## CONTENTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Food Technology (Hospitality)</td>
<td>5</td>
</tr>
<tr>
<td>Humanities</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7</td>
</tr>
<tr>
<td>Modern Greek</td>
<td>8</td>
</tr>
<tr>
<td>Music</td>
<td>8</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9</td>
</tr>
<tr>
<td>Religion</td>
<td>10</td>
</tr>
<tr>
<td>Science</td>
<td>10</td>
</tr>
<tr>
<td>Extension Science</td>
<td>11</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>11</td>
</tr>
</tbody>
</table>
Drama

Length | One Semester

Subject Classification | Arts

This course is aimed at encouraging and nurturing students’ creativity, group skills and confidence. It further develops performance skills. The course centres on the study of roles and the elements of character building.

Course Aims

- Develop skills and concepts of drama
- Encourage self-awareness and self-expression
- Develop performance skills
- Encourage students to explore ideas and character
- Explore the use of role in drama
- Experiment with a range of roles
- Enable students to create and perform characters through improvisation and from texts.

Scope

Arts in Practice
- Improvisation
- Dramatic narrative.

Arts Analysis
- Journal writing
- Discussion and feedback.

Arts in Context
- Role play
- Building character.

Learning Outcomes

By the end of the course, students should be able to:

- Explore arts practice and knowledge of style, form and genre
- Create / re-create arts works within each arts form that present imaginative solutions and responses to ideas and issues
- Work as an individual or in groups to refine and shape presentations / performances for a specific purpose and for different groups of audiences / viewers.

Design and Technology

Designing
Students apply the Design Cycle approach to all creative work.

Making / Creating
Making theme based small group performances. Creating a story through improvised performance.

Planning → Investigating → Evaluating → Creating

Students apply the Design Cycle to their work on improvised group performance and designing props, costumes and sets.

Critiquing
All students are actively engaged in both reflection and writing, as a written task and constructive criticism as an oral task.

Assessment

Assessment is cumulative and consists of the following:

- Small group performance
- Improvisation activities
- Journal writing.

English

Length | One Year

Subject Classification | English

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

In Year 8, students communicate with peers, teachers, individuals, groups and community members in a range of face to face and online / virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local and community, regional and global contexts.

Scope

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multi-modal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts such as newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises of literature including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot
sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics.

Text structures are more complex, including chapters, headings and subheadings, tables of contents and indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language and information supported by various types of graphics presented in visual form.

Students can create a range of imaginative, informative and persuasive types of texts for example; narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

**Strands**

English is organised through three strands; language, literature and literacy.

**Achievement Standard**

**Receptive modes (listening, reading and viewing)**
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts using that understanding to elaborate upon discussions.

**Productive modes (speaking, writing and creating)**
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways.

Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

**Assessment**

Assessment is cumulative and consists of the following:

- Literature studies
- Response to a text
- Text production
- Oral presentations
- Genre writing
  - Recount
  - Exposition
  - Narrative
  - Procedural
  - Explanation
  - Information report
- Media / Film studies
- Advertising
- Poetry
- Critical literacy.

**Food Technology (Hospitality)**

**Length | One Semester**

**Subject Classification | Health and Physical Education, Design and Technologies**

This course is aimed at encouraging and developing students’ knowledge and creativity, group skills and confidence in regards to making healthy food choices. The course focuses on the study of personal, social and community health.

**Course Aims**

**Food Focus**

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities.

**Technology Context**

- Knowledge and understanding of measurements
- Processes and production skills.

**Scope**

- Introduction to Food Technology
- The design process
- Hygiene and safety in the kitchen
- Measurements
- Kitchen basics.

**Learning Outcomes**

By the end of the course, students should be able to:

- Investigate and select strategies to promote health, safety and wellbeing
- Practice and apply strategies to seek help for themselves or others
- Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing
- Develop skills to evaluate health information and express health concerns
- Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities
- Examine and prioritise competing factors including: social, ethical and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures
- Investigate the ways in which products, services and environmental evolve locally, regionally and globally through the creativity, innovation and enterprise of individuals and groups
- Analyse how foods are produced when designing managed environments and how these can become more sustainable
- Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating
- Analyse ways to produce designed solutions through selecting and combining characteristics and properties of material, systems, components, tools and equipment
- Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas
- Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques
- Effectively and safely use a broad range of material, components, tools, equipment and techniques to make designed solutions
- Independently develop criteria for success to assess design ideas, processes and solutions and their sustainability
- Use project management processes when working individually and collaboratively to coordinate.

**Assessment**

Assessment is cumulative and consists of the following:

- Practical tasks
- Workbook activities
- Assignments
- Evaluations.

**Humanities**

**Length | One Year**

**Subject Classification | Studies of Society and Environment**

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world; locally, regionally and globally, in which they live.

An understanding of world history enhances students’ appreciation of Australian History. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

**Scope**

The content of the course will identify important features of the period c.650 AD (CE) to 750 as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program.

This means that overview content can be used to give students an introduction to the historical period, to make the links to and between the depth studies and to consolidate understanding through a review of the period from the Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca cultures and periods.

**Learning Strands**

- Historical knowledge and understanding
- Historical skills.

**Achievement Standards**

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a
historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. When interpreting sources, they identify their origin and purpose and distinguish between fact and opinion.

Students develop texts, particularly descriptions and explanations incorporating analysis. In developing these texts and organising and presenting their findings, students use historical terms and concepts, evidence identified in sources and acknowledge their sources of information.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Research projects
- Oral / Written presentations
- Tests.

Mathematics

Length | One Year

Subject Classification | Mathematics

The proficiency strands; Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three strands: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Scope

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions and evaluating their perimeters, areas of common shapes and their volumes and three dimensional objects.

Problem solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities.

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Learning Strands

- Number and algebra
- Measurement and geometry
- Statistics and probability.

Assessment Standards

By the end of Year 8, students solve every day problems involving rates, ratios and percentages. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions.

Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams.

They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions.

They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum probabilities.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Tests
- Assignments and directed investigations
- Documentation of mathematical procedures
- Mental strategies.
Modern Greek

Length  |  One Year

Subject Classification  |  LOTE

Modern Greek is a practical communicative course covering the six communication strands. The course aims to equip students with a range of usable language about themselves and the world around them and provide them with numerous opportunities for using it.

Students will be able to describe and discuss issues relating to themselves and the world around them in a language appropriate manner.

Course Aims

- Increase understandings and the ability to analyse the function and structure of language
- Extend the appreciations and understanding of Australia as a country with a diversity of linguistic and socio-cultural perspectives
- Acquire cognitive, social and learning skills which may be transferred to studies in other learning areas.

Scope

- School
- National celebrations – 25 March
- Religious celebrations and festivities – Easter
- The environment
- Mythology – Ancient Gods
- Health
- Travel
- Christmas celebrations.

Learning Outcomes

By the end of the course, students should be able to:

- Communicate and exchange ideas using increasing knowledge of the language
- Read and respond to texts
- Listen and respond to texts
- Write texts of personal reflection
- Understand the structure of the target language
- Develop an understanding of cultural awareness / values.

Design and Technology

Designing

Students are challenged in designing:

- Itinerary
- Timetable
- IT Profile
- Advertisement
- An Instagram.

Making / Creating

Students make and create:

- Travel brochure
- A greeting card
- Poster.

Critiquing

Students evaluate the tasks, first in a formative way with each other and with the teacher. Students evaluate the end product with a written evaluation / critique. Critiquing is supported through student surveys and discussions.

Assessment

Assessment is cumulative and consists of the following:

- Examination
- Oral / interactions
  - Conversations, role plays and presentations
- Listening / reading and responding
  - Identifying key points and responding to written and aural texts in Greek or in English
- Genre writing
  - Writing letters
  - Descriptions
  - Book review
  - Summaries
  - Dialogue
  - Essays
  - Spelling tests
- Cross domain
  - Vocabulary
  - Grammar
- Projects culture and society.

Music

Length  |  One Semester

Subject Classification  |  Arts

Year 8 Music is for beginner and mixed ability students who may not have access to instruments outside the classroom or will be commencing study in instrument or in voice. The main focus of this subject is performance on keyboard, guitar and drum /percussion, reading, writing music notation and rhythms.

Course Aims

- To develop students’ awareness and appreciation of music
- To engage students in practical class music making, introduce theoretical concepts and expose students to a wide range of music through listening
- To explore music through a variety of cultures and genres, styles and purposes of music across different societies
- To explore music culture and its significance across time to civilisation
To develop students ensemble skills and rehearse a range of music in solo and ensemble activities.

Scope

- History – Western / Greek / Asia
- Rhythm
- Pitch
- Treble and bass clef
- Simple, compound and odd
- Time signatures
- Notation
- Introduction to music technology
- Grouping of notes and rests
- Scale structures
- Key signatures and accidentals
- Structure of the keyboard
- Fundamental skills in voice, drums, guitar, piano / keyboard
- Ensemble and solo performance.

Learning Outcomes

By the end of the course, students should be able to:

- Demonstrate listening / aural skills
- Understand notation
- Participate in ensemble activities
- Experiment with texture and timbre in sound sources using aural skills.

Physical Education

Length | One Year

Subject Classification | Health and Physical Education

The fundamental aim of the Year 8 Physical Education program is to provide for involvement in physical activity in a way which promotes immediate and long term benefits to the student. These benefits can be observed in terms of higher levels of fitness, better health, enjoyable social involvement and the satisfaction derived from skilled performance in individual and group activities.

Course Aims

- To provide the opportunity for students to participate in a range of physical activities
- To achieve a sound level of proficiency in a range of basic coordination and movement skills
- To develop concepts of personal excellence and to strive for personal goals
- To have an understanding of and apply the knowledge of rules and tactics appropriate to the chosen skills
- To demonstrate an ability to work both individually and in a group to develop communication and interpersonal skills.

Scope

Practical (may consist of the following):

- Volleyball
- Athletics
- Fitness and conditioning
- Table Tennis
- Indoor Soccer
- Soft Crosse
- Touch Football
- Gymnastics
- Ice Hockey / Ice Skating

Learning Outcomes

By the end of the course, students should be able to:

- Formulate goals and apply strategies to enhance participation in lifelong physical activities
- Successfully work as part of a team
- Demonstrate an improved level of overall fitness
- Apply new skills learnt to game situations
- Demonstrate an understanding of why overall fitness is important and how to achieve levels of fitness.

Design and Technology

Designing
Planning → Investigating → Evaluating → Creating
In Year 8, students apply the design cycle to their work on own song, playing rhythms, posters and PowerPoint presentations.

Making / Creating

Critiquing
All students are actively engaged in both reflection writing as a written task and constructive criticism as an oral task.

Assessment

Assessment is cumulative and consists of the following:

- Course work
- Performance skills on a melodic instrument
- Read and perform basic rhythms on the drum kit
- Demonstration of listening / aural skills
- Demonstration of an understanding of notation
- Identification of pitch (high and low)
- Identify different tone colours
- Participation in ensemble activities
- Short tests
- Assignments.

Curriculum Handbook | Year 8
Making/Creating
Considers their personal developmental needs to master the skills required to participate in a team situation and implements plans to accomplish them.

Critiquing
Reviews aspects of personal performance and that of others and identifies strategies for improvement.

Assessment
Assessment is cumulative and consists of the following:

- Practical application
- Performance checklist.

Religion
Length | One Year

Subject Classification | Religion

Through the daily experience of God’s world, the students understand that God exists and is caring. Their faith in God is awakened and is expressed through prayer, worship and thanks.

Course Aims

- Develop in students an understanding of the Orthodox faith, its traditions and practices
- Develop students’ understanding of the Holy Bible and its relevance to their personal life choices
- Develop in students respect for all people and to encourage a broad acceptance of diversity.

Scope

- Great Lent to Easter
- The New Testament – the teachings of Jesus Christ on: faith, generosity, humility and forgiveness
- The Holy Church – understanding of the Lord’s Prayer and the creed of faith
- St George our patron saint – his mission and life and his significance for our conduct and beliefs.

Learning Outcomes

By the end of the course, students should be able to:

- Research and celebrate the diversity of religious traditions in the community
- Examine and compare a range of written texts that reflect different perspectives on religious beliefs
- Understand that Great Lent is a special time of the year when we reflect, repent and prepare for Easter
- Realise that the faith is a way of life and that God and the Church are accessible to them
- Write a series of personal prayers on a variety of themes like love, poverty and forgiveness.

Assessment

Religion is an unassessed subject.

Science
Length | One Year

Subject Classification | Science

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science’s contribution to our culture and society and its application in our lives.

The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers.

Scope

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link, form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level and distinguish between chemical and physical change.

They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Learning Strands

- Science understanding
- Science as a human endeavour
- Science inquiry skills.
Learning Outcomes
By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the function at cell, organ and body system levels.

Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations including designing field or experimental methods. They identify variables to be changed, measured and controlled.

Students construct representations of their data to reveal and analyse patterns and trends and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply either own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Assessment
Assessment is cumulative and consists of the following:
- Examinations
- End of topic tests
- Assignments and guided investigations
- Oral presentations
- Class debates
- Practical reports.

Extension Science
Length  |  One Semester

Subject Classification  |  Science

Prerequisite  |  Nil – selection is based on aptitude and results in Year 7 Science.

Learning Requirements
Students will be encouraged to:
- Develop observational and research skills
- Improve their use of scientific language in verbal and written communication
- Increase their understanding of Occupational Health and Safety Issues
- Develop and improve lateral thinking and problem solving skills
- Develop their understanding of the interrelationships within the sciences
- Develop an understanding of the interrelationships between Science and Technology.

Content Summary
The course includes a core of knowledge but has a strong emphasis on scientific discovery, interpretation and application to a wide range of problems.

Potential Topics
- Practical Science
- Robotics
- Vibrations and Waves.

The content will be an adjunct to the normal Year 8 Science Course.

Assessment
Assessment in this course is based on the following criteria:
- Criterion A: Knowing and Understanding
- Criterion B: Inquiring and Designing
- Criterion C: Processing and Evaluating
- Criterion D: Reflecting on the Impacts of Science.

Assessment tasks provide contexts to use to develop ICT skills and may include reports, tests, problem-solving activities and group presentations.

Visual Arts
Length  |  One Semester

Subject Classification  |  Arts

This subject is designed to develop creativity and imaginative thought and to create artworks that explore the individual’s own interests and extends one’s ability.

Students will develop an appreciation for the range of expressive forms employed by artists and promotes an understanding of the role of art and artists in society. They will also develop a repertoire of skills, techniques and disciplines and demonstrate innovative interpretations of and solutions to art ideas and a knowledge and appreciation of Art and Artists.

Course Aims
- To develop student confidence in analysing and critically evaluating art
To acquire foundations of knowledge of aspects of art through personal inquiry and to engage in the development, process and production of art
To develop ideas related to acquired art knowledge
To develop existing skills in the fundamentals of visual arts, aesthetically, technically and conceptually.

Scope

Over a one semester program, students will be required to:

Section 1 | Project Work
- Produce one major art work; students present for assessment one major work of art
- A folder of developmental or support materials is required for the major work
- This work is teacher directed and there are set projects that each student must complete.

Section 2 | Arts Analysis and Response
- Learn and employ processes for analysis and interpretation of style and technique relative to the themes explored
- Students will respond in written form with reasoned and personal viewpoints in response to their own work.

Learning Outcomes

By the end of this course students should be able to:

- Conceptualise, plan, make and evaluate visual art works
- Demonstrate a practical knowledge of media
- Write about aspects of their work and the work of others in a critical and analytical manner
- Demonstrate skilful handling of media.

Design and Technology

Designing
Understands and uses the relationship between different design skills to become better designers and selects appropriate communication forms to convey ideas.

Abstract Art Project

Students make / produce a large scale abstract poster (65 x 100cm) using mixed media and a variety of techniques. They use acrylic paint, glitter glue, oil pastels, fabric, beads/sequins, glue gun etc. Students gain some understanding of materials / media through practice and experimentation.

Critiquing

Students explain their decisions and choices and identify alternative possibilities. Students evaluate their large scale abstract poster as it progresses and identify ways of improving it through self and group peer assessment.

As part of the theory into Cubism, they study / critique the works of Picasso, Juan Gris and Georges Braque. In group discussion, they explain the choices made by these artists in terms of colour, style or political ideas. E.G. Picasso’s Guernica painting.

In a final evaluation at the end of the project, students compare their final outcome with the original task criteria and suggest ways it could have been improved by analysing their choice of colour, media, scale, subject matter, form, patter and therefore, overall aesthetic design.

Assessment

Assessment is cumulative and consists of the following:

- Practical studies
- Final artwork
- Developmental work.

Curriculum Handbook | Year 8