In Year 8 students belong to the same group for Mathematics, English and Science. This provides opportunities for students to develop cross-curricular links between subjects. Students develop skills and technological literacies using laptop computers across the learning areas.

**Core subjects:**
- Agriculture
- Art and Design
- Design, Technology and Engineering
- Drama
- English or EAL
- Food Technology
- Humanities
- Mathematics
- Music
- Physical Education and Health
- Science

**Elective subjects:**
Students choose from Chinese and French (or *Cross-Curriculum Studies (CCS)). Students may select Dance; this will be instead of Food Technology and Design and Technology. *Cross-Curriculum Studies can only be chosen in consultation with the Learning Strategies Coordinator.
Agriculture

Learning Area: Science

Course Length: One semester

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:
This course includes animal care and management, vegetable production, environmental studies and sustainable practices in agriculture.

Students will develop practical skills and problem-solving skills in the course topics. They explore and understand agricultural science. Students will be using the livestock and plant crops on the Scotch Farm.

Course topics:
• Vegetable plots
• Farm animal studies (poultry)
• Sustainability education
• Scotch LiveWell program – food production

Art and Design

Learning Area: The Arts

Course Length: One semester

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

Content:
Using the Australian Curriculum, this course offers students opportunities to investigate a wide range of Visual Art media and techniques. Students are expected to develop good planning and organisation skills through structured studio activities that emphasise individual expression. Students will document their projects through the use of a visual folio and learn to process and evaluate information about the arts across time, place and culture. Specific arts terminology is introduced and used in discussions, demonstrations and written work.

This subject aims to:
• develop students’ knowledge and skills in a variety of art materials and techniques
• develop an understanding of the need for safe work practices in the Art room
• encourage a positive attitude when working as an individual or when collaborating with their peers on an artwork.

Students will be given the opportunity to acquire the following knowledge and skills:
• Initiative in seeking out information
• Knowledge and understanding of some aspect(s) of contemporary art practice
• Skills developed through experimentation and practice
• The ability to interpret – and make a personal comment on – works of contemporary art practice
Chinese

**Learning Area:** Languages

**Course Length:** One year

**Assessment:**
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary, speaking, listening, reading and writing.

**Content:**
This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. Students are welcomed to Year 8 Chinese as both beginners and experienced learners. Students are exposed to the Chinese-speaking world through written work, entertaining cartoon dialogues, language-based games, songs and multimedia.

From the first lesson, students will be introduced to the Chinese speaking and writing system. Most of the written work will be done in Chinese characters. Approximately 150–200 of the most often used characters will be introduced in the course of the year.

ICT is a continued focus, where students can present assignment work, complete oral and aural assignments and study new vocabulary using computer programs. Students’ awareness and acceptance of cultural diversity will be encouraged through integrated Chinese cultural studies.

**Cross-Curriculum Studies (CCS)**
This subject can only be chosen after consultation with the Learning Strategies Coordinator.

**Course Length:** One year

**Assessment:**
There is no formal assessment. However, students do receive an effort rating based on their use of class time and approach to learning.

**Content:**
The aims of the course are to assist students to develop literacy, numeracy, study and executive functioning skills within the context of their academic curriculum.

Specific skills that may be supported include skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills. Students also receive support with work from across the curriculum.

Dance

**Learning Area:** The Arts

**Course Length:** One year

**Subject Prerequisites:**
Previous experience and prior tuition in dance is desirable.

**Course Requirements:**
Each student is to take part in one Contemporary class and one Conditioning class during our after-school schedule.

**Assessment:**
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

**Content:**
Students are involved in making and responding to dance. Students learn how to create their own movement individually and in small groups. During the year, students will watch dance as a live performance and learn how to write about what they see. Students study dance techniques in practical classes after school. These practical classes are vertically grouped according to ability. Students are assessed on their performance twice throughout the year.

The Dance timetable occurs during set times throughout the week, which means that the students will not study Design, Technology and Engineering and Food Technology. It is advisable to make an appointment with the Director of Teaching and Learning to discuss arrangements.
Design, Technology and Engineering

Learning Area: Technologies
Course Length: One semester
Assessment: Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.
Content: The purpose of this course is to develop workshop and digital skills with a specific focus on material product design and production. The workshop is equipped with a range of machinery and tools suitable for use with wood/acrylic/metal used in material solutions.

Students will develop skills in the design, presentation and construction of their ideas as they communicate through the investigate, design, plan, manage, create and evaluate processes through the generation of sketches, illustrations, computer-generated designs (CAD) and coding applications. Complementing the practical process, students will produce a skills and applications folio, documenting their progress as they explore individual interests and build on their knowledge and skills in product construction.

Drama

Learning Area: The Arts
Course Length: One semester
Assessment: Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.
Content: This course is designed to build an awareness of a variety of drama and theatre skills. It requires the students to work individually as well as cooperatively in small groups. The focus is to explore practical and theoretical skills through units on Stage Spaces, Levels, Dimensions, Freeze Frames, Melodrama and Working with a Text. The development of confidence on stage and knowledge of particular dramatic styles are the key components.

Each student will analyse, during practical tasks, their experiences through the creative cycle: investigation, planning, creating and making, and presenting. Reflection and evaluation are key components of practical tasks. Students will be involved in a range of activities, including the opportunity to review live performances.

English

Learning Area: English
Course Length: One year
Assessment: Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.
Content: As part of the Australian Curriculum, students engage with a variety of texts. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts.

Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of text types: imaginative, informative and persuasive.

By the end of Year 8, students listen to, read and view a range of spoken, written and multimodal texts interpreting key information, concepts and issues. In addition, they evaluate the effectiveness of language choices used to influence readers, viewers and listeners.

They summarise and synthesise the main ideas and viewpoints in texts and evaluate the supporting evidence. They create sustained and coherent written, spoken and multimodal texts in a variety of forms to explore significant ideas, report events, express opinions and respond to the views of others.
English as an Additional Language (EAL)

Learning Area: English
Course Length: One year

Assessment:
Formative and summative criterion-based assessment.

Content:
Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary.

There are listening and written comprehensions, exercises on letter writing and creative writing.

Food Technology

Learning Area: Technologies
Course Length: One semester

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written and practical food assignments.

Content:
Students are introduced to everyday food preparation, nutrition, and safe and hygienic work practices, in line with the Australian Curriculum content descriptors.

Through the course, students investigate, design, plan, create and evaluate a range of healthy everyday individual and family menu items.

Topics covered include:
- Food and kitchen hygiene and safety
- Kitchen routines
- Weighing and measuring
- Food labelling, food miles and ethical food production
- Modern Australian cuisine
- The Kitchen Garden and Indigenous flavours
- Scotch LiveWell – food production

French

Learning Area: Languages
Course Length: One year

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. Assessment includes vocabulary, speaking, listening, reading and writing.

Content:
This course uses the Australian Languages Curriculum. Students are welcomed as both beginners and experienced learners and are exposed to the French-speaking world through written work, entertaining cartoon dialogues, language-based games, songs and multimedia.

ICT is a continued focus, where students can present assignment work, complete oral and aural assignments and study new vocabulary using computer programs. Students have access to online software to facilitate their vocabulary learning.

Students’ awareness and acceptance of cultural diversity will be encouraged through integrated cultural studies. Students will be exposed to different francophone cultures and traditions through films, music and fables. The study of traditional French culture will also be an integral part of the program. Students will also be introduced to elements of French and world history through the exploration of historical French characters and events.

Students are challenged in ways that consolidate basic skills, introduced to new ideas and problem-solve to seek solutions.
Humanities

Learning Area: Humanities and Social Sciences

Course Length: One year

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments, multimodal presentations and group work, which reflect research and understanding.

Content:
Students study both subject disciplines of Geography and History, but the units are intermingled to make a more meaningful and engaging exploration.

Geography:
The course asks key inquiry questions and then answers them based on national and international case studies:
- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments, and how can these changes be managed?

These are explored through twin studies of physical geography (in a unit entitled Landforms and Landscapes) and demographics (within Changing Nations).

History:
The course is derived from the Australian Curriculum and deals with contrasting cultures from Asia, Europe and the Americas from the Middle Ages through to the early Modern Period. We look first at the Khmer experience in Cambodia as they built Angkor Wat.

The focus then shifts to Europe with an option to study Vikings or the impact of the Black Death. Continuing with the theme of clashing cultures, we look at the expansion of Europeans’ imperialism into the New World through a study of either the Incas in Peru or the Aztecs in Mexico. In each case there is a focus on social, economic and political adaptations to change.

The course aims to stimulate an interest in the past as that helps students place our contemporary society in context.

Mathematics

Learning Area: Mathematics

Course Length: One year

Assessment:
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including skills and applications tasks and mathematical investigations.

Content:
The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered.

It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

Content strands:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content descriptions:
- Number and Algebra: Number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.
- Measurement and Geometry: Using units of measurement, geometric reasoning.
- Statistics and Probability: Chance, data representation and interpretation.
**Music**

**Learning Area:** The Arts  
**Course Length:** One semester  
**Assessment:**  
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.  
**Content:**  
The course aims to extend the various musical experiences and abilities of the students through active participation in a contemporary rock-band program. All students learn contemporary instrument skills (guitar, drum kit and keyboard), rhythm and pitch discrimination as well as developing their music literacy and ensemble skills.

Students complete core units of study as well as a range of ‘choice’ units of study. These units provide extension learning opportunities and acknowledgment for students with advancing musical skills and interest.

Additional areas of study include: Aboriginal music, music technology, percussion, composition and singing.

Private tuition on an instrument is available during school hours, and instruments are available on a hire scheme.

Opportunities are provided for students to be involved in training and performance ensembles such as the Concert Choir, Concert Band and Pipe Band.

---

**Physical Education and Health**

**Learning Area:** Physical Education and Health  
**Course Length:** One year  
**Assessment:**  
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.  
**Content:**  
This course aims to develop the knowledge, understanding and skills to ensure students:

- access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity across the lifespan
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

**Health Education:**  
The course aims to help students examine issues critical to personal health. Topics include:

- Healthy Minds program
- Drug education – alcohol
- Scotch LiveWell program – food production and impact of macronutrients on performance
- Sexual education, conception and menstruation

**Physical Education:**  
In addition to the core activities of swimming, athletics and cross country, we offer gymnastics, mini volleyball, hockey, softball and golf.
Science

**Learning Area:** Science

**Course Length:** One year

**Assessment:**
Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem-solving and communication.

Types of assessment tasks include:
- topic tests
- practical investigations
- research investigations.

**Content:**
The Australian Curriculum – Science contains the following content strands:

**Science Understanding:**
- Biological – cells and cell function, organ systems
- Chemical – properties of matter, elements, compounds and mixtures, chemical change
- Earth and Space – sedimentary, igneous and metamorphic rocks
- Physical – energy and energy changes

**Science as a Human Endeavour:**
- Nature and development of science
- Use and influence of science

**Science Inquiry Skills:**
- Questioning and predicting, planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating

**STEM task** – project-based learning including solving a problem, engineering a solution and creating a working model.