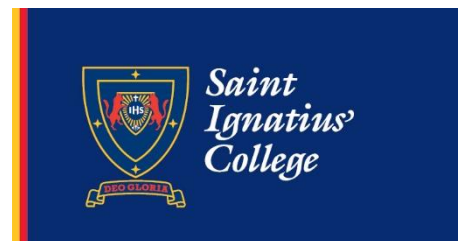

YEAR 8 2022

CURRICULUM HANDBOOK



Go, set the world *alight*.

Purpose

The purpose of this handbook is to set out the curriculum offerings of Saint Ignatius' College in a clear, concise manner. It is to be used as a quick reference for the aims and objectives of each subject, and it identifies the key concepts learnt and how they are assessed.

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An Ignatian Curriculum

At Saint Ignatius' College, our aim is to help produce young men and women of competence, conscience, compassion, and commitment. This requires a full and deeper formation of the human person, and an educational process of formation that calls for excellence – a striving to excel, to achieve one's unique potential – and embraces the intellectual, the academic, the physical and social, the religious, and the spiritual aspects of a young person. It calls for a human excellence modelled on Christ, the One for Others.

Saint Ignatius' College sets out to be a connected and purposeful Catholic school community for all those involved in it. Our caring staff and inclusive College community foster an environment of growth and discovery that empowers young people with passion who effect positive change wherever they choose to go.

Education at Saint Ignatius' College involves the head, heart, and hands. It develops students who think wisely and deeply, act with justice, spend time in reflection, and value community. Saint Ignatius' College reaches beyond academic achievement to shape the morals and ethics of the whole person, as identified by the goals of each subject in this booklet.

The educational outcomes envisaged by Ignatian education are the formation of students who are leaders in service, in imitation of Christ Jesus: men and women of competence, conscience, and compassionate commitment.

Saint Ignatius' College focuses on the learning growth of all its students, not just the most academically able and successful at the SACE. In doing so, the College aims to foster a culture of independent lifelong learning, formation, and development. Benchmark data demonstrates that most of the College's students are making strong academic gains as they progress through school, and in particular that the College is adding value to their results.

Assessment of student learning is done through both formative and summative means. Formative assessment is used to inform the learning and teaching cycle. Formative assessment acts as a learning event. Summative assessment typically sits at progressive endpoints within the cycle and is used for reporting. Assessment of student learning is done by assessing students *for*, *as*, and *of* learning.

Assessment for learning, which is formative in nature, seeks to identify what students already know and links to the context within the College's Learning and Teaching Framework.

Assessment as learning includes opportunities for students to reflect on their learning as part of the learning process, pairing with reflection, and may be formative or summative.

Assessment of learning is where teachers summatively use evidence of student learning to make judgements on student achievement against goals and standards.

These types of assessment together progressively find out what students know and can do (and areas in which they need further learning). This information greatly assists teachers in designing learning activities that better cater for students' needs. There is a focus on progressive formative assessment, whereby teachers are able to monitor student learning, provide valuable feedback in real time, and modify teaching delivery to cater more precisely to student needs.

The teacher creates the conditions, lays the foundations, and provides the opportunities for the continual interplay of the student's experience, reflection, and action to occur. An Ignatian approach to teaching begins with a clear understanding of those being taught (context) and ends with a commitment to appraise the learning experience (evaluation [see left of following diagram]). There is neither a beginning nor an end to the way of proceeding. The continual interplay between the five key elements of the Ignatian ministry of teaching – context, experience, reflection, action, and evaluation – holistically forms each learner's competencies and virtues.

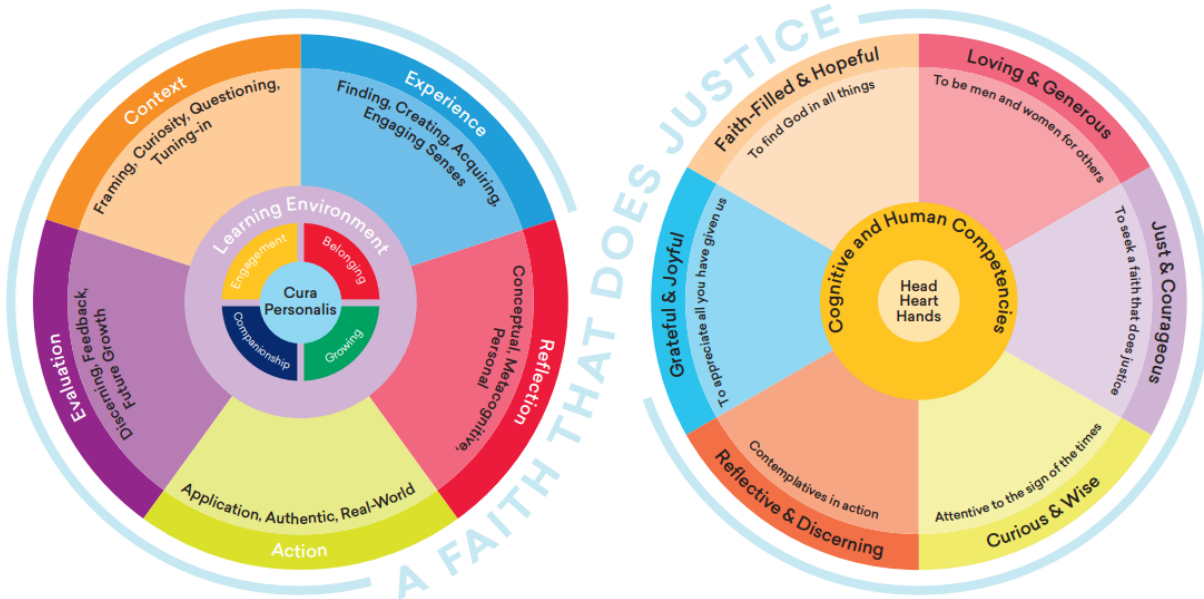


Learning & Teaching Culture

This frames our way of proceeding. It describes how learning occurs through a contemporary application of Ignatian Pedagogy. Our culture inspires learning to be a life-long process.

Learner & Teacher Profile

This frames the aspirations for the formation of the whole person. It describes the virtues of an Ignatian person, expressed through competencies that equip one to 'set the world alight'.



The concern for the individual person – *cura personalis* – is another basic characteristic of Jesuit education. The ideal is to see each student as gifted and unique, no matter the range of individual talents. Each student is encouraged to develop and accomplish objectives at a pace suited to individual ability and the characteristics of his or her own personality. The onset of adolescence and growth into emerging adulthood is a crucial period in the life of a young person. Mentor Teachers and House Leaders work closely to monitor the developmental programs and to ensure that there are adequate pastoral and co-curricular opportunities to complement the academic formation of our students.

The College's Learning and Teaching Framework is derived from the ongoing development of the Ignatian Pedagogical Paradigm, the contemporary product of five centuries of Jesuit education based on St Ignatius Loyola's *Spiritual Exercises*. The framework has been designed to remind us of the 'why' of our learning and teaching, which is, in line with the College's strategic plan and the third priority of Australian Jesuit Province Apostolic Plan, the desire to "form the young in a faith seeking justice" (Australian Jesuits, 2019). Forming the young in a faith seeking justice requires a focus towards the "total formation of each individual within community" (Characteristics of Jesuit Education, 2002), as represented in the Learner and Teacher Profile (at the right of the diagram). Educating towards achieving this 'why', which is the formation of the 'who', requires reflection on and intentional implementation of learning and teaching strategies and processes – the 'how', as represented in the Learning and Teaching Culture.

The learner and teacher are ultimately striving for the *magis*. That is, they seek a deeper and more intricate understanding of themselves – one where man and woman is fully alive in the world. The Learning and Teaching Framework shapes the way in which the Australian Curriculum is implemented within an Ignatian context, with specific focus towards formation of an Ignatian learner.

Saint Ignatius' College fosters excellence irrespective of the abilities of students. The College recognises that each child is different, and each has different potential strengths, potential difficulties, and ways in which they demonstrate their learning. Thus, the College has structured its curriculum to challenge and reward all students in both core and elective subjects. Students are given the opportunity to gain confidence and experience as part of the lifelong learning process.

Along with the close working relationship with the Junior School at Norwood and other feeder schools, the transition from primary to secondary is aided by the continuum of ACARA's school curriculum (R–10), which is divided into the eight key learning areas listed below.

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences
- The Arts
- Technologies
- Languages

All of these learning areas and the cross-curriculum priorities interconnect the head, heart, and hands as central to the learning process, reflecting the core of our Ignatian learning ideals. All the ACARA programming facilitates transition between primary and secondary schooling by building on the knowledge and skills that students develop in Years R–6. The courses of study in Years 7–9 also form the foundation for progressing beyond the middle years to SACE, the ATAR, further study, and employment, as overseen by the Senior School specialist staff.

Academically, the emphasis of the middle years curriculum is on the core subjects: Religious Education, English, Mathematics, Science, and History. Also compulsory in Years 7 and 8 are a language, Drama, Art, Health and Physical Education, and Information Technology. The chart that follows sets this out.

Learning in the middle years is supported through the College leadership structure. Curriculum is overseen by the Prefect of Studies – Middle Years under the guidance of the Director of Teaching and Learning. Specialist Middle Years Curriculum Coordinators in the areas of Religious Education, English, Mathematics, and Science have responsibility for coordinating the building of skills, knowledge, and dispositions through appropriate learning activities. Curriculum Coordinators in other key learning areas operate across the senior years. Each Curriculum Coordinator acts under a Faculty Leader of the relevant key learning area. The Inclusive Education Coordinator – Middle Years is responsible for organising and monitoring support for students with special needs. The Challenge Coordinator is responsible for ensuring that highly able students are identified, supported, and monitored on their learning journey. This structure reflects a College commitment to the value of specialised knowledge, as well as the benefits of a coordinated team approach to the management of the middle years curriculum.

All students are exposed to the use of computers and other technology during their time in the middle years, and all the facilities of the Senior School are available to them. SEQTA is used as the College's Learning Management Software.

Ignatian education recognises that intellectual, affective, and spiritual growth continues throughout life. Attitudes and values frame the development of knowledge and skills, and the agency to use these talents for good citizenship and societal wellbeing into the future.

The cognitive and human competencies we seek to develop in our students, to enable them to be successful lifelong learners and people, can be expressed through the conscious development of Ignatian virtues.

The six pairs of virtues in the College's Learning and Teaching Framework express the values, beliefs, and behaviours that define moral excellence. It is this moral excellence that shapes the cognitive and human competencies of our students. It is one's virtues that define one's way of looking at the world, shaping one's competency foundations, and therefore shaping the learner in being truly 'Ignatian'.

Curriculum Chart

Arts	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art	✓	✓	✓	✓	✓	✓
Design			✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓
Music	✓	✓				
Music Contemporary			✓	✓	✓	
Music Studies			✓	✓	✓	✓
Business, Enterprise, and Technology						
Business, Enterprise, and Technology	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting					✓	✓
Business Innovation					✓	✓
Commerce				✓		
Digital Communication Solutions – Film Studies					✓	✓
Digital Communication Solutions – Multimedia					✓	✓
Digital Technologies	✓	✓	✓			
Engineering Technology				✓		
Film & Media Studies				✓		
Robotic & Electronic Systems					✓	✓
Workplace Practices					✓	✓
Cross-Disciplinary Studies						
Cross-Disciplinary Studies	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Ignatian Service & Hospitality – Integrated Learning					✓	
Personal Learning Plan				✓		
Research Project						✓
English						
English	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English	✓	✓	✓	✓	✓	✓
English Literary Studies					✓	✓
English Pre-Literary Studies				✓		
Essential English				✓	✓	✓
Health and Physical Education						
Health and Physical Education	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health and Wellbeing					✓	✓
Health and Physical Education	✓	✓	✓	✓		
Physical Education					✓	✓
Humanities and Social Sciences						
Humanities and Social Sciences	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Ancient Studies					✓	✓
Economics					✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓		
Legal Studies					✓	✓
Modern History				✓	✓	✓
Philosophy				✓	✓	✓
Religious Education	✓	✓	✓	✓	✓	
Spiritualities, Religion, and Meaning (formally Religion Studies)					✓	✓

Curriculum Chart

Languages	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chinese	✓	✓	✓	✓	✓	
French	✓	✓	✓	✓	✓	
Indonesian			✓	✓	✓	
Italian	✓	✓	✓	✓	✓	
Latin	✓	✓	✓	✓	✓	
Mathematics	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Essential Mathematics			✓	✓	✓	✓
General Mathematics					✓	✓
Mathematical Methods					✓	✓
Mathematics	✓	✓	✓	✓		
Mathematics 10A				✓		
Specialist Mathematics					✓	✓
Science	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Aquaculture (VET Certificate II)					✓	
Biology					✓	✓
Chemistry					✓	✓
Physics					✓	✓
Psychology					✓	✓
Science	✓	✓	✓	✓		
Scientific Studies				✓		

Religious Education

Length:	Full Year
Prerequisites:	Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

Religious Education at Saint Ignatius' College has two aspects – the formal class work conducted in the classroom and the development of a sense of faith and spirituality, which underpins all of the College's activities. This development of faith and spirituality is facilitated through our pastoral care programs, our College liturgies and Days of Reflection, our social justice work, and our daily living of Christian ideals as they are practised in a Jesuit college. The College aims to educate, inspire, and support students in their religious self-understanding and spiritual awareness. This is not something that can be measured or assessed. Our curriculum follows the Religious Education Framework, **Crossways**, as outlined by Catholic Education South Australia (CESA).

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Develop knowledge (wisdom) and enduring understanding in five key areas – God, Us, and Faith; Sacred Text; Moral Life; Church for the World; Sacramentality and Prayer.
- Deepen knowledge and understanding of, and ability to dialogue with, the Catholic tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit.
- Deepen knowledge and understanding of, and ability to dialogue with, the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- Seek truth and meaning through learning and develop an ability to interpret experience and perspectives.
- Inspire, challenge, and engage more fully in life, the Church, and society with growing wisdom, religious identity, and moral purpose to promote a just and non-violent world.

WHAT TOPICS WILL I COVER?

- Jesus and me
- Peace – Being a Peacemaker
- Living a 'Good' Life: Freedom, Responsibility, and Wisdom
- Integral Ecology – God in All Things

HOW WILL I BE ASSESSED?

- Individual reflections and evaluations
- Group projects
- Ongoing journaling
- Creative products
- Oral and multimodal presentations

Length: One Semester

Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Provide you with experience in making works of art, which contributes to your intellectual and emotional development.
- Make you aware that visual art is an integral part of the cultures and histories of all human beings.
- Consolidate on and develop past aesthetic experiences.
- Enable you to enjoy participation in the visual arts.
- Inspire you to value creativity within yourself and others.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Explore concepts and principles of art through the use of visual arts elements and principles.
- Experiment with a range of media and explore limitations and combinations in the process of your art making.
- Demonstrate an ability to discuss art orally and to use subject-specific language when writing about aspects of art.

WHAT TOPICS WILL I COVER?

- Complete work from the following practical disciplines: painting, drawing, and a three-dimensional component.
- Traditional methods and new technologies will be used while exploring topics supported by the work of significant international and Australian artists.
- Art appreciation and expansion of knowledge of Aboriginal and Torres Strait Islander histories and cultures.
- Art history will complement practical lessons and students will study art related to Christian art and South Asia art.
- Consideration for sustainability will complement theory and practical lessons.
- Painting, drawing, mono-printing, and clay will be the media explored.

HOW WILL I BE ASSESSED?

- Note keeping and visual information.
- Activities will have sketches and final works. These will be assessed according to skills demonstrated, ideas developed, and the quality of final work.
- Differentiation of projects will be on an individual basis.
- Assessment will be continual, based on work samples, assignments, practical projects, and homework tasks.

Digital Technologies

Length: One Semester

Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- To build the confidence and motivation of students when using computers and associated technology.
- To ensure that students develop a positive attitude towards using digital technologies.
- To make students aware of various aspects of digital devices and communications in today's world.
- To enable students to use digital devices as a powerful tool to solve various problems.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Use computer technology in order to meet your specific needs now and in the future.
- To enable you to evaluate information from various electronic and online resources.
- To enable you to gain an understanding of the relationship between technology and society.
- To introduce computer languages and programming skills in applied situations.

WHAT TOPICS WILL I COVER?

- Microsoft Office – Spreadsheet and Data Visualisations
- Internet Issues and Ethics
- Coding Language Basics – Python
- Project-based learning through basic engineering and design

HOW WILL I BE ASSESSED?

- Skills and theoretical tests
- Classroom-based assignments
- Social issues reports/homework assignments
- Physical project-based learning

Drama

Length: One Semester
Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Introduce you to theatre and performance with an emphasis on improvisation and presentation skills.
- Give you opportunities to participate in a variety of dramatic forms in play, in performance, and as spectators, and to learn skills appropriate to these activities.
- Promote and develop the expression of feeling and thought through language and movement.
- Develop confidence in public speaking.
- Assist you to understand the world we live in and all that happens around us.
- Allow you to take creative risks and experiment while imagining, conceiving, and developing a creative outcome.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Expand on the Year 7 Drama course to further explore drama as an art form and cultural medium.
- Develop skills and talents in self-confidence, performing, and communication.
- Strengthen planning, concentration, and self-discipline.
- Work both independently and collaboratively to achieve dramatic outcomes.
- Learn the skills of voice production, audience skills, expressive movement, improvisation, characterisation, tableau, elements of theatre, musical theatre, ensemble collaboration, journal writing, review writing, and scriptwriting.

WHAT TOPICS WILL I COVER?

- Creative Presentation – twisted fairy tale deconstruction and performance, musical theatre page-to-stage focus
- Evaluation and Creativity – review analysis and evaluation, journal responses
- Group Production – class performance

HOW WILL I BE ASSESSED?

- Group and individual performance assessment
- Review writing analysis and evaluation
- Focus questions and designing for stage
- Journal responses
- Development of performance skill, focus, collaboration, listening, reacting, and responding (continual assessment)

Length:	Full Year
Prerequisites:	Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

The study of English is separated into three strands: Language, Literature, and Literacy. English involves using listening, reading, viewing and speaking, writing, and creating to:

- learn about and apply language features to create texts (*Language*)
- learn about and engage with a diverse range of text types (*Literature*)
- use knowledge and understanding to suit a range of contexts, purposes and audiences (*Literacy*).

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- By the end of Year 8, you will understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Explain how language features, images, and vocabulary are used to represent different ideas and issues in texts.
- Listen for and identify different emphases in texts, using that understanding to elaborate on discussions.
- Understand how the selection of language features can be used for particular purposes and effects.
- Through combining ideas, images, and language features from other texts, show how ideas can be expressed in new ways.
- When creating and editing texts to create specific effects, take into account intended purposes and the needs and interests of audiences.
- Demonstrate understanding of grammar, select vocabulary for effect, and use accurate spelling and punctuation.

WHAT TOPICS WILL I COVER?

- Novel study
- Film techniques and analysis
- Poetry
- Drama texts and conventions
- Reading for pleasure
- Public speaking skills
- Critical reading of a broad range of familiar text types
- Grammar

HOW WILL I BE ASSESSED?

- Formal and informal speech
- Individual and group presentations
- Formal and informal responses to reading and viewing
- Scaffolded essay writing
- Diverse range of text type creation for varying contexts, purposes, and audiences
- Multimodal and digital text forms

Length: One Semester
Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Create a sense of wonder, curiosity, and respect about places, people, cultures, and environments throughout the world.
- Develop a deep local, Australian, Asian region, and global geographical knowledge.
- Develop the ability to think geographically, using geographical concepts.
- Develop the capacity to be competent, critical, and creative users of geographical inquiry methods and skills.
- Form responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Evaluate sources for their reliability and usefulness and select, collect, and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources.
- Reflect on learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, and social considerations, and predict the expected outcomes of the proposal.
- Present findings, arguments, and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate.
- Apply geographical concepts to draw conclusions based on the analysis of data and information collected.

WHAT TOPICS WILL I COVER?

- Causes, impacts, and responses to a geomorphological hazard
- Geomorphic processes that produce landforms, including a case study of at least one landform
- Different types of landscapes and their distinctive landform features
- Reasons for, and effects of, internal migration in both Australia and China
- Reasons for, and effects of, international migration to Australia
- Management and planning of Australia's urban future

HOW WILL I BE ASSESSED?

- Journal work
- Individual and paired assignments
- Problem-based learning
- Field work
- Common assessment tasks

Health and Physical Education

Length: Full year
Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Foster the knowledge, understanding and skills that enable students to develop their personal identity and wellbeing.
- Develop movement competence and confidence to promote students' lifelong engagement in physical activity.
- Facilitate personal, emotional, social, and cognitive skills to promote students' sense of, and ability to manage, respectful relationships.
- Equip students with the ability to access, evaluate, and synthesise information to take positive action in order to enhance and advocate for their own and others' health, wellbeing, and safety.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Investigate strategies to improve your own and others' participation in movement experiences.
- Apply strategies to improve performance across various types of sports.
- Implement health practices, behaviours, and resources to enhance health and wellbeing.
- Apply social skills to develop and maintain respectful, collaborative relationships.

WHAT TOPICS WILL I COVER?

- Relationships and interactions in athletics
- Exploiting space in net-wall sports
- Fitness and wellbeing in aerobic activities
- Movement execution in invasion sports
- Movement quality, cultural awareness, and relationships in dance
- Respectful relationships and Made in the Image of God (MITIOG)
- Health and wellbeing in the community

HOW WILL I BE ASSESSED?

- Demonstrating physical and social capabilities in a variety of contexts
- Investigating healthy behaviours, relationships, and wellbeing
- Justification of performance and/or participation using data collection and analysis of evidence
- Reflecting and evaluating on movement experiences, communicated through a variety of modes

History

Length: One Semester

Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Curiosity for the past by making real-world connections.
- Understanding and empathy by examining the cause and effect of people, places, and events.
- Ability to reflect and discern when examining different perspectives.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Build on and consolidate understanding of historical inquiry from previous years in depth, using a range of sources for the study of the past.
- Understand how historians and archaeologists investigate history, including excavation and archival research.
- Use and sequence historical terms and concepts.
- Formulate inquiry questions.
- Locate, compare, and analyse primary and secondary sources.

WHAT TOPICS WILL I COVER?

- The Western and Islamic World (TWO of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire)
- The Asia-Pacific World (ONE of Angkor/Khmer Empire, Shogunate Japan, The Polynesian Expansion Across the Pacific)

HOW WILL I BE ASSESSED?

- Source analysis skills
- Report writing
- Comparative skills
- Assignments on an individual, partnered, or group basis
- Extended writing
- Problem-solving
- Practical activities

Chinese

Length:	Full Year
Prerequisites:	Successful completion of Year 7 Chinese or is a background speaker or has previous experience with the language

WHAT ARE THE GOALS OF THIS SUBJECT?

- Familiarisation with the principles of written Chinese (simplified characters), the Pinyin romanisation system, and pronunciation and intonation of spoken (Mandarin) Chinese.
- Familiarisation with grammar principles of modern standard Chinese.
- Promote development of written and spoken communication skills in Chinese through a range of topics and situations.
- Introduce you to the geography, culture, and contemporary society of China.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Communication
- Engage in simple conversations and role plays, present information about yourself and your family.
- Understand language.
- Recognise and write the six basic strokes and introduce the 160 radicals and use radicals to predict approximate meaning. Write radicals and characters according to the rules of stroke order and read and write different text types on a range of topics and situations.
- Understand culture.
- Identify and provide information on the geography of China, Chinese family culture, schooling in China, Chinese food, and zodiac.

WHAT TOPICS WILL I COVER?

- Greetings and introductions
- Home, family, and friends
- Numbers and counting
- Animals/pets
- Countries and nationalities
- Sports and hobbies
- School subjects
- Food and drink

HOW WILL I BE ASSESSED?

- Oral interaction assessment – conversations, role-plays and presentations/interactions, listening/reading and responding to audio texts and print texts
- Written assessment – character writing and recognition, texts, tests
- Culture and society – investigations on aspects of Chinese culture related to the topics covered

Length: Full Year

Prerequisites: Successful completion of Year 7 French or is a background speaker or has previous experience with the language

WHAT ARE THE GOALS OF THIS SUBJECT?

- Promote the teaching of French using the communicative method.
- Equip students with usable language and provide them with opportunities for using it.
- Familiarisation with the writing system and pronunciation of French.
- Familiarisation with the basic grammar principles of French and encourage competence in writing.
- Promote cultural awareness by studying cultural aspects of France and particularly its influence in the Pacific/Indian Oceans region and the role of French explorers in Australia.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Communication.
- Oral communication.
- Engage in simple conversations and role plays, present information about yourself, friends, and family.
- Present information about your routine, school life, and outings at a café or restaurant.
- Written communication.
- Write simple accounts and dialogues on a range of studied topics.
- Understand language.
- Listen, read, and respond to simple written or oral accounts connected to the topics studied.
- Understand culture.
- Write or discuss cultural and geographical aspects of France and the French-speaking communities of the Pacific and Indian Oceans, and the influence of French explorers in Australia.

WHAT TOPICS WILL I COVER?

- Your suburb and house and bedroom
- The school day and schooling in France
- Leisure activities and sport
- French towns and asking and giving directions
- Paris sites

HOW WILL I BE ASSESSED?

- Oral/interactions – conversations, role-plays, and presentations
- Listening/reading and responding – identifying key points and responding to written and aural texts related to the topics studied
- Writing – simple dialogue/narrative essays in French
- Cross domain – vocabulary/grammar (regular class tests)
- Culture and society – summaries in English connected to topics studied

Italian

Length: Full Year

Prerequisites: Successful completion of Year 7 Italian or is a background speaker or has previous experience with the language

WHAT ARE THE GOALS OF THIS SUBJECT?

- Familiarisation with the writing system and pronunciation of standard Italian.
- Familiarisation with the basic grammar principles of Italian.
- Promote development of spoken and written communicative skills in Italian through a range of topics and situations.
- Introduce you to the geography, culture, and contemporary society of Italy.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Communication.
- Engage in simple conversations and role-plays.
- Present information about yourself, your routine, and school life.
- Understand language.
- Read and write simple accounts and dialogues on a range of topics.
- Understand culture.
- Write about or discuss aspects of the physical geography, the modern history and culture of Italy, and the life and experience of the Italian community in Australia.

WHAT TOPICS WILL I COVER?

- Friends
- Nature and animals
- School and classroom
- Shopping
- Italian food
- Seasons and weather

HOW WILL I BE ASSESSED?

- Oral – conversations, role-plays and presentations
- Writing – personal reports and accounts, tests
- Culture and society – projects and summaries in English

Length: Full Year

Prerequisites: Successful completion of Year 7 Latin or has previous experience with the language

WHAT ARE THE GOALS OF THIS SUBJECT?

- Promote interest in and awareness of a language which, in terms of vocabulary, syntax, and structure, provides the basis for much of our own language.
- Develop understanding of the culture and ways of life in Roman society.
- Develop understanding of language as a system.
- Assist to acquire transferable cognitive, social, and learning skills.
- Extend general knowledge and literacy.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Acquire knowledge of grammar, vocabulary, and culture.
- Use Latin to translate set pieces from text and non-text resources into an English style that is appropriate to the year level of the student.
- Understand and respond in written or oral English to, short prose pieces on familiar topics containing simple, familiar language.
- Research and present information related to daily life in Ancient Rome.
- Compare and reflect on the difference between the contemporary world and Ancient Rome.

WHAT TOPICS WILL I COVER?

- From monarchy to the republic
- Roman family life including the role of women and children
- Roman religion
- Pompeii

HOW WILL I BE ASSESSED?

- Reading and responding
- Processing information in texts
- Grammatical exercises, questions and answers
- Culture and society reports
- Projects

Mathematics

Length:	Full Year
Prerequisites:	Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Curiosity, confidence, creativity, and mathematical communication to enable you to investigate, represent and interpret situations in your personal and work lives, and as active citizens.
- Knowledge and understanding of mathematical concepts, and skills and fluency with processes so you can pose and solve problems, as well as reason.
- Recognition of connections between areas of mathematics and other disciplines.
- Interest to reflect on your learning and appreciate mathematics as an accessible and enjoyable discipline to study.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Increasing understanding of mathematical concepts and techniques in Number and Algebra, Measurement and Geometry, and Statistics and Probability, with greater emphasis on abstract representations including algebra, formulas, equations, and graphs.
- Use of appropriate technology as a problem-solving tool for calculation and visualisation.
- Mathematical thinking, logical argument, reasoning, and communication of mathematical ideas.
- An interest in mathematics and an awareness of its impact and relevance in everyday life.

WHAT TOPICS WILL I COVER?

- Number and algebra
- Numbers with index notation, recurring decimals and π , percentages, profit and loss, operations and solving using algebra, linear relationships, and solving using graphs
- Measurement and geometry
- Conversion of units, perimeter, area and volume, circles, properties and geometric reasoning for triangles, quadrilaterals, and parallel lines
- Statistics and Probability
- Representation of chance using diagrams and probability calculations, further development of statistical sampling, representations and interpretation of data

HOW WILL I BE ASSESSED?

- Problem-solving and investigations
- Common topic tests
- Engagement with interactive and game-based mathematics learning software

Please note that at the end of Year 8, exceptional students will be invited to undertake an acceleration course that will cover the Year 9 and 10 content. Entry is by invitation from the Faculty Leader of Mathematics and Business based on performance across Mathematics in the middle years and the results of online ACER Mathematical Reasoning tests and mathematics competitions.

Music

Length: One Semester

Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- To engage in the creation, presentation, appreciation, and manipulation of music through practically based activities and instrumental study.
- To enable you to access a working knowledge of theoretical concepts.
- To develop and/or enhance awareness and appreciation of music.
- To develop or stimulate interest in developing your musical skills and abilities.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- demonstrate an understanding of music theory and concepts
- develop piano and keyboard skills to play a range of set tunes
- compose a series of short pieces
- develop instrumental skills in a small-group setting
- perform a number of pieces in the Year 8 Band.

WHAT TOPICS WILL I COVER?

MAKING MUSIC:

- Band instrument tuition
- Band rehearsals and performances
- Keyboard tuition

RESPONDING TO MUSIC:

- Composition
- Theory and musicianship
- Percussion and rhythm practice
- Analysing songs

HOW WILL I BE ASSESSED?

- Composition tasks
- Theory homework
- Written analysis task
- Theory tests
- Participation in practical classes
- Individual and group performances

Length: Full year

Prerequisites: Nil

WHAT ARE THE GOALS OF THIS SUBJECT?

- Explain everyday phenomena and solve practical problems.
- Investigate, explain, and predict events, and devise solutions in everyday endeavours in physical, social, and biological worlds.
- Communicate scientifically to different audiences for a range of purposes.
- Use science to link with and across other subjects, with lifelong learning, work, and community ideas.
- Develop a positive attitude towards science, which involves being open to new ideas and being intellectually honest and rigorous.
- Show commitment to scientific reasoning and striving for objectivity.
- Pursue and respect evidence to confirm or challenge current interpretations.
- Appreciate that science is evolutionary in nature.
- Development of questioning and predicting, planning and conducting, processing and analysing data and information, evaluating, and communicating skills.

WHAT SKILLS AND KNOWLEDGE WILL I DEVELOP?

- Explain simple everyday phenomena using basic scientific terms.
- Solve practical problems.
- Develop communication and cooperative skills through laboratory group work.
- Recognise the coherence of the "scientific method" as a way of solving a variety of problems.
- Recognise the interaction between science, technology, and society.
- Recognise the interaction between people and their environment.
- Design and carry out simple experiments.
- Collect and display data in an appropriate way.
- Understand popular scientific reports as a way of developing scientific literacy.
- Be a competent, creative, and critical user of information communication technologies.

WHAT TOPICS WILL I COVER?

- Working with Scientific Data
- Energy
- Substances, Matter, and Physical and Chemical Change
- Rocks and Mining
- Cells and Body Systems
- Plate Tectonics

HOW WILL I BE ASSESSED?

- Written tests
- Projects
- Posters
- Oral presentations
- Laboratory work
- Practical reports