

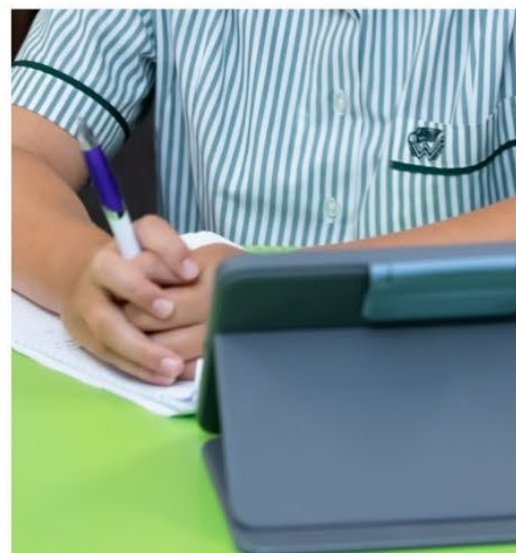
Year 8 2027

Curriculum Handbook



WYNNUM
STATE HIGH SCHOOL

We're Wynnum, We're PROUD





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Welcome to Year 8 at Wynnum State High School

Year 8 is an important time in a student's secondary schooling as they continue to grow in confidence, independence and responsibility as learners. Throughout the year, students are encouraged to challenge themselves, develop positive study habits and make the most of the opportunities available to them across a range of subjects.

Our Year 8 Curriculum Handbook has been developed to support students and families in understanding the subjects, expectations and experiences that form part of the Year 8 program at Wynnum State High School. It is designed to provide a clear overview of the curriculum and help students engage positively with their learning within our PROUD school community.

At Wynnum State High School, we are committed to providing a balanced and engaging educational program that supports students to build on their strengths, explore new areas of interest and continue developing important academic and interpersonal skills. Through their learning experiences, students are encouraged to think critically, work collaboratively and apply their knowledge in meaningful ways.

We value the partnership between school and home and encourage families to remain actively involved in supporting student learning throughout the year. By working together, we can help students build strong foundations for future learning and success.

I wish all students a rewarding and successful Year 8 year.

Warm regards,

Sandra Quinn
Principal
Wynnum State High School

PROUD Pathways

Our PROUD Pathways program, delivered to all students from Year 7 to Year 12, is designed to empower students to thrive both personally and socially by fostering wellbeing, resilience, and a strong sense of purpose. Grounded in the principles of Positive Psychology and the PERMAH framework — Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health — the program supports students to develop the skills, mindset and confidence needed to flourish in all aspects of life.

PROUD Pathways also reflects the Australian Curriculum's General Capabilities and development of essential 21st century skills, including communication, collaboration, critical thinking, creativity, adaptability and responsible citizenship. Through authentic learning experiences and personal growth opportunities, students are equipped to become positive, capable and contributing members of society who can successfully navigate an ever-changing world.

Topics covered in Year 8 are as indicated below.

Unit	Topics covered
1	• Mapping out of Semester 1 Assessment • Engagement Continuum and Goal Setting • Peer relationships and team building • Study Skills and timetable • The Learning Pit • Respectful relationships • Harmony Day – Anti-Bullying • House choir practices
2	• The Learning Pit revision • Growth Mindset • TrackEd reflection and goal setting • Anxiety and coping • House Choir competition • Career Education – character strengths • Rail safety presentation - QR • NAIDOC week lesson • Sense of Purpose
3	• Mental fitness and Mindfulness • Healthy Habits • TrackEd reflection and goal setting • Map out Semester 2 assessment • Cyber safety • Student council speeches • Subject Selections
4	• Mental Health • TrackEd reflection and goal setting • Career Ed • Sense of Belonging • Preparedness for Year 9

Year 8 Curriculum Overview

At Wynnum State High School, we are committed to the implementation of the Australian Curriculum. School programs, based on Australian Curriculum and Queensland Studies Authority resources are offered to all students in the eight key learning areas. Students will engage in all listed subjects as required by the Australian Curriculum. These subjects are:

Core Subjects <i>Compulsory</i>	Elective Subjects <i>Choose one subject from each strand to be studied for one semester at a time</i>
- English - Mathematics - Science - Humanities and Social Science - Health and Physical Education <i>One Semester only</i> - Languages – French or Japanese <i>One Semester only</i>	Creative Arts – Choose one only - Dance - Drama - Music - Visual Art - Media Technologies – Choose one only - Food Specialisation - Textiles - Materials - Digital Technologies

Please Note:

- Elective subjects on offer are dependent on staffing, resourcing and student numbers
- The implementation of the Australian Curriculum V9 may result in changes to some of the subjects in this guide. All information is correct at time of publication

Mathematics

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Mathematics	Mathematics	Mathematics	• Essential Mathematics • General Mathematics • Extension Mathematics • Specialist Mathematics	• Essential Mathematics • General Mathematics • Extension Mathematics • Specialist Mathematics

Unit	Topic	Unit Description	Assessment
1	Integers; Indices; Algebraic Expressions	• Solve problems involving the 4 operations with integers. • Apply the exponent laws to calculations with numbers involving positive integer exponents. • Apply algebraic properties to rearrange, expand and factorise linear expressions.	Examination <i>60 minutes</i>
2	Statistics	• Conduct statistical investigations and explain implications of obtaining data through sampling. • Analyse and describe the distribution of data. • Compare variations in distribution of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.	Problem Solving & Modelling Task <i>6 pages</i>
3	Linear Equations and Inequalities; Decimals; Measurement	• Solve linear equations and one-variable inequalities with rational solutions. • Recognise irrational numbers and terminating or recurring decimals. • Use appropriate metric units when solving measurement problems involving perimeter and area of composite shapes and volume of right prisms. • Use formulas to solve problems involving area and circumference of circles. • Use Pythagoras' theorem to solve problems involving unknown lengths of right-angle triangles.	Examination <i>60 minutes</i>
4	Rates; Linear Relations	• Use mathematical modelling to solve practical problems involving rates and linear relations in financial contexts. • Graph linear relations on the cartesian plane.	Problem Solving & Modelling Task <i>6 pages</i>
5	Fractions; Probability	• Solve problems involving the 4 operations with fractions. • Represent the possible combinations of 2 events with tables and diagrams and determine related probabilities to solve practical problems.	Examination <i>60 minutes</i>
6	Time; Ratios; Geometry	• Solve practical problems involving ratios. • Solve problems of duration involving 12- and 24-hour cycles across multiple time zones. • Identify conditions for congruency and similarity in shapes. • Apply the properties of quadrilaterals to solve problems.	Examination <i>60 minutes</i>

Cost and materials

Classroom consumables are included in the Student Resource Scheme (SRS).
Refer to the Year 8 booklist for required stationery.

English

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
English	English	English	• Introduction to Literature • Essential English • General English	• Literature • Essential English • General English

Unit	Topic	Unit Description	Assessment
1	Film Study: Gender Representations	Students will view an animated film, either <i>Moana</i> or <i>Mulan</i> and analyse how the director utilised characters, themes, visual techniques and language features to create representations of gender.	Analytical Essay <i>written</i> 400-600 words
2	Strong Australian Voices	Students will explore how public speakers use language features and text structures to persuade their audience. Students will create and present a persuasive speech on a contemporary social issue of students' choice.	Persuasive <i>spoken</i> 3-5 minutes
3	Novel study: Two Wolves	Students will complete an in-depth study of the novel, <i>Two Wolves</i> by <i>Tristan Bancks</i> . Students demonstrate understanding of character, setting, language features and narrative voice by writing a short story that fills a gap or silence in the novel.	Narrative <i>written</i> 400-500 words
4	First Nations Songs	Students explore a range of songs and poetry by Indigenous artists. In exam conditions, students compare two seen songs to evaluate which is most effective in communicating its message. Students will also engage in class and small group discussions in which they evaluate the effectiveness of the songs.	Comparative Essay <i>written</i> 400-600 words

Cost and materials

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Science

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Science	Science	Science	Science	• Aquatic Practices • Biology • Chemistry • Physics

Unit	Topic	Unit Description	Assessment
1	Earth Sciences: Plate Tectonics and the Rock Cycle	Explore how tectonic plates shift and collide to shape mountains, trigger earthquakes, and fuel volcanoes. Dig into the rock cycle to understand how rocks form, break down, and change over time, revealing the story of our ever-changing planet.	Research Folio <i>600 words</i>
2	Biology: Cells and Organ Systems	Discover cells; the tiny units that make up all living things, and how they work together in organ systems to keep organisms alive. Use microscopes, models, and investigations to explore how your own body breathes, digests, and moves.	Written Examination <i>60 minutes</i>
3	Physics: Energy	Explore how energy is stored, transferred, and transformed; from glowing light bulbs to soaring skateboards. Experiment with different forms of energy and see how particles play a role in how energy moves and changes.	Student Experiment <i>600 words</i>
4	Chemistry: Particles	Step into the world of matter and uncover what everything is made of. Learn how scientists classify substances into elements, compounds, and mixtures. Investigate the differences between physical and chemical changes through hands-on experiments and discover how to tell if a new substance has formed.	Written Examination <i>60 minutes</i>

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Humanities and Social Sciences

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Humanities	Humanities	Core - History Electives - Economics and Business - Geography	Core - History Electives - Civics and Citizenship - Economics and Business - Geography - Introduction into Ancient History	- Legal studies - Business - Geography - Ancient History - Modern History - Social and Community Studies - Tourism - Certificate III in Business

Unit	Topic	Unit Description	Assessment
1	Economics and Business: Aussie Marketing	Students examine the role of the various types of markets in the Australian economy and the influences of government on those markets. They compare case studies of Australian businesses and entrepreneurs to explain how different businesses develop and adapt to identified market opportunities within Australia. Students then focus on the market opportunities in their local area by identifying local economic and business issues and trends and evaluating the potential costs and benefits of establishing a new business in their community.	Business Idea PowerPoint Presentation <i>300-400 words + visuals/diagrams</i>
2	Geography: Changing Nations	Students investigate the concept of urbanisation and its impacts on the changing human geography of countries. They explore the reasons for high levels of urban concentration in the world today, and the factors that influence international and internal migration. Students examine the distribution of population in Australia compared to other countries and interpret graphs and data to analyse shifts in population distribution over time. They identify implications for Australian cities and explore strategies to manage the sustainability of these changing urban places.	Data Report <i>600-700 words + visuals (e.g. graph and photos)</i>
3	Geography: Landforms and Landscapes	Students examine the distribution of Australia's distinctive landscapes and significant landforms. They explore the processes that shape individual landforms, and the values and meanings placed on landforms and landscapes by diverse cultures. Students investigate the social, environmental and economic impacts of geomorphological hazards. They reflect on the principles of prevention, mitigation and preparedness to explain how the harmful effects of a hazard can be reduced by the implementation of management strategies.	Portfolio of Work <i>500 words</i>
4	History: Shogunate Japan	Students investigate the unique social, religious, economic and political aspects of Shogunate Japan. They explore the rise of Shogun power and consider how this system maintained order in society and influenced people's way of life.	Examination: Short Response <i>70 mins + 15 mins planning time</i>



		Students consider the significance of Japan's closure to foreigners under the Tokugawa Shogunate and identify perspectives, attitudes and values in evidence to explain historical interpretations of the impact of Perry's 1853 visit.	
5	Medieval Europe	Students gain an in-depth understanding of the transition in Europe from the Ancient to the Modern world. They examine the feudal system, including the role and responsibilities of the king, nobles, church, knights, peasants, and women and men. Students investigate daily life in Medieval Europe, and the values and beliefs of the time, including the importance of religion in this era. Students explore topics such as crime and punishment, military and defence systems, the Black Death and the emergence of significant ideas and people that shaped the early modern world.	Museum Display <i>Approx. 600 words + visuals</i>

Cost and materials

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There will be a History Incursion which will incur a cost of approximately \$15-\$20. There may also be an additional excursion cost associated with Geography fieldwork.

Health & Physical Education (HPE)

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
HPE	HPE	Core - HPE Elective - Physical Education - Sport & Recreation	Core - HPE Elective - Physical Education - Sport & Recreation	- Physical Education - Sport & Recreation - Certificate III in Fitness - Certificate III in Health Services Assistance

Unit	Topic	Unit Description	Assessment
1 (Theory)	Health: Fuel for Life	Students will analyse the Australian Guide to Healthy Eating to determine the nutritional value and environmental sustainability of a range of foods. They will analyse health information and messages to propose strategies that enhance their own and others' health.	Written Assignment 400-600 words
1 (Prac)	Movement: Indigenous Games	Students will apply and transfer movements skills and concepts across a range of indigenous games. They will propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes through working in small groups to deliver an indigenous games session to their class. They will select, use and refine strategies to support, inclusion, fair play and collaboration across a range of movement concepts.	Physical Performance, Session Plan and Evaluation up to 300 words
2 (Theory)	Health: My Decisions, My Life	Students will analyse the effectiveness of protective behaviours applied online and offline related to drugs. They will analyse health information and messages related to drug use and behaviours to propose strategies that enhance their own and others' health, safety, relationships and wellbeing.	Written Assignment 400-600 words
2 (Prac)	Movement: Team Ball Sports, Net Sports or Striking Sports	Students will participate in a selected physical activity. They will apply and transfer movements skills and concepts across a range of practical situations related to that physical activity. They will implement and evaluate the effectiveness of movement strategies on movement outcomes.	Physical Performance and Written Evaluation up to 200 words

Cost and materials

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Languages

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
• French • Japanese	• French • Japanese	• French • Japanese	• French • Japanese	• French • Japanese

French

Unit	Topic	Unit Description	Assessment
1	My Week Ma Semaine	Students describe their weekly routines, school life and leisure activities. They reflect on different school routines of students around the world. Students develop and begin to apply strategies to interpret and translate meaning in French in familiar contexts.	Examination: Reading <i>60 minutes</i>
2	My Town Ma Ville	Students study directions, colours, numbers and places around town. They describe towns and give directions in French. Students work in a small group to collaborate and create a multimodal text using appropriate French vocabulary, grammatical structures, and conventions.	Extended Response: Multimodal Presentation <i>200 words + 2 mins speaking</i>

Japanese

Unit	Topic	Unit Description	Assessment
1	Kachi Kachi Yama	Students immerse in Japanese through storytelling using a traditional Japanese fable – a story about a naughty tanuki. They learn gestures and develop fluency in Japanese through repetition and the culture of storytelling in Japan. Hiragana and kanji script are learnt.	Examination: Written <i>60 mins</i>
2	School	Students compare and express their daily routines, and school life with Japanese students of their age. They focus on preferences, past events, meals, days of the week, time and extra curricula activities.	Examination: Reading <i>60 mins</i>
3	Kazoku no Manga	Students create a manga (comic strip) about their family. They produce a simple storyline based on the grammar structures learnt so far in their studies. Students illustrate their story by applying their learning of culturally correct features of manga. Hiragana and kanji script are learnt.	Extended Response: Multimodal Presentation <i>12-15 sentences and visuals</i>

Cost and materials

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Design Technologies

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
- Design Technologies - Food - Designs Technologies - Materials - Design Technologies – Textiles - Digital Technologies	- Design Technologies - Food - Designs Technologies - Materials - Design Technologies – Textiles - Digital Technologies	- Design Technologies - Food - Designs Technologies - Materials - Design Technologies - Textiles - Digital Technologies	- Design Technologies - Food - Designs Technologies - Digital Technologies - Certificate I in Furnishing	- Design - Digital Solutions - Early Childhood Studies - Certificate III in Hospitality - Certificate II in Applied Digital Technologies - Certificate II in Engineering Pathways - Certificate II in Furniture Making Pathways - Certificate II in Construction Pathways - Certificate III in Education Support

Topic	Unit Description	Assessment
Food Specialisation	Products for me #1 Fast Food – Students will utilise the kitchens to create food items that incorporate concepts of the design process, personal safety, time management, basic nutrition, the kitchen garden and cooking skills. Students design a nutritious dinner prototype with packaging for sale at an event using a design journal.	Project: Design Journal Project: Fast Food
Materials 1 (Textiles & CAD)	Products for me #2 Protect it! – Student will utilise the textile workroom to design a non-apparel product using recycled materials that incorporates concepts of the design process, personal safety, time management, basic textile skills, sustainability and recycling of resources. Students will use a variety of CAD software as a part of their designing to create a non-apparel prototype for their needs using a design journal.	Project: Design Journal Project: Non-apparel prototype
Materials 2 (Timber & Acrylic)	Products for me #3 Store it! – Students will utilise the industrial workshop to create storage products using materials (wood, acrylic) incorporating concepts of the design process, personal safety, time management, workshop skills, sustainability and the environment. Students produce a storage prototype for a specific design brief incorporating sustainability principles using a design journal.	Project: Design Journal Project: Storage Solution



Digital	Products for me #4 eSports – Students will utilise a variety of software to explore the principles of the design process, hardware, software, binary systems, inputs and outputs, algorithms and flowcharts, graphic representation of images, visual and line coding. Students produce a computer game with reference to the eSports market where they test their products with their peers	Project: Design Journal Project: eSports Game
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Cost and materials

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Creative Art – Visual Arts

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Visual Arts	Visual Arts	Visual Arts	Visual Arts	• Visual Arts • Visual Arts in Practice

Unit	Topic	Unit Description	Assessment
1	Unreal	In this unit, students will focus on developing their observation drawing skills and broadening their knowledge of art materials and techniques. They will investigate the Elements and Principles of Art by exploring mark making techniques to develop and create a drawing and colour folio. In addition to this, they will complete a hyper-real painting.	Drawing and Colour Folio <i>150 words - artist statement</i> Mode: Making
2	Iconic	In this unit students will be introduced to printmaking, where they will develop and create a three-colour reduction lino print. The use of art language will be developed in response to their own work and that of other artists. They will research related artists to create an information card that explores their style and technical process.	Printmaking Folio and Artist Information Card <i>400-600 words</i> Mode: Making and Responding

Cost and materials

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Refer to the Year 8 booklist for required stationery

Creative Art – Media

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Media	Media	Media	Media	- Film, Television & New Media - Certificate III in Screen Media

Unit	Topic	Unit Description	Assessment
1	Animation Fundamentals	In this unit students will explore animation elements and conventions. They will research and explore animation techniques to develop methods of analysing animated media, applying this to plan, develop and pitch their own animation concept, before producing a short-animated sequence.	Pitch Presentation and Animation <i>Length: 6 slide pitch or 2 to 3 minutes and 30 to 60 second animation</i> Mode: Multimodal
2	Trailer-blazers	In this unit students explore the world of film trailers and how they are used to entice audiences. Students explore codes and conventions associated with this genre and how they are able to be manipulated to communicate alternative points of view. Students will plan, develop and produce their own unique movie trailer that communicates a given film trailer.	Multimodal <i>30 seconds</i> Individual: Storyboard, Treatment <i>Treatment 500 words</i> <i>Storyboard 6-10 frames</i> Group: Production Individual: Post Production

Cost and materials

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Refer to the Year 8 booklist for required stationery

Creative Art – Dance

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Dance	Dance	Dance	Dance	- Dance - Certificate III in Community Dance, Theatre and Events

Unit	Topic	Unit Description	Assessment
1	From street to stage	In this unit, students explore and perform in the popular dance style including commercial jazz and hip hop. They will develop skills to employ safe dance practice, as well as technical and expressive skills when performing dances for audiences.	Performance <i>1-2 minutes</i> Exam <i>70 minutes</i>
2	In the spotlight	In this unit students make and respond through the Musical Theatre genre. Students will present a Musical Theatre style routine. They will also combine, improvise and apply the elements of dance to develop their choreographic intent in the Musical Theatre style.	Choreography <i>30-60 seconds</i> Choreographic statement <i>200-400 words</i>

Creative Arts – Music

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Music	Music	Music	Music	• Music • Music Extension (Year 12) • Music in Practice

Unit	Topic	Unit Description	Assessment
1	Electronic dance music	In this unit, students make and respond to music by exploring how musical elements are manipulated to create electronic dance music (EDM). They will compose an EDM track.	Composition <i>30-60 seconds</i> Music statement <i>200-400 words</i>
2	Cover songs	In this unit, students make and respond to music by exploring the use of the music elements in cover songs and parodies. They will complete a 40-minute exam (that will analyse and evaluate one unheard and one studied cover song) and perform to a live audience	Exam <i>70 minutes</i> Performance <i>1-2 minutes</i>

Cost and materials

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Creative Arts – Drama

Progression from Junior to Senior Schooling

Year 7	Year 8	Year 9	Year 10	Year 11 and Year 12
Drama	Drama	Drama	Drama	Certificate III in Community Dance, Theatre and Events

Unit	Topic	Unit Description	Assessment
1	Director's cut	Students will explore both a live adaption and the play text <i>Shack</i> . They will analyse how the elements of drama are communicated in the performance and evaluate how the production engaged audiences and communicated ideas and meaning to young people. They will then develop a multi-modal pitch for an adaptation of the play for a local context, focussing on respectful practices.	Analysis and Pitch <i>1-2 minutes</i>
2	Page to stage	Students explore a class script and apply their knowledge and understanding of performance skills and elements of drama to create a performance of chosen scenes	Performance <i>1-2 minutes</i>

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