



# Year 8

## 2025 CURRICULUM

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
- English as an Additional Language
- Food Technology
- Humanities
- Mathematics
- Music
- Physical Education and Health
- Science
- Wellbeing

### 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 Live Well 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:

In Year 8 Chinese, students embark on a journey to explore both their own intercultural identity and the vibrant Chinese-speaking world. This curriculum is part of the Australian Languages Curriculum, focusing on communication and understanding.

### What students will learn

- **Intercultural Exploration:** Students will explore how multicultural Australia has influenced their families and communities, and how these influences continue to evolve.
- **For Beginners and Experienced Learners:** Whether students are new to Chinese or have some experience, this course caters to all levels of proficiency.
- **Learning Tools:** Through engaging activities such as written exercises, entertaining cartoon dialogues, language-based games, songs, and multimedia, students will immerse themselves in the Chinese language and culture.
- **Language Introduction:** From the very first lesson, students will dive into learning the Chinese speaking and writing system. Most of our written work will be in Chinese characters. Throughout the year, students will learn approximately 150–200 of the most commonly used characters.
- **ICT Integration:** Technology plays a vital role in our learning journey. Students will use computer programs to present assignments, complete oral and listening exercises, and expand their vocabulary.
- **Cultural Diversity:** Students will gain a deeper appreciation of cultural diversity through integrated Chinese cultural projects and visits to Chinatown, fostering awareness and acceptance.

### Our goal

Our goal is to provide students with a rich and engaging learning experience that not only enhances their language skills but also promotes cultural understanding and global awareness

### 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 targeted support to continue developing 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 scaffolding.

### 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.

By exploring Critical Thinking and the Design Process, each student will experiment with materials to produce a project that combines and incorporates both focused disciplines (Electronic Systems and Timber solutions).

### 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 enriching program is designed to develop a broad awareness of various dramatic skills, encouraging both individual excellence and collaborative creativity.

The course is structured around a series of units that blend practical and theoretical learning. In Drama, students will learn to work effectively as a team, speak with clarity and confidence, and foster their creativity. Additionally, they will explore both verbal and non-verbal communication, gaining a deep understanding of how to convey messages and emotions through various modes of expression.

### Key units include:

Each unit is thoughtfully designed to build students' confidence on stage and expand their knowledge of distinctive dramatic styles.

Stage Spaces: Understanding the dynamics of different performance areas.

Levels and Dimensions: Exploring the impact of physical positioning and movement on stage presence.

Freeze Frames: Developing the ability to convey powerful stories and emotions through still images.

Melodrama: Delving into exaggerated theatrical styles to heighten dramatic effect.

Working with a Text: Analysing and performing scripts to bring written words to life.

### The Creative Cycle

Throughout the course, students will navigate the creative cycle of:

Investigation: Researching and understanding the context and components of dramatic pieces.

Planning: Strategising and organising performances.

Creating and Making: Bringing ideas to life through rehearsal and improvisation.

Presenting: Performing in front of peers, refining stage presence and delivery.

Reflection and Evaluation: are integral to these practical tasks, allowing students to assess their progress and identify areas for improvement continually.

Capstone Project: The course culminates in a whole-class performance, a holistic project that synthesises all the skills and knowledge acquired throughout the year. This final production is an exciting opportunity for students to showcase their talents in a cohesive, collaborative effort.

### Learning Outcomes:

By the end of the Year 8 Drama course, students will have developed:

- Enhanced stage confidence and presence.
- A comprehensive understanding of various dramatic styles.
- Strong collaborative and teamwork skills.
- Improved analytical and reflective abilities through regular evaluation.
- A deeper appreciation for live theatre and performance.

### ASSESSMENT:

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



## 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.

## 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.



## 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 Live Well – 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:

Our Year 8 French program is aligned with the Australian Languages Curriculum, focusing on the strands of Communicating and Understanding. Whether students are new to French or have prior proficiency due to native-speaking backgrounds, in-country experiences, or previous enrichment, this course is designed to cater to all levels of learners.

### What students will experience:

- **Exploring the French-Speaking World:** Through a variety of engaging activities such as written exercises, entertaining cartoon dialogues, language-based games, songs, and multimedia, students will immerse themselves in the richness of the French language and culture.
- **ICT Integration:** Technology plays a key role in our curriculum. Students will use computer programs to present assignments, complete oral and listening exercises, and expand their vocabulary. Online software will aid in vocabulary learning, enhancing language skills in a dynamic digital environment.
- **Cultural Diversity:** We emphasize cultural awareness and acceptance through integrated cultural studies. Students will explore diverse francophone cultures and traditions through films, music, and the study of traditional French culture.
- **Historical and Cultural Exploration:** Students will delve into elements of French and world history by exploring historical French figures and events. This exploration challenges students to consolidate basic skills, introduce new ideas, and problem-solve creatively.

### Our educational goals:

Our goal is to provide students with a comprehensive learning experience that not only strengthens their French language skills but also fosters cultural understanding, critical thinking, and global awareness.

### 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.

