



YEAR 8 INFORMATION BOOK



Learning For Living

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A message from the Principal

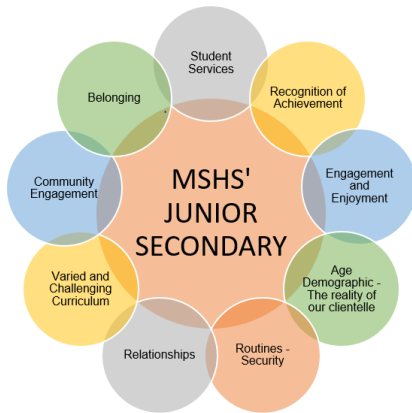
The Year 8 curriculum provides rigour in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education, Humanities, Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum offers new and challenging experiences that build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

Threaded through the Key Learning Areas are the 6 competencies of: critical thinking, citizenship, collaboration, communication, character, and creativity.

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

Deborah Stewart
PRINCIPAL

CO-CURRICULAR PROGRAMS



Passport Journey

Maleny State High School's commitment to developing responsible young adults, capable of excelling in any chosen pathway, begins in the Junior Secondary years. Following on from the Year 7 Transition Program, students move through two years of social, personal and community development in preparation for their decisions to enter Senior Secondary. The image above recognises the key areas required to provide effective education to Junior Secondary students.

As individuals, peers, staff members, parents and members of the community, Maleny State High School, as a collective, are aiming to collaboratively broaden students' global view, whilst continuing to foster the development of personal values. The 6 Cs of Maleny State High School's Junior Secondary educational journey is a set of core competencies that students need to survive and thrive in an ever-changing, global world. The 6 Cs are **Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking**.

Students are encouraged to self-reflect in order to provide the foundations for them to develop and grow within these competencies. At this stage in a student's life and education pathway, they will be making decisions that shape their immediate to mid-term future. The pillars that will support their decision-making at this juncture are:

IDENTITY

ENGAGEMENT

PURPOSE

Student Wellbeing

Student Wellbeing is a priority for all students at Maleny State High School. In Year 8, students are allocated to a House (Bunya, Mellum or Obi). Within each house, two care classes are formed and are the check-in peer groups each school day. House Leaders (teachers assigned to both House Care groups; 3 x Year 8) are the year coordinators and the primary student wellbeing advocate for students within their House. House Leaders provide regular communication with each student, a centralised contact point for parents and regularly meet to discuss, plan and implement student wellbeing programs at an individual, class and year level cohort level.

The Student Wellbeing Team consist of the Guidance Officer, Youth Support Coordinator, Chaplain, School Based Youth Nurse, School Psychologist and external agencies such as “Reconnect”.

The Guidance Officer role is to assist students and their families in the areas of personal, academic and tertiary study applications. They advocate, provide counselling, conduct psychoeducational assessments, and provide individual student support. Our Guidance Officer is able to deliver recommendations and advice to students, teachers and parents concerning educational, wellbeing and career development areas.

The Chaplain walks alongside students, staff and families to give pastoral care and support. Some of the ways this is done is by the weekly breakfast club, lunch time activities, one-on-one chats and food hampers, when needed. The Chaplain also works together with community groups.

Our Youth Support Coordinator identifies the barriers to young people achieving their outcomes and that subsequently impact student engagement. The YSC then implement early intervention strategies to support students to maximise educational results. Our YSC monitors daily attendance of students at risk of disengagement, conducting “check ins” to gauge emotional wellbeing along with assessing needs to support focus.

The School Based Youth Nurse supports students by talking to them about their well-being. The SBYN guides students on topics such as stress, sadness, coping socially with others, drugs, alcohol, abuse and health issues. The SBYN can discuss with students, parents and staff their concerns at home or at school.

The School Psychologist supports students through referral from our Guidance Officer and is here two days per week. The role is to support students with mild to moderate levels of mental health concerns and build a therapeutic relationship through counselling within the school environment.

Sport

Sport is an important part of our extra-curricular program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities are provided to students to participate in Intra school Athletics, Swimming and Cross Country Carnivals and can be selected to represent at a district and/or Regional levels.

Year 8 students are exposed to competitive sports through both interschool and intra-school opportunities. Year 8 is allocated 1 lesson per week for intra-school sport and students experience a range of team sports, including

basketball, softball, Oztag, soccer, netball, softball and volleyball. Maleny State High School has recently engaged at a regional level to commit to a series of ‘Competition Gala Days’ throughout the year. This blended approach provides students weekly sporting opportunities and term-by-term competitive engagement with other Sunshine Coast Year 8 students.

Year 8 students are also encouraged to participate in lunchtime sport tournaments that are run throughout the year by House Captains. In 2023, different sports have been offered at lunchtimes to provide students with a fun, friends-based activities to enjoy during their long lunch break.

Other Co-Curricular Activities

Year 8 students have the opportunity to be involved in many other co-curricular activities including the many student-led committees. Students can be involved in Interact, Environment, Indigenous, International and The Arts. These committees each represent a different element of school priorities to engage students in a culture of school improvement.

Students are also encouraged to strive for leadership positions within the school. Care Class captains (2 per Care in the Junior Secondary) are responsible for advocating for student agendas/programs tailored to engaging their Care Class peers in school life. Care Captains vote on Year level representation at the Junior Secondary Student Council, to fundraise and establish Junior Secondary-specific proposals to submit to Maleny State High School's Executive Student Council.

English

SUBJECT INFORMATION

Year 8 English is built around the three interrelated strands of language, literature and literacy. There is a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Throughout the year students will interact with their peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts. Students create a range of imaginative, informative and persuasive types of texts.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • A Time for Dreaming – study of First Nations' representations in texts • Extreme Teens – novel study, representations of teenagers in the media 	<ul style="list-style-type: none"> • Playing Up! – dramatic study, film codes and persuasion • Beyond Books – imaginative writing for contemporary readers

ASSESSMENT TECHNIQUES
<ul style="list-style-type: none"> • Assessment Techniques include: • Spoken/signed (2 – 4 minutes) and/or multi-modal presentations (3 – 5 minutes) • Extended written responses (400 - 600 words) • Class exams (up to 70 minutes + 10 minutes perusal time)

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

Japanese

SUBJECT INFORMATION

Japanese is the official language of Japan and also widely used by communities of speakers in Hawaii, Peru and Brazil. Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.

Year 8 Japanese is an elective subject which students can choose to study for the entire year. Year 8 Japanese students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. There is a focus on both language and culture. Students apply their learning through simple spoken and written texts such as self-introductions and statements relating to themselves and their personal worlds.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> • What's in a name – using Japanese to learn about self and family • Land and food – learning about Japanese places and food, including the geography of Japan and learning about traditional myths and legends 	<ul style="list-style-type: none"> • Traditional Japan – learning about Japanese history, people and traditions • Manga – learning about Japanese manga through the study of Japanese film. Also, Japanese contributions to the world

ASSESSMENT TECHNIQUES
<ul style="list-style-type: none"> • Folio of Tasks: Listening, Speaking, Reading, Writing • Written responses: 50 -100 words (or characters) • Spoken/Signed responses: 45 seconds – 1.5 minutes • Multimodal responses: 1 – 2 minutes • Examinations: up to 70 minutes (including 10 minutes perusal)

JAPANESE PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Year 9 & 10 Japanese can be studied as an elective after Year 8 • A 'C' in Junior Japanese is recommended for entry into Senior Japanese 	<ul style="list-style-type: none"> • A Sound Level of Achievement ('C') or better in Senior Japanese is considered favourably by some universities • Basic second language capabilities are advantageous in many careers

Mathematics

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
<p><u>Laws and Orders</u> Applying efficient strategies to solve and simplify equations including index laws and factorising.</p> <p><u>Data and Statistics</u> Conduct investigations to collect appropriate data, analyse and display to support and justify decisions.</p>	<p><u>Geometry and Measurement</u> Shape relationships or volume, surface area, similarity, and congruency.</p> <p><u>What's The Chance?</u> Calculate the probability of simple and complementary events.</p>

ASSESSMENT TECHNIQUES
<p>Assessment Techniques used include: Class Exams Problem Solving and Modelling Tasks Portfolio tasks (collection of work) N.B All assessments are completed during class time</p>

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

Science

SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Australian Curriculum. Science covers three strands – Science Understanding (Biological, Chemical, Earth and Space 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
<p><u>Chemical Science</u> States of Matter & Particle Theory Elements, Compounds & Mixtures Chemical Changes</p> <p><u>Earth Science</u> Classification of Rocks The Rock Cycle</p>	<p><u>Physical Science</u> Energy Classification Energy Transfers & Transformations</p> <p><u>Biological Science</u> Cell structure & Function Cell Survival & Reproduction</p>

ASSESSMENT TECHNIQUES
<p><u>Assessment Techniques used include:</u> Student Experiment Reports Research Investigations Examinations Collections of work</p>

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

Humanities

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 Australian Curriculum and 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
Landforms & Landscapes (Geography) Changing Nations (Geography) Medieval Europe (History) Japan under the Shoguns (History)	Japan under the Shoguns (History) Spanish Conquest of America (History) Economics and Business

ASSESSMENT TECHNIQUES
There are generally 3 assessment tasks per semester. These include a selection of the following: <ul style="list-style-type: none"> • Short Response Tests – objective tests that assess knowledge, recall and understanding • Reports – assignments which are completed both at school and at home • Multimodal Presentations – tasks that require a combination of written and oral elements • Research Investigations – assignments made up of research and paragraph responses

HUMANITIES PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Leads to Humanities in Years 8, 9, 10 and Senior Social Science subjects • Years 11 and 12 include Geography, Modern History, Ancient History, Legal Studies, Economics, Certificate III in Events Management and Certificate III in Business 	<ul style="list-style-type: none"> • 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 in an increasingly globalised world

Health & Physical Education

SUBJECT INFORMATION

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options. Content in Health and Physical Education is organised under two strands:

- Personal, social and community health
- Movement and physical activity

Throughout Years 7 and 8, Health and Physical Education is taught through the following 12 focus areas; alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active play and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities, as well as rhythmic and expressive activities (ACARA, 2022).

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Term 1 <ul style="list-style-type: none"> • Food For Life • Thrown Together (Basketball/Netball) Term 2 <ul style="list-style-type: none"> • My Decisions, My Life • Get Your Motor Running 	Term 3 <ul style="list-style-type: none"> • Cultural Understandings • Try Line Fever Term 4 <ul style="list-style-type: none"> • My Adolescent Relationships • Hardcore Handball

ASSESSMENT TECHNIQUES

Performance – practical responses observed by the teacher during class time over a series of lessons

Investigation

- Written response 400-600 words
- Spoken/signed or multimodal responses 2-3 minutes

Project

- Written responses 400-600 words, comprising short response items 50-75 words per item
- Spoken/signed or multimodal responses 2-3 minutes, comprising short response items 30-45 seconds per item

Examination

- Up to 70 minutes, plus 10 minutes planning, under supervised conditions
- Up to 400 words, comprising
- Short response 50-75 words per item
 - Extended response 100-200 words per item

(QCAA, 2023)

HPE PATHWAYS

Further study opportunities

- HPE is continued through Years 7-10 as a compulsory subject for all students
- Students may then choose to study QCAA subjects Senior Physical Education and/or Sport and Recreation in Years 11 and 12

Employment opportunities

- In addition to the support of lifelong physical activity participation and enhanced movement performance, Health and Physical Education provides a great foundation for future career pathways in:
 - Administration – sports administrator
 - Education – primary/secondary school teacher, outdoor education instructor
 - Fitness Industry – personal trainer, professional athlete, sports coach
 - Health – counsellor, first responder (paramedic, police officer etc.), general practitioner, nutritionist, occupational therapist, physiotherapist, psychologist, sports scientist
 - Media – advertising, marketing, sports journalist

Digital Technology

SUBJECT INFORMATION

Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-7	GROK Academy Learning modules Python Coding to and problem solving using Micro bits	8-9	Timed Assessment Course Virtual Pet

ASSESSMENT TECHNIQUES
Learning Course 1 Timed Assessment course

DIGITAL TECHNOLOGY PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 8 Digital Technology leads to Year 9 & 10 Digital Technology. Digital Technology incorporates a combination of robotics and coding. 	<ul style="list-style-type: none"> Digital careers now exist in almost every sector of the economy, including: healthcare, agriculture, education, finance, media, retail, telecommunications, manufacturing, and public services

Design

SUBJECT INFORMATION

Design is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and create solutions in the context of Engineering principles and systems. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments. Design is studied for 1 Term over the 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-5	Sketching Rendering 2D graphical representation 3D representation Modelling & Prototyping	5-10	Captive Aeroplane -Exploration -Development -Testing -Refinement -Evaluation

ASSESSMENT TECHNIQUES
Captive Aeroplane booklet (knowledge and understanding) Captive Aeroplane (production process skills)

DESIGN PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 8 Design leads into Year 9 & 10 Design Students must be complete in Year 8 Design in order to study it in Year 9 	<ul style="list-style-type: none"> Interest and skills in Design can be of benefit when pursuing the following careers: Graphic Designer, Information Designer, Experiential Designer, Interaction Designer, User Experience (UX) Designer, User Interface (UI) Designer, Web Designer, Game Designer

Material and Technology Specialisation

SUBJECT INFORMATION

Material and Technology Specialisation is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and create solutions in the context of Materials and Technologies specialisations. Students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. Material and Technology Specialisation is studied for 1 Term over 2 years.

COURSE OVERVIEW			
Week	Topic	Week	Topic
1-3	Workshop introduction and safety induction	4-10	Design task – Maze

ASSESSMENT TECHNIQUES
Industrial Technology and Design safety booklet (knowledge and understanding) Maze (knowledge and understanding, production process skills)

MATERIAL AND TECHNOLOGY SPECIALISATION PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 8 TMT leads into Year 9 & 10 TMT and Year 10 Furnishing Students must be complete in Year 7 TMT in order to study it in Year 9 	<ul style="list-style-type: none"> Interest and skills in Material and Technology Specialisation can be of benefit when pursuing a trade career in both metal and timber and construction industries.

Enterprise Studies

SUBJECT INFORMATION

Enterprise Studies is a subject that combines the studies of business and events management. Students study a range of specialties such as finance, customer liaison, time-management, collaboration and teamwork, organisation and marketing. Students will also design a business plan 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 events management. They are given the opportunity to take a concept, perform market research and present their business ideas.

ASSESSMENT TECHNIQUES

Business plans – multimodal

ENTERPRISE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Leads to Introduction to Enterprise in year 10 and Senior Social Science subjects in Years 11 and 12 such as Economics, Certificate III in Events Management and Certificate III in Business 	<ul style="list-style-type: none"> 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

Drama

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

ASSESSMENT TECHNIQUES
Forming – creating and devising

DRAMA PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> Year 9 Drama Year 10 Drama Year 11 and Year 12 Drama (QCAA General subjects) 	<ul style="list-style-type: none"> 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.

Music

SUBJECT INFORMATION

Are you someone who is interested in and loves music but is not sure where to start? Then, this Year 8 Unit is for you. It will give you a head start into the world of performance and composition, and grow your skills as a general musician.

Year 8 Music also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to develop their music creating abilities.

COURSE OVERVIEW

Rotations	Term Study
Start your High School music experience with opportunities to perform and make your own music. This class is a foot into the music world and fast-tracks skills, readying students for future music studies.	Explore the world of music and perform and make your own songs using digital composition software and equipment.

ASSESSMENT TECHNIQUES

Musicology
Performance
Composition

MUSIC EXTENSION PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Years 9 - 10 Music • Year 11 – 12 Music and Music Extension (QCAA General Subjects). • Cert. II Music Industry and/or Music in Practice (Applied subject). • Instrumental Music 	<ul style="list-style-type: none"> • There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scenes careers such as sound mixing/production and digital composition.

Music Excellence

SUBJECT INFORMATION

The Year 7 - 8 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	
Year 7	Year 8
Start your High School music experience with opportunities to perform, make your own and analyse music. This Excellence class is a foot into the music world and fast-tracks skills, readying students for future music studies.	Explore the world of Rock music - from Jimi Hendrix to Nirvana - and make your own Rock song using digital composition software. This class is a continuation of the Yr 7 Excellence class.

ASSESSMENT TECHNIQUES
Musicology Performance Composition

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Years 9 - 10 Music • Year 11 – 12 Music and Music Extension (QCAA General Subjects). • Cert. II Music Industry and/or Music in Practice (Applied subject). • Instrumental Music 	<ul style="list-style-type: none"> • There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scenes careers such as sound mixing/production and digital composition

Altitude

SUBJECT INFORMATION

Altitude at Maleny develops and extends key discipline area knowledge whilst also exposing students to integrated STEM experiences. The program caters for students with demonstrated higher aptitude in Maths and Science and engages students in contextual inquiry-based learning. While the program teaches to the Australian Curriculum, learning in the Altitude classroom focuses on high levels of applied and design thinking in a range of contexts related to learning content. These learning experiences foster integration between Science and Maths and challenges students to develop their higher order thinking skills.

Science and Mathematics are the critical “bookends” that underpin STEM and form the solid foundation that our students need to be critical and creative citizens in a globally competitive environment. They will value the mechanical, mathematical, computational and scientific systems, infrastructure and data that drives modern society. These include but are not limited to:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Collaboration • Creativity | <ul style="list-style-type: none"> • Communication • Character | <ul style="list-style-type: none"> • Critical Thinking • Citizenship |
|---|--|--|

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<p><u>Chemical Science</u> States of Matter & Particle Theory Elements, Compounds & Mixtures Chemical Changes</p> <p><u>Earth Science</u> Classification of Rocks The Rock Cycle</p> <p><u>Maths</u> Algebraic Concepts and Linear Equations Geometry and Measurement</p>	<p><u>Physical Science</u> Energy Classification Energy Transfers & Transformations</p> <p><u>Biological Science</u> Cell structure & Function Cell Survival & Reproduction</p> <p><u>Maths</u> Statistics & Data Analysis Probability</p>
<p><i>AUSTRALIAN MATHS COMPETITION & ICAS SCIENCE COMPETITION</i> Students participate in these academic competitions in Term 3</p>	
<p>TERM 4 – <i>INTERDISCIPLINARY PROJECT</i> – Trebuchet Design</p>	

ASSESSMENT TECHNIQUES

Student Experiment Report
 Research Investigation
 Examinations
 Problem Solving and Modelling Tasks
 Collections of work including multi-modal presentations
 Project/Collaboration/Group Work

ALTITUDE	
Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> • Further study opportunities are reflected in the Science, Maths and Technology areas 	<ul style="list-style-type: none"> • Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21st Century skills

Instrumental Music

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 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