



# Year 8

## Subject Information Book

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# A message from the Principal

The Year 8 curriculum provides rigor in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education (HPE), Humanities and Social Sciences (HASS) (History & Geography), Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum will offer new and challenging experiences that build on previous knowledge and ideas. Students will rotate through the arts and technologies throughout Year 8.

Threaded through the Key Learning Areas are the competencies of: critical thinking, active investigation, problem solving, effective communication, teamwork, productive citizenship, environmental awareness, competence in information technology and other skills of lifelong learning.

If you would like more information on this program, please contact the school on (07) 54998111.

At school, quality teaching, an engaging curriculum and the Refer Reflect Return Process support students to achieve their best.

Deborah Stewart  
PRINCIPAL

# CO-CURRICULAR PROGRAMS

## Personal Development, Life Skills, Ethics, Values

Throughout Year 8, students will have the opportunity to participate in a range of activities designed to assist them with decision making, peer influence, future planning, self-esteem and values. There are also opportunities to engage in recreational and leadership activities. The fostering of desirable values is inevitably part of all aspects of school life. It is fundamental to “Learning For Living” (Our Motto). All Australian school communities foster shared values - tolerance and understanding, respect, responsibility, social justice, excellence, morality, care, trust honesty, freedom, inclusion and integrity.

Student Services are provided by a team consisting of the Guidance Counsellor, Chaplain, Behaviour Support Co-ordinator, School Based Health Nurse, Year Level Co-ordinators and external agencies such as “Reconnect”.

The **Guidance Counsellor** assists and supports students in educational, vocational and personal decision-making. She is a counsellor as well as a teacher and careers advisor, and works one-on-one, with small groups and in classrooms.

The **Chaplain** will co-ordinate visits to the school by presenters in a range of topics. Whenever the topics are of a religious or belief-oriented nature, students may be exempted from the activity with a note from their parents. The Chaplain is heavily involved in a range of curricular and co-curricular activities such as the 40 Hour Famine and “Building Bridges”.

The **School-based Health Nurse** also assists students with personal and group issues, and assists with programs in areas such as drug and alcohol education, domestic violence issues and immunization.

## Sport

Sport is an important part of our extra-curricula program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities will be given to students to participate in Interschool Athletics, Swimming and Cross Country Carnivals and be selected to represent the Zone and Region at higher levels.

## SUBJECT INFORMATION

English is the study of the interrelated strands of language, literature and literacy and is one of the Key Learning Areas in the Queensland curriculum. It is also a core subject in the Australian Curriculum. In studying English, students focus on developing their understanding of Standard Australian English, and how to use it appropriately, effectively and accurately for a variety of purposes. In Year 8, English students will study a range of texts including novels, plays, films, poetry, short stories, and multi-modal texts.

### In Year 8 English, students will also:

- study the rules of grammar and spelling
- learn how to write in different styles
- practise speaking to an audience
- discuss the social importance and effect of language
- analyse a variety of texts
- utilise digital media for research, planning, presentation and submission.

## COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
<p><b>A Time for Dreaming</b> – Aboriginal and Torres Strait Islander histories and perspectives</p> <p><b>Extreme Teens</b> – novel study, representations of teenagers in the media</p>	<p><b>Playing Up!</b> – dramatic study, film codes and persuasion</p> <p><b>Beyond Books</b> – imaginative, narrative writing for contemporary readers</p>

## ASSESSMENT TECHNIQUES

### Assessment Techniques used include:

Spoken and/or multi-modal presentations (3 – 4 minutes)

Assignments (300 - 500 words)

Class Exams (50 – 70 minutes)

## YEAR 8 ENGLISH PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 8 English leads to Year 9/10 English</li> <li>• English and/or Literature (Year 11/12) requires a result of 'C' or better at the end of the Year 10 Introduction to Senior English (ISE) course</li> <li>• Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course</li> <li>• Students must choose either English and/or Literature, or Essential English in Year 11</li> </ul>	<ul style="list-style-type: none"> <li>• English is a prerequisite for many tertiary courses and is an invaluable life skill</li> <li>• A Sound level of Achievement ('C') is a prerequisite for almost all future study and/or training</li> </ul>

## SUBJECT INFORMATION

Languages is one of the Key Learning Areas in both the Australian Curriculum and the Queensland curricula. In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). At Maleny State High School, Japanese is the language that has been chosen for all Year 7 and 8 students to study.

### In Year 8 Japanese, students will:

- Practise reading & writing the Japanese script
- Understand the differences and make comparisons between Japanese and English
- Practise simple Japanese phrases in a variety of contexts
- Use the language to communicate in a variety of different ways

## COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Discussions – using language to communicate opinions & present points of view Cultural Activities – using language to communicate ideas relating to Japanese history & culture	Travel & culture – using language to construct procedural texts Anime – using language to communicate ideas relating to animated texts or narratives

## ASSESSMENT TECHNIQUES

### Assessment Techniques used include:

Spoken presentations (up to 2 min/person)  
Writing tasks (using Japanese script, simple sentence patterns)  
Reading & Listening comprehension tests

## YEAR 8 JAPANESE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 9 &amp; 10 Japanese can be studied as an elective post Year 8</li> <li>• A 'C' in Junior Japanese is recommended for entry into Senior Japanese</li> </ul>	<ul style="list-style-type: none"> <li>• A Sound Level of Achievement ('C') or better in Senior Japanese earns students additional ranking points on the QCE</li> <li>• Basic second language capabilities are advantageous in many careers</li> </ul>

## SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy 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. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Concepts developed in Year 7 are further developed.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Algebraic Concepts and Linear Equations Geometry and Measurement	Data and Statistics Probability

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Class Exams

Problem Solving and Modelling Tasks

*N.B. There is 1 assessment item per term.*

### YEAR 8 MATHEMATICS PATHWAYS

Further study opportunities	Employment opportunities
<p>Year 8 Mathematics leads to Year 9 Mathematics, which leads to Yr 10 Mathematics.</p> <p>In Yr 10, students may choose one of the following</p> <ul style="list-style-type: none"> <li>Pre-Essential Mathematics</li> <li>Pre-General Mathematics</li> <li>Pre-Mathematical Methods</li> </ul> <p>In Senior School, students may choose:</p> <ul style="list-style-type: none"> <li>Essential Mathematics</li> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	<p>Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill</p>

## SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Queensland curriculum. It is also a core subject in the Australian Curriculum. Science covers three strands – Science Understanding (Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Science), Science as a Human Endeavour (Nature and Development of Science and Use and Influence of Science) and Science Inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and analysing data, Evaluating and Communicating). During the course students will study eight units covering topics like laboratory safety, the nature of atoms and their interactions, rock formation and weathering, forms of energy, energy transfers and transformations including energy content in food, and the structure and function of cells, organs and body systems including the reproductive system. Scientific literacy and inquiry skills will be developed throughout the course of study.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Particles matter Chemistry of common substances Rock never dies Rocks in my world	Energy for my lifestyle Watt's up? Building blocks of life Reproduction

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Experimental investigations and Scientific Reports  
 Extended Responses including persuasive arguments  
 Examinations  
 Collections of work including multi-modal presentations

### YEAR 8 SCIENCE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 8 Science leads to Year 9 Science.</li> <li>Students will have opportunity to complete Science Introductory courses in Year 10</li> <li>Senior science subjects (Physics, Chemistry, Biology) required that students fully complete the Year 10 Science course.</li> <li>Senior science subject entry may depend on results of "C" or better in Year 10 Science.</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior science subjects satisfy these requirements.</li> <li>Scientific literacy and inquiry skills are invaluable life skills.</li> </ul>



## SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the national curriculum and it incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of computer skills and knowledge of current events are also included as part of the HASS program.

### COURSE OVERVIEW

Semester 1	Semester 2
Medieval Europe (History) Japan under the Shoguns (History) Spanish Conquest of America (History)	Landforms & Landscapes (Geography) Changing Nations (Geography)

### ASSESSMENT TECHNIQUES

**There are generally 3 - 4 assessment tasks per semester. These include a selection of the following**

- Short Response Tests (SRT) – objective tests that assess knowledge, recall and understanding
- Reports (REP) – assignments which are completed both at school and at home
- Multimodal Presentations (MMP) – tasks that require a combination of written and oral elements

### YEAR 8 HUMANITIES PATHWAYS

Further study opportunities	Employment opportunities
Leads to Humanities in Years 9 and 10 and Senior Social Science subjects Years 11 and 12 such as Geography, Modern History, Ancient History, Legal Studies, Economics and Business Studies.	Humanities leads to a wide variety of employment fields and tertiary study e.g. business, commerce, law, journalism, teaching, public service positions, tourism and service industries.  Knowledge of the world, history and current affairs are important in becoming active and informed citizens of an increasingly globalised world.

## SUBJECT INFORMATION

Digital Technology has been designed to develop understanding and skills in computer software, namely word processing and spreadsheeting. It provides students the opportunity to produce a range of documents that incorporate specific design and software functions. Learning focuses on building general computer literacy which encompasses functions of a computer, operating systems, parts of a computer, shortcuts and menu commands and various types of hardware and software. Students will investigate how digital systems represent text, image and audio data in binary. They also investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications of hardware components impact on network activities. Students will also develop understanding and skills in computational thinking. Digital Technology is studied for a total of 1 Term over 2 years.

### COURSE OVERVIEW

Week	Topic	Week	Topic
1-5	File Management and Importance of Ergonomics <b>Creating and Designing:</b> Auto shapes <b>Designing and Creating Documents:</b> Flyer, Menu, Newsletter <b>Spreadsheeting:</b> Line Graph , Pie Graph, Column Graph, Bar Graph, Tables	6-10	Functions of a computer Hardware and software Pixels, resolution and images Short cuts and menu commands Types of games Information Kiosk

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Folio - Compilation of tasks  
Powerpoint Presentation

### YEAR 8 DIGITAL TECHNOLOGY PATHWAYS

#### Further study opportunities

Year 8 Digital Technology leads to Year 9 CAT & JIT  
Students must be complete in Year 8  
Digital Technology in order to choose CAT or JIT in Year 9.

#### Employment opportunities

Attaining skills in Digital Technologies will be of benefit in all other subjects allowing students to present assessment in the correct genre format. Computing word processing and spreadsheeting skills could lead to careers in Business Administration or Information Digital Media and Technology Certificates.

## SUBJECT INFORMATION

This subject aims to increase students' awareness of the role of health in their lives. It addresses the needs of individuals to feel well, cope well, be comfortable with their looks, relate well to others, and to enjoy life. The development of resilience skills are central to all aspects of the course. Topics covered focus on growth and development, personal safety, decision making and positive relationships. The physical activity component of the course is built around games skills and participation by all students.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Health Benefits of Physical Activity Food and Nutrition Mental Health and Wellbeing Lifelong Physical Activities	Safety Alcohol and Other Drugs Lifelong Physical Activities Relationships and Sexuality

### ASSESSMENT TECHNIQUES

Practical sports performance  
 Examinations  
 Projects including group tasks

### YEAR 8 HPE PATHWAYS

Further study opportunities	Employment opportunities
HPE is continued through Years 7 -10 as a compulsory subject for all students. Students may choose to study QCAA subjects Senior Physical Education and Recreation Studies in Years 11 and 12	Fitness and Sports offers wide ranging careers from professional athletes through marketing, management, research and communication.

## SUBJECT INFORMATION

Industrial Technology and Design is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and produce products specifically related to industrial technology. Students learn safety in the workshop and develop basic hand tool skills on their first project before they engage in their final project which is a design challenge. The final project incorporates basic electronics. Industrial Technology is studied for a total of 1 Term over 2 years.

### COURSE OVERVIEW

Week	Topic	Week	Topic
1	Workshop introduction and safety induction	6-10	Design task – Toy Vehicle
2-5	Task 1 - Nail Box		

### ASSESSMENT TECHNIQUES

Industrial Technology and Design safety booklet (knowledge and understanding)  
 Nail Box (production process skills)  
 Design booklet and produced truck (knowledge and understanding; production process skills)

### INDUSTRIAL TECHNOLOGY AND DESIGN PATHWAYS

Further study opportunities	Employment opportunities
Year 8 ITD leads into year 9 & 10 ITD. Students must be complete in year 7 and year 8 ITD in order to study it in year 9.	Interest and skills in Industrial Design and Technology can be of benefit when pursuing a trade career in both metal and timber and construction industries.

## SUBJECT INFORMATION

Food and Fabric Technology is a component of the Design and Technologies Curriculum. It provides students in Year 8, with the opportunity to design and produce products specifically related to fabrics and textiles. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In year 8 Fabric Technology, students will produce a textile article after learning basic machine sewing skills. Students will also work in small groups to develop basic cookery knowledge and skills. Students will also focus on basic nutrition and requirements for good health. All ingredients are provided by the school, with the exception of the materials required for the design challenge. Food and Fabric Technology is studied for a total of 1 Term over 2 years.

### COURSE OVERVIEW

WEEK	TOPIC/ACTIVITY	WEEK	TOPIC/ACTIVITY
1-5	Introduction Basic sewing techniques, Design task 1 – Drawstring bag	6-10	Safety & Hygiene Small group cooking Paired cooking Design Task -Individual cooking

### ASSESSMENT TECHNIQUES

Textiles work booklet (written - assesses knowledge and understanding, evaluation and production processes)  
 Drawstring bag (practical - assesses production skills)  
 Design Task  
 Theory Exam

### YEAR 8 FOOD TECHNOLOGY

Further study opportunities	Employment opportunities
Year 8 Food and Fabric Technology leads to year 9 Fashion Design or Food Technology. Students must be complete in year 8 Food and Fabric Technology in order to choose Fashion Design or Food Technology in year 9.	Interest and skills in Fabric Technology can be of benefit when pursuing careers in Fashion Design and Dressmaking. Interest and skills in Food Technology can be of benefit when pursuing careers in hospitality and commercial cookery.

## SUBJECT INFORMATION

Agricultural Technology is a component of the Design and Technologies Curriculum. It provides students with the opportunity to design and produce products specifically related to food and fibre. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In Year 8 Agricultural Technology, students will produce a vegetable garden design and learn basic gardening skills. They will also focus on topics including paddock to plate lamb production Agricultural Technology is studied for a total of 1 Term over 2 years.

### COURSE OVERVIEW

WEEK	TOPIC/ACTIVITY
1-5	Introduction, Basic gardening techniques, Design task – vegetable gardening
6-10	Safety on the farm, Sheep handling skills, husbandry and management systems

### ASSESSMENT TECHNIQUES

Vegetable design task (written, assesses knowledge and understanding and production processes)  
 Poster Design Activity (written, assesses knowledge and understanding and production processes)  
 Practical Activities (practical, assesses production skills)

### YEAR 8 AGRICULTURAL TECHNOLOGY

Further study opportunities	Employment opportunities
Year 8 Agricultural Technology leads to Year 9 Agricultural Technology. Students must be complete in Year 8 Agricultural Technology in order to choose Agricultural Technology in Year 9.	Interest and skills in Agricultural Technology can be of benefit when pursuing careers in the Rural Sector and in the Agricultural Sciences.

## SUBJECT INFORMATION

The study of Art is an important aspect of understanding and contributing to culture. The practice of drawing, painting, sculpture and many other skills help to build human civilisation. Works of art are an important means of creating communication among people.

At this level, the Art course includes mostly practical components with a theory base. This will help students to develop their creative problem solving, as well as involving them in experimentation, gaining knowledge of art from other cultures, and an appreciation of art processes and art works.

COURSE OVERVIEW	
Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts. <b>Visual Arts</b> is currently offered in Year 8 for a term of study.	Explore the elements of art, line, shape, colour, tone and texture through activities such as painting, clay work and mixed media.

ASSESSMENT TECHNIQUES
Drawing Painting Ceramics Printmaking

YEAR 8 ART PATHWAYS	
Further study opportunities	Employment opportunities
Useful, but not compulsory for Year 9 Art and Year 10 Art, and Visual Art and the Certificate Course (Creative Arts) in the Senior School.	The study of Art provides an understanding of the contributions made to society, and helps develop individuals into people who are skilled in communication, and creative in their outlook.

## SUBJECT INFORMATION

Enterprise Studies is a subject that comprises of the studies of business and event management. Students study in-depth a range of specialties such as finance, customer liaison, time-management, collaboration and team work, organisation and marketing. Students will also be responsible for the design and coordination of an event for a particular audience.

### COURSE OVERVIEW

Rotations	Term Study
Enterprise is offered as one of the elective subjects that, although linked to the Humanities curriculum, is part of the technology suite of subjects which is currently offered in Year 8 for a term of study.	Students explore Finance, Advertising, Marketing, Customer Relations, Teamwork, and Event Management.

### ASSESSMENT TECHNIQUES

Project work – combining theoretical components with practical application of skills.

### YEAR 8 ENTERPRISE PATHWAYS

Further study opportunities	Employment opportunities
Leads to Introduction to Enterprise in year 10 and Senior Social Science subjects in Years 11 and 12 such as Economics and Business Studies.	Enterprise leads to a wide variety of employment fields and tertiary study e.g. business, commerce, tourism and service industries. Knowledge of the world of business leads to becoming an active citizen in the working world.



## SUBJECT INFORMATION

Drama provides students with the opportunity to participate in a predominantly practical course. This introductory unit of Drama enables students to experience both developmental drama skills and performance elements.

Drama promotes personal skills such as self-esteem and confidence, as well as learning to listen to one another, and to cooperate and work as a team. Performance elements include developing vocal skills, improvisational techniques and rudimentary elements of Drama.

### COURSE OVERVIEW

Rotations	Term Study
Across Years 7 and 8, students are given the opportunity to study each discipline in The Arts. <b>Drama</b> is currently offered in Year 8 for a term of study.	Write a short script and perform a published play script

### ASSESSMENT TECHNIQUES

Forming – creating and devising

### YEAR 8 DRAMA PATHWAYS

Further study opportunities	Employment opportunities
Year 9 Drama Year 10 Drama Year 11 and Year 12 Drama (QCAA General subjects)	The study of Drama engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork. It is a very productive subject for cross-curricular skill development in gaining public speaking experience.

## SUBJECT INFORMATION

The Year 7 - 10 Music Excellence program provides the opportunity for students to extend their music tuition throughout the year. With a focus on solo and ensemble performance, the course also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to extend their music creating abilities.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
OZ Music ICT – <i>FL Studio</i> Performance	Dance Music ICT – <i>Mixcraft</i> Performance

ASSESSMENT TECHNIQUES
Musicology Performance

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
Years 9 - 12 Music Instrumental Music Cert. II Music Industry	There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scene careers such as sound mixing/production and digital composition.

## SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument.

This fee covers service and maintenance of those school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many of our Maleny SHS public performances.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Individual course plans based on student needs	Individual course plans based on student needs

### ASSESSMENT TECHNIQUES

Performance based assessment

### MUSIC PATHWAYS

Further study opportunities	Employment opportunities
Students can continue Instrumental Music throughout high school	Performance, festivals, orchestras, teaching, composition

## SUBJECT INFORMATION

The STEAM program is by application and is delivered as an accelerated Science and Maths curriculum, the principles of science and the analysis of mathematics are combined with the design process of technology and engineering in the classroom. The completion of Australian Curriculum in Maths and Science subjects is complimented by Project Based learning to promote an inquiry approach.

STEAM education benefits students by providing them with:

- a deeper understanding of the STEAM disciplines
- skills to be competitive in the workplace. There is a growing gap between high-demand occupations and the skills required to fill them in fields like information technology
- 21st century skills, e.g. collaboration, critical thinking, creativity and problem-solving
- STEAM literacy for everyday use
- knowledge and confidence to learn

## COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
<b>Science</b> Particles matter Chemistry of common substances Rocks in my world  <b>Maths</b> Algebraic Concepts and Linear Equations Geometry and Measurement	<b>Science</b> Energy for my lifestyle - Watt's up? Building blocks of life Reproduction  <b>Maths</b> Statistics & Data Analysis Probability  <b>Term 4</b> Project Based Learning to further develop the STEAM curriculum areas and 21 <sup>st</sup> Century skills.

## ASSESSMENT TECHNIQUES

### Assessment Techniques used include:

Experimental investigations and Scientific Reports  
 Extended Responses including persuasive arguments  
 Examinations  
 Problem Solving and Modelling Tasks  
 Collections of work including multi-modal presentations  
 Project/Collaboration/Group Work

## YEAR 8 STEAM

Further study opportunities	Employment opportunities
Further study opportunities are reflected in the Science, Maths and Technology areas	Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21 <sup>st</sup> Century skills