills, all of which are fundamental to learning and engagement, and are essential in being able to contribute Media Skills within Industry and Community Partnership opportunities.

Criteria

- Application Package.
- On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

STEM Technologies Academy: Robotics

Foundation and Intermediate

The Robotics program is by application only.

The Robotics program allows students to experience an interactive course in which they design, build and program their own robotic solutions. The program is targeted at students who have a keen interest in coding and engineering. Students work predominantly with electronics equipment and the SPIKE Prime kits. They begin the course by building a basic autonomous mobile robot through which they explore the fundamentals of movement, design and programming. Students will also have the opportunity to learn to program the Sphero robots, micro:bits electronics, Makey Makeys and littleBits modular electronics to tackle real world scenarios. A critical thinking and problem-solving approach to the design process is used.

Assessment

- Project folio tasks
- Projects

Criteria

- Application Package.
- On-Going monitoring through Visible Tracking, TrackEd & OneSchool Student Profile.

Scholarships

Victoria Point State High School offers Scholarships for Academies.

One student scholarship is awarded per year level based on:

- demonstrated performance, and
- aptitude and potential to excel in your chosen field.

Scholarship Value

The VPSHS Academy - Scholarship Value of \$200 (\$300 for Academic Academy) will be issued to one successful student per Academy, per year level. The Scholarship value will be held by the school.

Parents can access the Scholarship value for the following:

- School Resource Scheme – Participation at no cost to cover fees.
- Subject Levies – that apply to specialist areas of common program, considering the scope of areas of the Academies.
- Subject Competition/s costs – including Mathematics and Science competitions, Eisteddfods.
- Excursions – curriculum based as requested.

Students applying for a scholarship are required to complete an application form.

Code of Behaviour

Responsible Behaviour Plan for Students

All students enrolled at Victoria Point State High School are expected to uphold the School Values of Respect, Integrity and Responsibility. All students are subject to the consequences outlined in the school's 'Responsible Behaviour Plan for Students'. In addition, VPSHS Academy students must also abide by the expectations of high levels of school representation. Students must act in accordance with the responsibilities outlined in the Victoria Point State High School Academy Code of Responsibilities.

Academy Code of Responsibilities

Please note: Academy Codes of Responsibility may vary according to the specialist field. These responsibilities will be outlined in the consent forms which will require student and parent signature.

Individual Academic Review

VPSHS Academy students' progress will be monitored and reviewed with regard to specific disciplines and all-round academic progress as well as behaviour and attitude. An overall student review will be conducted towards the end of each semester.

In addition to the general Academy intake conducted at the end of each year, staff can recommend and approve a student's commencement in an Academy throughout the year for new students enrolling mid-year at Victoria Point State High School.

A high level of achievement and consistently high attitudinal and behavioural engagement along with levy payment will enable a student to continue the Academy pathway.

Student Responsibilities

- Strive for personal excellence by working hard.
- Demonstrate respect and courtesy at all times.
- Cooperate with peers, staff, and community members.
- Display appropriate behaviour in all situations.
- Learn to value honest effort, skilled ability and improvement including a sense of trial and error and experimentation where all outcomes are valued.
- Represent the School and the Academy appropriately and with pride, including wearing uniform correctly.
- Attend all extra-curricular activities.
- Notify staff of the inability to attend extra-curricular activities promptly.
- Complete all set work including assessment within the allocated time frame.
- Treat all resources and equipment with care and respect.
- A breach of the Academy Code of Responsibilities and/or the school's 'Responsible Behaviour Plan for Students' will result in consideration of suspension of Academy activities and/or cancellation of enrolment in the Academy. Please note financial refunds will not be possible.
- Parents will be notified of any breaches of the Academy Code of Responsibilities and the immediate actions. Whereby a student's enrolment is recommended for cancellation the Principal will determine the outcome.

Parent Responsibilities

- Encourage their child to always uphold the School Values and follow Codes of Conduct and support the decisions of staff and management.
- Develop in their child a commitment to an honest effort and positive attitude in order to maintain or improve their skills and level of achievement.
- Instil in their child an appreciation and respect for their studies and encourage them to participate in the spirit of the Academy.
- Applaud good student outcomes and celebrate success.
- Acknowledge and support specialist staff.

Staff Responsibilities

- Encourage students to display positive attitudes and to participate within the spirit of the Academy.
- Teach students the required knowledge and skills and extend their abilities to meet high expectations.
- Ensure mutual respect in all contexts and situations.
- Provide positive feedback when students improve their skills and outcomes and celebrate success and self-efficacy.
- Reinforce the School Values and VPSHS Academy Values through modelling positive attitudes and perceptions.
- Keep students informed regarding current industry practice for engagement in future pathways.
- Support students to manage time and work load.
- Be consistent when making decisions.
- Provide a safe and supportive environment for students to learn.
- Ensure Workplace Health & Safety regulations are enforced.

Victoria Point State High Contact Details

General

School Administration Phone Number	(07) 3820 5888
School Fax Number	(07) 3820 5800
School Website	www.vpsHS.eq.edu.au
School Administration email	admin@vpsHS.eq.edu.au

VPSHS Academy Staff

Academic Academy	Head of Department – Humanities Christina Kasper ckasp1@eq.edu.au
Dance Creative Industries	Head of Department – Arts Jo Bieron jbier1@eq.edu.au
VPtv Media Creative Industries	Head of Department – Arts Jo Bieron jbier1@eq.edu.au
Robotics STEM Technologies	Head of Department – Technology Michelle Galpin mmend12@eq.edu.au



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