



SCOTCH  
COLLEGE  
ADELAIDE



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                        | Humanities                    |
| Art and Design                     | Mathematics                   |
| Design, Technology and Engineering | Music                         |
| Drama                              | Physical Education and Health |
| English                            | Science                       |
| English as an Additional Language  | Wellbeing                     |
| Food Technology                    |                               |

## *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, Technology and Engineering.

\*Cross-Curriculum Studies can only be chosen in consultation with the Learning Strategies Coordinator.

# Agriculture

**Learning Area:** Science

**Course Length:** One semester

## **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

## **Assessment:**

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

# Art and Design

**Learning Area:** The Arts

**Course Length:** One semester

## **Content:**

Students will have opportunities to investigate a wide range of Visual Art and Design mediums and techniques, in line with the Australian Curriculum content descriptors.

This will further cultivate students' expressive and analytical vocabulary and foster both creative problem solving and innovative thinking. Students are encouraged to further explore and document their personal aesthetic as artists, designers and avant-garde thinkers through a range of scaffolded studio and out of class activities. Students are provided with skilled teacher demonstrations and individual in class mentoring.

Art topics are theme inspired and include approaches to making with drawing, painting, print making, mixed media and sculptural techniques. Technology is integrated into the examination of traditional and contemporary processes.

Design topics include communication design, environmental design and industrial design using industry standard programs and methods. Art and design activities within this course connect with local, regional and international artists and designers, providing students with contemporary and meaningful learning opportunities and connections.

## **This subject aims to:**

- Foster each students' personal aesthetic as artists, designers and innovators
- Develop and encourage students' knowledge and skills in a variety of art and design mediums and techniques
- Expose students to a variety of styles, art and design movements and artists/designers
- Develop a clear 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 and exploring art and design skills
- Knowledge and understanding of traditional and contemporary art and design practices
- Skills developed through experimentation and practice and self-exploration
- The ability to discuss, understand, interpret, evaluate and respond to works of traditional and contemporary art practice.

## **Assessment:**

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



# Chinese

**Learning Area:** Languages

**Course Length:** One year

## **Content:**

This course uses the Australian Languages Curriculum; the strands 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.

## **Assessment:**

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

# Cross-Curriculum Studies (CCS)

This subject can only be chosen after consultation with the Learning Strategies Coordinator.

**Course Length:** One year

## **Content:**

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive support to continue to develop their literacy, numeracy and executive functioning skills.

Students are expected to demonstrate an understanding of time management and organisational techniques and apply these with support.

Students additionally have time to complete homework and assignments with the scaffolding of assignments.

## **Assessment:**

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



# Dance

**Learning Area:** The Arts

**Course Length:** One year

## **Course Requirements:**

Each student is to take part in at least one Dance@Scotch class during our after-school schedule. Students may choose from Contemporary, Ballet or Jazz.

## **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.

## **Assessment:**

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

# Design, Technology and Engineering

**Learning Area:** Technologies

**Course Length:** One semester

## **Content:**

Students work independently and collaboratively to achieve common goals. They develop further and more advanced skills and continue safe work practices in the preparation, storage and handling of materials, complying with current health and safety legislation. Students design their projects through the using of sketches and computer aided design (CAD) programs to better understand and communicate their ideas. They use a range of manufacturing technologies such as hand tools, machines, equipment, and systems to design and make products with timber, acrylic and electronics. The following criteria are used for assessment: Investigating, Planning, Producing and Evaluating.

The course is broken into two categories Theory and Practical. The Theory assessment type deals with the development of understanding through reflection on and the evaluation of, Design, Technology and Engineering processes. Students acquire knowledge about the design process and develop their ability to describe and evaluate such knowledge in an ongoing portfolio format.

The practical assessment type deals with the exploration, generation and development of ideas, skills and techniques in a practical environment. Each student develops, through experimentation, risk-taking and trialling, the ability to create and present a new product by reworking and transforming existing ideas.

## **Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum – Digital and Design Technologies.

# Drama

**Learning Area:** The Arts

**Course Length:** One semester

## **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. The last unit of work is a whole class performance where skills are used to create a holistic final product.

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.

## **Assessment:**

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

# English as an Additional Language (EAL)

**Learning Area:** English

**Course Length:** One year

## **Content:**

Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. This subject is usually studied in stead of Chinese and French.

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

## **Assessment:**

Formative and summative criterion-based assessment.

# English

**Learning Area:** English

**Course Length:** One year

## **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.

## **Assessment:**

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



# Food Technology

**Learning Area:** Technologies

**Course Length:** One semester

## **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 orientation and practices
- Weighing and measuring
- Food labelling, food miles and ethical food production
- Modern Australian cuisine with a focus on indigenous flavours and our migration history
- The Kitchen Garden and the agriculture community market garden
- Scotch LiveWell – food production – Salad in a Jar

## **Assessment:**

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

# French

**Learning Area:** Languages

**Course Length:** One year

## **Content:**

This course uses the Australian Languages Curriculum. The strands being Communicating and Understanding. Students are exposed to the French speaking world through written work, entertaining cartoon dialogues, language-based games, songs and multimedia. We have provision for students with prior proficiency in French owing to native or background speaking experience, extended in-country experience, or documented commitment to enrichment in the primary years.

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 and music. 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.

## **Assessment:**

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

# Humanities

**Learning Area:** Humanities and Social Sciences

**Course Length:** One year

## Content:

Students study both subject disciplines of Geography and History, but the units are intermingled to make a more meaningful and engaging exploration. Units of Civics and Citizenship and Economics and Business are also integrated into the course throughout the year.

## 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 Landscapes and Landforms) 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 Asia-Pacific World through the Khmer Empire.

The focus then shifts to Medieval Europe and the early modern world with a focus on the impact of the Black Death. Continuing with the theme of clashing cultures, we look at the Empires and expansions of Europeans' imperialism into the New World through a study of the Incas in Peru with 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.

## 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.

# Mathematics

**Learning Area:** Mathematics

**Course Length:** One year

## Content:

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes within six interrelated strands - number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations.

Numeracy development is core to the mathematics curriculum and, in addition, the general capabilities of most relevance and application to mathematics are Critical and Creative Thinking, Digital Literacy and Ethical Understanding.

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

## Topics at Year 8 include

Integers (consolidating), fractions, decimals and percentages (consolidating), algebra, index laws, statistics, rates and ratios, equations, geometry - lines, shapes and solids, congruent and similar triangles, straight line graphs, measurement and Pythagoras' theorem, probability.

## Assessment

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



# Music

**Learning Area:** The Arts

**Course Length:** One semester

## **Content:**

Year 8 Music at Scotch aims to develop, extend and deepen the musical experiences and abilities of the students through active participation in a contemporary music program.

Students choose an instrument on which to develop new or existing skills within a small group ensemble setting. Provided instruments include guitar, drum kit, piano, bass guitar and ukulele. Students with existing skills on other instruments can choose to apply these in the small ensemble setting or try a new instrument from the list above. Classes work through activities designed to prepare students for the signature year 8 music performance experience "The Big Gig".

Additional areas of study include: analytical listening, music technology, composition and music theory.

The course provides students with the language and foundational skills to pursue a pathway to further music studies in Year 9 and beyond.

## **Assessment:**

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

# Physical Education and Health

**Learning Area:** Physical Education and Health

**Course Length:** One year

## **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:

- Alcohol and Drug Education.
- Relationships, Identity and Consent Education.
- Scotch Live Well Program- Focus on nutrition for performance.
- Healthy Minds Program (Mental Health)

## **Physical Education:**

In addition to the core activities of swimming, athletics and cross country, we offer tchoukball, mini volleyball, hockey, softball and golf.

## **Assessment:**

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



# Science

**Learning Area:** Science

**Course Length:** One year

## **Content:**

The Australian Curriculum – Science contains the following content strands:

### **Science Understanding:**

- Plant and Animal Cells
- Body Systems
- Plate Tectonics
- Rock Cycle
- Energy transfer and transformations
- Elements and Compounds
- Physical and Chemical 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.

## **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.

# Wellbeing

**Course Length:** One year

## **Content:**

The Year 8 Wellbeing program is aimed at developing and supporting students social, psychological and academic fitness. The focus at Year 8 is to develop their sense of belonging; within their House, year level and the wider Scotch community. There is also an emphasis on resilience, not only developing it, but also having a deeper level of understanding regarding the key pillars of resilience and how they directly link to their levels of wellbeing. The purposes of the dedicated wellbeing lesson with House peer groups and their Heads of House include:

- Strengthening student connection and sense of belonging within their House and House peer group
- Developing and strengthening relationships between students and their Head of House as a key wellbeing leader in the student's journey through Years 8 to 12
- Engaging students in understanding and developing key wellbeing concepts that are appropriate to their age and stage
- Respond pro actively and reactively to the Wellbeing opportunities and challenge faced by individual Year levels.

## **Assessment:**

There is no formal assessment. However, students do receive an effort rating based on their use of class time and support.

