CURRICULUM INFORMATION FOR SEMESTERS 1 and 2 – 2014

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Dear Parents of Students in Year 8 2014

I am grateful for the opportunity to discuss with you the several foci for curriculum at Marist College Ashgrove in these important years of your sons’ lives.

We believe it is important to work with our students to help them to recognise that they need to become independent learners who increasingly assume responsibility for their own learning – thus, from the first day of their Year 8 studies, we help them to realise that they are accountable for their actions in all learning spaces, including The Brother Alexis Turton Science Centre, specialist rooms, the Draney Theatre and the Brother Mark Farrelly Resource Centre. We encourage your sons to engage with our learner-centred curriculum which is informed by the Essential Learnings and Standards central to the QSA P-9 syllabuses and the National Curriculum documents. These syllabuses support the development of:

- deep understandings of key disciplinary concepts, facts and procedures;
- the processes students use to develop and demonstrate their understandings;
- the capabilities students need to work with knowledge, grow and manage themselves, and become active participants in local and global contexts.

Thus our units are contextualised and designed to allow them to further develop life-long learning skills, incorporating all the literacies. We support them in their problem solving by facilitating their learning in the non-fearful, non-punitive atmosphere of our classes where new understandings are shared and celebrated. We work with them to develop and refine their understandings of social justice through our Marist charism which permeates all aspects of our curriculum and through the critical literacies which students need to acquire for successful participation in contemporary social, economic, civic and cultural life.

Essentially, in all their learnings, we wish your sons to:

- use a range of thinking strategies and skills in critical and creative ways;
- use the tools of language, symbols, technologies and texts interactively to communicate ideas and information;
- interact critically within a socio-cultural environment;
- work with others;
- act within a social context;
- manage the personal self;
- work with communities;
- act in the wider world;
- manage rights, responsibilities and duties of citizenship.

Concurrently, within each unit, we wish our students to:

- develop integrated understandings of concepts rather than fragmented pieces of information;
- pose and solve problems which are of interest to them;
- make connections and relationships between different areas and contexts of learning.
- grapple with challenging concepts;
- construct, produce and manage knowledge rather than simply recite it;
- become critical thinkers;
- become confident and competent users of the Information and Communication Technologies;
- become confident users of the five types of thinking which are essential to successful learning.

To achieve these goals, we are conscious of our responsibilities as educators in engaging with current understandings of pedagogy with an emphasis on:

- higher order thinking;
- depth of knowledge;
- depth of understanding;
- sustained classroom dialogue;
- relevance of the learning to the real world.

We Marist educators engage with Productive Pedagogies with their emphasis on twenty classroom strategies which focus instruction and improve student outcomes; strategies which are clustered into four forms of classroom interaction:

  - Intellectual Quality.
  - Connectedness.
  - Supportive Classroom Environment.
  - Recognition of Difference.

Thus teaching and learning in Year 8 at Marist College Ashgrove is challenging and on-going. Students are scaffolded through a 21st century digital program using learning technologies which develop skills and prepare students to be active members of a life-long learning community. Further, our Assessment Policy supports your sons by clarifying their responsibilities.

The Centre for Learning Enrichment (CLE) further supports all students initially in Year 8 at those levels where some of our students find themselves challenged. Some Year 8 students who are gifted and talented will need the stimulation and encouragement of advanced learning opportunities such as Opti-Minds, Future Problem Solving, Maths Challenge and competitions in Mathematics, English and Science. The Coordinator and staff of our Centre for Learning Enrichment will help such students find programs which will extend and develop their gifts.

For those Year 8 students who find themselves challenged in their learning, support will be available through the Centre for Learning Enrichment.

Learning Management System & Marist College Ashgrove Calendar

Our students are further supported by the College’s online learning management system (LMS). Student work is published on LMS and students have the opportunity to dialogue with their teacher and other students via the LMS discussion forum and blog facilities.

**All student assessment details are published on the College Calendar** as a means of helping our students to manage their planning and completion of assessments in order to achieve their own personal best performance. (See Essential Information for Parents for directions on accessing the Assessment/Excursion Calendar.)
It is our hope as Marist educators that your sons will engage with these evolving dimensions of their learning so that they may never know St Marcellin's disappointments and frustrations:

“It's a painful experience being a late starter at learning. When I entered the minor seminary at the age of 16, I was well ahead of my classmates in age and well behind them in learning. But I'm glad now for that experience, because it made me determined to help others to get the advantages that I was deprived of myself. It's a wonderful thing to be able to free people from the things that hold them back: ignorance of God, sin, and lack of education”

So, as we begin this significant stage of your sons' lives, let us look confidently to the future.

Yours faithfully

Sally Flynn
Head of Teaching & Learning

All information published herein is gathered from sources which are thought to be reliable, however, the reader should not assume that the information is official or final. Marist College Ashgrove does not assume responsibility for errors and omissions, and all or any of the information is subject to change without notice.
21st Century Literacies – Information, Digital, Visual, Media and Cultural

At Marist College Ashgrove, both academic and library staff are in the business of enabling students to become critical and creative thinkers. Students who are successful learners are motivated and confident in managing their learning, have developed good research and information skills and are critical in their thinking. The new Australian Curriculum explicitly identifies critical and creative thinking as essential competencies to be addressed within the General Capabilities (Australian Curriculum Assessment and Reporting Authority, 2013). National Curriculum ensures all curriculum learning areas embed these skills and provide a mechanism to monitor the explicit teaching of these skills to all students. There are four organising elements of the Critical and Creative Thinking General Capability and the programs in the middle school years encourage students to develop specific skills such as reasoning, hypothesising, synthesising, reflecting and so on. The Marist library program integrates ICT skills into the curriculum to achieve the 21st century outcomes as outlined in the Melbourne Declaration for Young Australians (MCEETYA, 2008).

Figure 1: The organising elements of the Critical and Creative Thinking

Through library and classroom learning experiences students develop the skills necessary for gaining a working knowledge of the four aspects of the Critical and Creative Thinking General Capability.

1. The **Scope of the Critical and Creative Thinking** provides a generalised statement about what constitutes these thinking skills and describes the behaviours that students should typically demonstrate. It also suggests strategies and pedagogical approaches that will assist in their development.

2. The **Organising elements** of the Critical Creative Thinking General Capability provide students with the necessary skills required to manage information successfully, e.g. analyse, explore, synthesise, evaluate and reflect on the information need.

3. The **Learning Continuum** elaborates the four organising elements described in Figure 1 and provide schools with a scope and sequence continuum to map these skills across year levels. Table 1 provides a snapshot of the Learning Continuum and full details are available on p.72 of the ACARA website.
Table 1: Critical and Creative Thinking Learning Continuum

<table>
<thead>
<tr>
<th>Typically by the end of Year 6, students:</th>
<th>Typically by the end of Year 8, students:</th>
<th>Typically by the end of Year 10, students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose questions to clarify and interpret information and probe for causes and consequences&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• inquiring into cause and effect of significant events in their lives</td>
<td>Pose questions to probe assumptions and investigate complex issues&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• questioning causes and effects of local and world events</td>
<td>Pose questions to critically analyse complex issues and abstract ideas&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• questioning to uncover assumptions and inferences and provoke debate about global events</td>
</tr>
<tr>
<td>Identify and clarify relevant information and prioritise ideas&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• giving reasons for a preferred pathway when problem solving</td>
<td>Clarify information and ideas from texts or images when exploring challenging issues&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• identifying the strengths and weaknesses of different approaches</td>
<td>Clarify complex information and ideas drawn from a range of sources&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• scrutinising contrasting positions offered about events or findings</td>
</tr>
<tr>
<td>Analyse, condense and combine relevant information from multiple sources&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• establishing opinion versus fact in literature and film</td>
<td>Critically analyse information and evidence according to criteria such as validity and relevance&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• scrutinising the accuracy of depicted events</td>
<td>Critically analyse independently sourced information to determine bias and reliability&lt;br&gt;&lt;b&gt;Examples&lt;/b&gt;&lt;br&gt;• critiquing data from known and unknown sources</td>
</tr>
</tbody>
</table>

(Australian Curriculum Assessment and Reporting Authority, 2013)

The teacher-librarians and library staff work collaboratively to combine a knowledge of the curriculum, a knowledge of individual student needs and a knowledge of information sources, resources and technologies to optimise learning. Students are scaffolded through the information research process (Figure 2) and taught the skills associated with digital citizenship, thereby building key 21st century literacy skills.

Responding to the challenges of the 21st century with its complex environmental, social and economic pressures requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Figure 2: Senior Studies Information Research Process
**Questioning** - Involves students in planning their research by defining their topic, highlighting their keywords and considering alternative terms.

**Preliminary Data Gathering** - Demonstrates how to find the information they need by directing students to a range of high quality academic resources and reminds students of the most effective techniques for finding information within them.

**Hypothesis Formulation** – Demonstrates how to state what students expect to find in their research and how to suggest a reason why this might be so.

**Evaluating** - Highlights the importance of critically evaluating information, with particular emphasis on web resources, and informs students how to do this.

**Sensemaking** – Highlights the importance of critically analysing and synthesising information. This is essential if students are to understand how the information they have gathered, all fits together.

**Reflecting & Refining** – Highlights the importance of reviewing the collected information and making decisions about whether to continue gathering or proceed to the using stage.

**Using** - Focuses on organising and using that information including how to cite references and avoid plagiarism.

**Assessing** - Stresses the importance of reviewing and evaluating the whole process for future work by understanding what worked well or did not work well and responding to feedback.

(Adapted from Seeds University Elementary School, UCLA, 2002)

**References**


Tutoring

Tutoring for most subjects is available at the Centre for Learning Enrichment on a daily basis.

Information and Communication Technologies (ICTs) Semesters 1 and 2

Marist College Ashgrove actively promotes an environment where the uses of information and communication technologies (ICTs) are regarded as an integral part of learning. This environment is determined by the needs of an evolving curriculum that seeks to equip young people with the competencies and skills required in an information (knowledge based) economy and society.

Teachers are encouraged and supported to explore the appropriate use of ICTs in effective teaching and learning with a view to:

- enhancing student centred learning;
- developing information and visual literacies;
- developing thinking skills;
- guiding discovery through rich learning experiences;
- allowing students to be more engaged in higher order thinking where they are synthesising and analysing information;
- promoting cooperative learning and problem solving.

As a result, students will be given the opportunity to become competent and confident users of new technologies in order to become critical users of digital forms of media, to analyse, evaluate, synthesise and communicate information, to construct knowledge to solve problems.
ESSENTIAL INFORMATION FOR PARENTS

MYMARASH

The College Extranet is accessed through MyMarash which gives parents/guardians access to the Marist Portal and Parent Lounge and students access to the Marist Portal and Bullying Portal.

To access MyMarash please go to:-
http://www.marash.qld.edu.au/mymarash

For information on how to access MyMarash please view the following video:-

Further details can be found on the MCA website:-
http://www.marash.qld.edu.au/links/mymarashvideo

Marist Portal

For access go to MyMarash on the MCA website:-

Marist Portal Home / Curriculum / Students / Parents

Important Student Links

➢ Learning Management System
   The Learning Management System, an online solution that assists teachers with presenting students with digital learning resources.

➢ Student Café
➢ Br Mark Farrelly Resource Centre
➢ Turnitin
➢ Bullying Portal

General Student Information

➢ Policies
   • Assessment Policy which includes:
     ▪ College Procedures And Regulations For Assessment Tasks Other Than Examinations And Spoken Tasks
     ▪ College Procedures And Regulations For Examinations
     ▪ College Procedures And Regulations For Spoken Assessment
     ▪ College Regulations In Relation To Plagiarism
   • Feedback & Drafting Policy
   • Graphics Calculators Policy
   • Home Study Guideline Years 5 – 12
   • Student ICT Device Agreement
   • Use of Electronic Devices Policy
Parent Lounge

Parent Lounge allows parents to view their son’s enrolment details, update details securely from the College website, access Curricular Activities, Daily Notices, Parent Directory and Events. To access Parent Lounge, parents/guardians require their Parent Code which is published on the College Fees Invoice (Account Number) and password (your postcode).

For access go to MyMarash on the MCA website:
http://www.marash.qld.edu.au/mymarash ➢ Parent Lounge

➢ Student Details

➢ Curricular Activities Due
  • View your son’s assessment dates

➢ School Links
  • Br Mark Farrelly Resource Centre

➢ Update Parent Details

➢ Parent Directory
  • View the Parent Directory – view your son's year, tutor group, or search for student year group.
  • View Your Details – view your son’s enrolment details and update securely from the College website. Parents/guardians can elect to publish their contact details within the online directory. Parents are able to nominate which details are displayed (e.g. parents may only want their mobile phone number displayed).

➢ Events
  • View upcoming events at a glance. By clicking on [more], the entire month will be displayed.

➢ Today's Bulletins
  • View the Daily Bulletin at a glance. By clicking on [more], the entire list will be displayed.

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1:1 Bring Your Own Device

Marist College Ashgrove commenced a device rollout program where students in Years 8-11 bring their own laptop to school each day. This has provided students with enhanced learning opportunities – both at home and at school.

All details can be accessed through the Marist Portal ➢ Parents.
Semesters 1 and 2 (Year 8) comprise a common foundation year for all students who study a Core Curriculum based on Semester-length units.

All units are organised under the structure of Key Learning Areas (KLAs). The Heads of KLAs are:

- Religious Education: Mrs Louise Underwood
- English: Mr Steve Littleton
- Health and Physical Education: Mr James Metzeling
- Humanities: Ms Claire Fitzpatrick
- Languages (Coordinators): Ms Jacqui Bonell (French), Ms Keiko Griffiths (Japanese)
- Mathematics: Mrs Jacqueline Klowss
- Science: Mr Rick Morrow
- Technology: Mr Craig Robinson
- The Arts: Ms Katy Ward (Acting)

Students’ Learning Achievements are described as:

- A
- B
- C
- D
- E

A student’s progression through the units will depend upon his level of knowledge, understanding and skills; thus, a student must demonstrate knowledge, understanding and skill in the core learnings of a unit before he progresses to units of a higher level.

Our students study the following Core Curriculum (Years 8-10):

<table>
<thead>
<tr>
<th>Key Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
</tr>
<tr>
<td>English *</td>
</tr>
<tr>
<td>Mathematics *</td>
</tr>
<tr>
<td>Science *</td>
</tr>
<tr>
<td>Humanities (History *, Accounting, Business, Economics, Geography, Legal Studies)</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
</tr>
<tr>
<td>Languages (French, Japanese)</td>
</tr>
<tr>
<td>Technology (IPT, Graphical Communication, Engineering Technology, Construction Technology, Technology Studies,)</td>
</tr>
<tr>
<td>The Arts (Visual Art, Drama, Media, Music)</td>
</tr>
</tbody>
</table>

* Australian Curriculum
ESSENTIAL EQUIPMENT FOR YEAR 8

1 x USB with minimum memory of 2gb
1 x set of headphones for use of multi-media including Music
2 x black biros
2 x blue biros
1 x red biro
2 x lead pencils 2B
1 x set of 12 coloured pencils
1 x pair paper scissors
1 x small glue stick
2 x highlighters (different colours)
1 x eraser
1 x sharpener
1 x ruler
1 x scientific calculator Casio fx82UA PLUS or fx100AU (must be this brand)
1 x protractor
1 x drawing compass
1 x document wallet
   - French
3 x clear plastic display folders
   - Handouts, Health and Physical Education, Humanities
7 x A4 exercise books
   - Drama, Mathematics, Religious Education, Science, Humanities (2), English
3 x 48 page exercise books
   - English, Health and Physical Education, French/Japanese
2 x A4 Folder containing loose leaf paper
   - French, English

and on your desk at home for homework and completing assignments

♦ A dictionary
♦ A Bible (such as Good News Catholic Edition is recommended but not essential)

These stationery requirements were correct at time of printing. Some slight changes may be unforeseen.
# RELIGIOUS EDUCATION

## Semester 1

<table>
<thead>
<tr>
<th>8RE1</th>
<th>SPIRITUALITY OF THE COLLEGE COMMUNITY</th>
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</table>

### Prerequisites

Nil

### Content/Topics

**Unit 1 Why be Marist?**

This unit introduces Year 8 students to the College community and helps them recognise that Marist College is a Catholic/Christian community. Students are introduced to various aspects of Marist culture and tradition within broader Catholic faith and practice. This includes an examination of the life and work of St. Marcellin Champagnat, the Marist Brothers, a history of Marist College Ashgrove, the importance of prayer life, ritual, and the contributions of significant people within our community both past and present. Students are also introduced to the College Chaplin, College Counsellors, the Mission Team, the Learning Enrichment Support Team and the College Captains. This unit fulfils the Archdiocesan Celebration Strand 4.3 - Students examine how the spirituality of significant people within and beyond the Christian tradition influences individuals and communities and Belief Strand 4.3 - Students describe how the structures and practices of different Church communities reflect their culture and history.

### Content/Topics

**Unit 2 Why be Lenten People?**

This unit allows students to explore the experience of Church and Church seasons and builds knowledge learnt in the previous unit. Students explore what Lent means, how it came to be and what significance it holds in our lives today. In particular this unit explores the sacrament of the Eucharist, by investigating some simple theology as well as the cultural significance and practice of Eucharist for Catholics and Christians. This unit fulfills the Archdiocesan Celebration Strand 4.1 - Students make connections between the sacraments of the Church and the life and ministry of Jesus.

### Assessment

No formal assessment however students complete a variety of in-class activities along with Teacher observation of in class participation.

### Content/Topics

**Unit 3 Why follow Jesus? Who were the early Jesus followers?**

This unit provides students with opportunities to explore the links between the teachings and actions of Jesus and Christian beliefs and practices. Students examine the Early Church, her disciples and martyrs and their desire to follow Jesus. This era highlights the Apostolic nature of the Catholic Church and some of the Pauline Letters. Students also consider how consider how the beliefs and teachings of and about Jesus have been applied for a variety of purposes over time and in different social and cultural contexts. This unit fulfills the Archdiocesan Beliefs Strand 4.2 Students make clear links between teachings and actions of Jesus and Christian beliefs and practices and Scripture Strand 4.3 Students develop a process, using selected elements of interpretation, to explain a scriptural text.

### Assessment

Multimodal choice of:
- Board game
- Short film
- Newspaper Article
<table>
<thead>
<tr>
<th>Semester 2 8RE2</th>
<th>LIVING OUT OUR FAITH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>8RE1</td>
</tr>
</tbody>
</table>
| **Content/Topics** | **Unit 4 Why are we a Sacramental people?**  
This unit provides students with opportunities to undertake research on information about practices associated with sacramental celebrations as well as making connections between sacraments and the life and ministry of Jesus. Students are introduced to the history of the Sacraments of Initiation, Healing and Commitment. Students also examine some key Scriptural passages in the Gospels of Mark and Luke. This unit fulfills Archdiocesan Celebration Strand 4.2 Students explore ways prayers and rituals incorporate liturgical resources to provide meaning for individuals and groups. |
| **Assessment** | Research assignment presented as a spoken task. |
| **Content/Topics** | **Unit 5 How should we live? Morality Values and Pathways**  
This unit challenges students to consider how they make moral decisions. Students examine questions such as; how do you know what is right? What do Christian texts tell us about what is right?  What strategies can we use to help us make a moral decision? These activities assist students to identify Christian moral values. This unit fulfills the Archdiocesan Morality Strand 4.2 Students construct moral decision-making processes using informed personal, social and cultural perspectives. |
| **Assessment** | Students complete an in-class written response to stimulus |
| **Content/Topics** | **Unit 6 How do Images, Symbols and Language Communicate ideas about God and the Sacred?**  
This unit is integrated across Semester 2 as students explore how images, symbols and metaphoric language assist Catholics and Christians to make meaning from Scriptural texts and assists the communication of ideas about God. This imagery is explored in Scriptural passages and through various prayer activities. This module fulfills the Archdiocesan Scripture Strand 4.1 Scriptural texts contain a range of textual features and text types that assist Christians in making meaning. |
| **Assessment** | Various in-class prayer activities which use symbolic language. |

While a Bible will not be a compulsory text for students to bring to class each lesson, it is highly advised that each student have access to a suitable Bible at home, both for class work and personal reading and reflection. When classes need to use a Bible, they will be available from the Book Room.
ENGLISH

Semester 1 8ENG1

YEAR 8 SEMESTER 1

Prerequisites

Nil (All students complete this foundation course)

Content/Topics

In Semester 1 at Marist College Ashgrove students will study a unit entitled Exploring New Ground. This unit will encourage students, as they commence their studies in Year 8, to reflect on the ongoing significance of literature in their lives, and help them to understand the forces which continue to shape their evolving sense of self. They will be presented with the opportunity to manipulate language in the representation of their ideas, constructing texts which are tightly structured, imaginative, reflective and analytical.

While all students study the same content and concepts, and develop the same skills, there is opportunity for certain students to study this unit in smaller classes specifically designed to further develop the areas of English with which they may be experiencing difficulty. Modified assessment tasks may be offered to these students.

As part of their textual studies, all students will read and view:

- a contemporary novel
- a range of personal anecdotes and stories;
- a wide selection of poetry – both classical and contemporary;
- a range of still images and other artistic works as they relate to the literature the students have studied in class;

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

- write a personal anecdote;
- write a series of expository paragraphs;
- respond to a range of extracts by drawing on their own experiences;
- participate in small and large group discussions by listening to others and sharing their own points of view;
- construct effective sentences;
- understand and use nouns effectively;
- compare and contrast a range of texts which explore the same issue;
- select and use appropriate verbs and tense when writing;
- select and use strong language to position readers about themselves;
- spell correctly and use punctuation effectively and to create particular effects for the text under construction.

Assessment

The following assessment items could be included in the student’s folio of work for Semester 1:

- compose a personal anecdote;
- create and deliver a speech which introduces himself to others in the class, and which explains some of the literary texts which have formed an important part of his life;
- prepare a series of expository paragraphs on the set text.
**ENGLISH**

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>YEAR 8 SEMESTER 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8ENG2</td>
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</table>

**Prerequisites**

All students in Year 8 Semester 2 will complete the unit **Myths, Legends and Heroes**. While all students study the same content and concepts, and develop the same skills, there is opportunity for certain students to study this unit in smaller classes specifically designed to further develop the areas of English with which they may be experiencing difficulty. Modified assessment tasks may be offered to these students.

**Content/Topics**

This Semester long unit is broken down into two discrete units. In the first unit students will discover that myths and legends are traditional stories that have been used through the ages to explain fundamental questions about our world, and as the foundation for different cultures' beliefs. They will be offered the opportunity to explore a wide range of myths, to transform myths and create their own myths. In the second unit the students will focus on mythic heroes both from traditional literature and cultures, and the contemporary world.

**As part of their textual studies, all students will read and view:**

- a wide variety of traditional myths and legends from different cultures including Asian and Indigenous peoples;
- some urban myths;
- historical accounts of mythic heroes and/or heroes from legend;
- an animated feature film containing a mythic hero, e.g. *The Lion King, Finding Nemo* or *Shrek*.

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

- work individually and in groups
- write and speak imaginatively and creatively;
- write and speak persuasively;
- respond in a variety of ways to myths and film;
- respond to a range of literary and non-literary texts;
- compare and contrast
- identify topic sentences, understand the structure of paragraphs and apply these skills to their own writing;
- understand the structure and conventions of script writing;
- read and write reviews;
- understand basic reader positioning.

**Assessment**

The following assessment items could be included in the student's folio of work for the semester:

- in groups, students prepare and present a dramatic transformation of a traditional myth;
- compose an original creation myth;
- write an analytical exposition on an animated film focusing on the mythic hero;
- compare and contrast two mythic heroes and deliver a spoken multi-modal comparison.
## HEALTH AND PHYSICAL EDUCATION

### Semester 1

**8PE1**

**AN INTRODUCTION TO HEALTH AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Nil</th>
</tr>
</thead>
</table>
| **Content**   | **Practical – Stroke Correction - Introductory Lifesaving and Athletics** – Students will acquire the fundamental skills of the basic swimming and lifesaving strokes and employ lifesaving techniques in a simulated rescued. In Athletics students will acquire the fundamental skills of a range of Track and Field events.  
**Theory – Changes in My Life & Changes in Me – The Human Body and How it Works** - In this personal development unit, students examine the changes taking place in their lives and how it impacts on them personally and their relationships. They will be exposed to a range of concepts, including friendship dynamics, communication, assertiveness, bullying, puberty, body image, feelings, interdependence, responsibilities and values. In this unit students will learn about the human body and how it works. They will gather a basic understanding of the skeletal and muscular systems, and the associated theory behind this basic anatomy. |
| **Assessment**| **Practical – Stroke Correction - Introductory Lifesaving and Athletics** - Students will be subjectively assessed according to their ability to implement skills and strategies in a variety of performance environments, ranging from closed to more open and competitive ones. Objective standards will also be applied to the aquatic unit to assist with this process and every student will be awarded a grade based on their attitude and degree of participation.  
**Theory – Changes in My Life & Changes in Me** - Students complete a blog diary reflecting on the changes taking place in their lives. This task will be uploaded onto LMS for grading. Students will do an exam in class on anatomy. |

### Semester 2

**8PE2**

**FUNDAMENTALS OF HEALTH AND PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>8PE1</th>
</tr>
</thead>
</table>
| **Content**   | **Practical – Minor Games and Striking Sports** - In the minor games unit, students will develop their tactical awareness through participation in a variety of non-traditional games. In the striking sports unit students will perform basic games that concentrate on striking skills and develop their tactical understanding of the games in closed and simple performance environments. They will apply and adapt these skills and strategies using decision-making and problem solving skills in more complex performance environments. The majority of class time will be made up of playing Softball and Cricket.  
**Theory – Good Health for Everyone!** - This introductory Health unit enables students to view health from both a personal and community perspective. They will study basic nutritional concepts and examine adolescent risk taking in relation to smoking, sun safety, aquatic pursuits, bicycle riding and extreme sports. |
| **Assessment**| **Practical** - Students will be subjectively assessed according to their ability to implement skills and strategies in a variety of performance environments, ranging from closed to more open and competitive ones. Objective standards will also be applied to the practical unit to assist with this process and every student will be awarded a grade based on their attitude and degree of participation.  
**Theory** - Students evaluate their own nutritional habits taking into account their individual dietary needs. They will also devise an advertising campaign to minimise risk taking behaviour amongst adolescents in relation to a range of potentially dangerous pursuits, including smoking. |
HUMANITIES

Semester 1
8GEO

GEOGRAPHY

Prerequisites
Nil

Content
There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms, developing students’ understanding of the concept of environment. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the process of urbanisation to show changes in economy and society through distinctive features of Australia’s human geography.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated.

The key inquiry questions for Year 8 are:

1. How do environmental and human processes affect the characteristics of places and environments?
2. How do the interconnections between places, people and environments affect the lives of people?
3. What are the consequences of changes to places and environments and how can these changes be managed?

Assessment
A variety of assessment techniques will be used that could include a short response test, practical exercise, written report and a spoken multi-media presentation with a research/inquiry focus.

Semester 2
8HIS

THE ANCIENT TO THE MODERN WORLD

Prerequisites
Nil

Content
This unit provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 – c.1750). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the world began to take shape.

Year 8 History is comprised of the following topics:

1. The Western and Islamic World
2. The Asia-Pacific World
3. Expanding Contacts

Assessment
A variety of assessment techniques will be used that could include a short response test and source analysis, a research essay with an inquiry and analytical focus, a spoken multi-media presentation or role play with a research/inquiry focus and development of a website.
LANGUAGES
FRENCH

Semester 1 or 2
8FR

LANGUAGE IN ACTION – LE FRANÇAIS EN ACTION

Units of work focus on plays and stories.
Children new to a language find in a story, context for understanding. Through storytelling, the language of the classroom is learned, events are described, retold and reflected on in the target language.

Prerequisites
Nil

Content
This unit covers vocabulary which equips the students with a knowledge of words and then meanings and the ability to communicate firstly in structured communication which is then transferred to an ability to communicate spontaneously.

As well as this, the students learn to talk about themselves and hold conversations.
The productive skills of speaking and writing and the receptive skills of listening and reading are of equal importance.
The second part of the title ‘in Action’ is important to the acquisition of language, vocabulary is taught with gestures allowing students to visualise and kinesthetically embed vocabulary in their minds.

French is used exclusively in the class.

As part of their studies, all students will:
• actively learn and manipulate vocabulary; to convey meaning and develop awareness of grammatical elements;
• communicate effectively in real life situations;
• develop confidently their listening, speaking, reading and writing skills in French;
• extend their knowledge of France and French culture;
• further define their own identity and culture;
• learn a great deal about their own language structure;
• use technology meaningfully, to produce electronic documents, to interact with a sequenced multimedia language program and to do research on the internet;
• participate in language competitions;
• for experienced and gifted students, enrichment, accelerated learning and extension will be offered since the curriculum takes into consideration different learning styles.

By the end of their studies, students will be able to:
• learn the importance of non-verbal cues, including gestures to acquire and convey meaning in communicative situations;
• work co-operatively with partners and in small groups to complete in French, activities and plays;
• communicate in writing to a pen friend;
• recognize language patterns and structures;
• work in depth in French with a story that is part of European and Francophile cultures;
• discover the similarities between English and French words when learning cognates in this unit;
• measure and identify their use of French as the exclusive language of communication in the classroom.

Assessment
Both the Formal Assessment and the Informal Assessment are taken into consideration to determine the student's outcome levels.
• Formal Assessment: end of Semester or where appropriate tests in four macro skills, speaking and writing (composing), listening and reading (comprehension).
• Informal Assessment: work produced in class and homework.
**Prerequisites**

Nil

**Content/Topics**

The theme of this unit is *The International World* and the topic is *Overseas Visitors*. Students learn Japanese language, cultural points and vocabulary through lively cartoon stories, photo presentations and a variety of text types.

**As part of their studies, all students will:**

- learn Japanese scripts, vocabulary and simple sentence structures;
- develop their listening, speaking, reading and writing skills in Japanese;
- learn to communicate effectively in real life situations, using Japanese;
- learn about and develop their understanding of other cultures;
- enjoy cultural activities such as Kodomo no Hi (Children's Day) and Tanabata Matsuri (Star Festival);
- learn how to use Japanese language program;
- enhance their capacity to communicate in English;
- use technology such as the internet or Learning Management System program for self study and to communicate with Japanese students;
- participate in language competitions;
- students with prior learning experience may have the opportunity to progress more rapidly through further units.

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

- read and write “hiragana” script and some basic “kanji” which is a pictorial script;
- present a speech about himself and his family;
- interact / exchange information with Japanese visitors;
- have knowledge of Japan’s geography and traditional culture;
- write a simple letter / email;
- create a PowerPoint about his family and friends;
- develop positive attitudes to people of other languages, cultures and races;

**Assessment**

Both the Formal Assessment and the Informal Assessment are taken into consideration to determine the student's outcome levels.

- Formal Assessment: end of Semester tests in four macro skills, speaking and writing (composing), listening and reading (comprehension).
- Assignment – PowerPoint presentation.
- Informal Assessment: work produced in class and homework.
MATHEMATICS

Semester 1
8MTH1

While all students study the same content and concepts, and develop the same skills, there is opportunity for certain students to study this unit in smaller classes specifically designed to further develop the areas of Mathematics with which they may be experiencing difficulty. Modified assessment tasks may be offered to these students.

Contents

Number and Algebra – Solve problems involving use of percentages, rates and ratios, including percentage increase and decrease and the unitary method and judge reasonableness of results. Solve problems involving fractions, decimals and percentages, including those requiring converting and comparing, and judge the reasonableness of results using techniques such as rounding. Generalise the distributive law to expansion and factorisation of simple algebraic expressions and use the four operations with algebraic expressions.

Statistics and Probability – Use a mean or median from a sample to estimate the mean or median of a population and to recognise the limitations of samples. Collect samples and construct tables and graphs including frequency column graphs with and without technology for grouped data, and to select and justify the choice of measure of centre and spread used.

Measurement and Geometry - Generalise from the formulas for perimeter and area of triangles and rectangles to investigate relationships between the perimeter and area of special quadrilaterals and volumes of triangular prisms and use these to solve problems. Solve problems involving interpreting and creating maps and plans using scales. Create, interpret and use two-dimensional representations of three-dimensional objects, including projections, isometric views and plans.

Semester 2
8MTH2

While all students study the same content and concepts, and develop the same skills, there is opportunity for certain students to study this unit in smaller classes specifically designed to further develop the areas of Mathematics with which they may be experiencing difficulty. Modified assessment tasks may be offered to these students.

Content

Number and Algebra - Understand, describe and use generalisations of the index laws with positive integral indices. Create, solve and interpret linear equations, including those using realistic contexts using algebraic and graphical techniques. Plot graphs of linear functions and use these to find solutions of equations including using ICT.

Statistics and Probability - Identify complementary events and use the facts that probabilities range between 0 and 1 and sum to 1 over the sample space to check probabilities. Use Venn diagrams or two-way tables to illustrate ‘and’, ‘or’, ‘given’ and ‘not’ criteria, and to calculate simple probabilities.

Measurement and Geometry - Identify properties and conditions for congruence of plane figures, and use coordinates to describe transformations. Investigate the relationship between features of circles such as circumference, area, radius and diameter and generalise these to solve problems involving circumference and area. Explain properties for congruence of triangles and apply these to investigate properties of quadrilaterals.

Students who obtain a D or E Standard in 8MTH2 are recommended to study 9MTHM1 at the start of Year 9.

Students who obtain a B or C Standard should move to 9MTH1.

Students who obtain an A Standard should move to 9MTHA1.
SCIENCE

Semester 1
8SCI1  
BIOLOGY & CHEMISTRY

Prerequisite  
Nil

Content/Topic  
The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. This unit covers key concepts in the sub-strands of Chemical and Biological Sciences.

In Term 1, students will learn about laboratory equipment and the safe ways to handle materials when experimenting. This will provide a useful basis on which they can begin to build an understanding of the chemical behaviour of everyday materials that can be found in the home and kitchen. They will explore ways to separate these materials and how they can undergo chemical or physical changes. Students will also learn the elements of a “fair test” through experimental investigation.

In Term 2, students will study and classify a variety of living organisms to demonstrate an understanding of the diversity of nature. They will learn that living organisms possess external and internal structures which enable them to survive and reproduce in their own environment.

Assessment  
Students will be given the opportunity to demonstrate what they know and can do as described by the essential learnings of the unit. Teachers will track a student's progress through his responses to various class activities during the unit. There are four main types of assessment tasks used: experimental investigations, non-experimental investigations, stimulus-response tasks and knowledge and process exams.

Semester 2
8SCI2  
PHYSICS & EARTH SCIENCE

Prerequisite  
8SCI1

Content/Topic  
This unit provides opportunities for students to explore the sub-strands of Physical and Earth and Space Sciences.

In Term 3, students will investigate the concepts of force and energy and have opportunities to explore various energy types. They will be required to demonstrate, though a practical assessment, their knowledge of energy, forces and energy transformations. The science behind why and how things move will also be explored, and the students will be challenged to look at how different forms of energy can be used more efficiently in our world today.

In Term 4, students will examine how interactions between Earth and other bodies in our solar system and universe affect us. They will also identify how weather, water and rocks transform the Earth around them.

Assessment  
Students will be given the opportunity to demonstrate what they know and can do as described by the essential learnings of the unit. Teachers track student's progress through their responses to various class activities during the unit. There are four main types of assessment tasks used: experimental investigations, non-experimental investigations, stimulus-response tasks and knowledge and process exams.
## YEAR 8 DESIGN & TECHNOLOGY

### 1 Term Duration 8TECH

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
</table>

### Content/Topics

This course provides opportunities for students to design and create products that meet human needs and wants and solve problems within an industrial and digital context. They will use a variety of materials, tools, equipment, forming processes and software applications to as they progress through the tasks.

**During this unit, students will:**
- Design and construct a product to given specifications
- Develop an understanding of orthographic and pictorial drawing systems
- Produce a computer generated 3D model
- Produce a timber project using appropriate tools and techniques
- Fabricate a metal product using appropriate tools and equipment
- Compare the properties and characteristics of a variety of materials
- Be introduced to safe workshop practices
- Design and program a computer game.

**By the end of the course, students should be able to:**
- Work safely in an industrial setting
- Handle and store equipment and tools safely and correctly
- Appreciate that different materials have different properties and applications
- Use basic hand tools accurately
- Follow the Design Process to solve a given problem
- Produce basic production drawings.

### Assessment

The following assessment items could be included in the student's folio of work for the semester:
- Student's practical projects
- Teacher observation
- Design Folio.
THE ARTS – VISUAL ART

1 Term Duration
8ART

FOUNDATION ART

Prerequisite Nil

Content Foundation Art provides students with an insight into art practice as well as allowing them to examine art works and artists from both the historical and critical perspectives. Students will have the opportunity to explore a variety of media including drawing, painting, printmaking, 3D and photography. In each of these areas, students will be encouraged to develop their own sense of individuality and creativity. They will learn to appreciate the works of fellow students as well as evaluate their own works.

As part of their studies, all students will:
• Apply visual art and design elements.
• Make, display and appraise images and objects.
• Work individually and collaboratively to deconstruct and reconstruct images and objects.
• Manipulate meaning and communicate their experiences, feelings, ideas and observations.
• Understand the role and function of audience by analysing their own and other images and objects from a diverse range of societies.

By the end of the course, students should be able to:
• Present a folio of work to include drawing, painting, printmaking, 3D and digital imaging that reflects their knowledge and application of the visual art and design elements.
• Be able to display and discuss their work and that of others in a meaningful way.
• Be able to analyse the works of art from a variety of socio-cultural contexts.

Assessment Students will develop an art folio and undertake a critical appraisal task.

THE ARTS – DRAMA

1 Term Duration
8DR

FOUNDATION DRAMA

Prerequisite Nil

Content Foundation Drama introduces the students to drama experiences as they interact in a range of roles and relationships, situations and contexts. They will learn the language of drama as they prepare and present drama in games, improvisations and roleplay.

As part of their studies, all students will:
• Gain an understanding and knowledge of the elements of drama.
• Use drama terminology.
• Acquire performance skills in voice, movement, use of stage space and characterisation.
• Develop their own sense of creativity.
• Perform a published script to a specific audience.
• Perform an improvisation.
• Participate in peer and self-evaluation.

By the end of the course students should be able to:
• Select appropriate dramatic elements to shape improvisations and roleplays.
• Present devised and scripted drama using performance skills for a variety of audiences and purposes.
• Make supported critical judgments about their own work and that of others.

Assessment The students will present an improvisation and work collaboratively in groups to present a performance of a scripted text. All work will be monitored in progress using teacher and student evaluation and their work will be assessed meeting set criteria.
THE ARTS - MUSIC

1 Term Duration
8MUS

FOUNDATION MUSIC

Prerequisite
Nil

Content
This course is designed to give students a broad musical experience, offering opportunities to learn about, listen and perform a wide range of musical styles. The course commences by giving students grounding in the rudiments of music notation including rhythm and pitch, the great stave and basic composition using a computer.

The College’s hi-tech keyboard classroom comprising of keyboard, electric and bass guitars, computers and an electronic drum kit will be utilised by all students, where they will learn to play and perform well-known tunes and develop basic improvisational skills. These facilities are integral to the study of Rock, Jazz and Classical Music, where the students will learn about the styles of music through performing, composing and listening.

As part of their studies, all students will:
- Perform various styles and genres of music using the music lab.
- Compose music using various computer software packages.
- Listen to various genres and styles of music and be able to respond to them in a basic musical language.

By the end of the course, students should be able to:
Aurally and visually analyse and respond to core content in music they hear and perform using:
- Rhythmic/melodic ostinati.
- Accompaniments consisting of chords I, IV and V.

Play and sing both:
- Individually.
- With others and in unison in up to four parts including some pieces by memory.

Read and write short pieces of music containing the following core content:
- Pentatonic scales.
- Rhythmic and melodic ostinati.
- Solo instruments and tonalities from a range of cultural and historical contexts.
- Expressive elements including dynamics.

Use basic musical computer commands and can manipulate sequencing and score layout packages including “Sibelius” and “Garage Band”. Commands include:
- Flexitime data input.
- Keypad data input.
- Cut, paste and save.
- Creation of text and expressive elements.
- Use of loops in order to create musical form.

Display practical performance skills on the:
- Keyboard and drums.
- Guitar.
- Bass.

Assessment
There are two main pieces of assessment:
- Composition using a computer.
- Solo and ensemble performance.
# ARTICULATION FROM YEAR 8 TO YEAR 12

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Foundation Subjects Semesters 1 and 2</th>
<th>Semesters 3 – 6</th>
<th>Years 11 and 12</th>
</tr>
</thead>
</table>
| Religious Education   | Religious Education                    | Religious Education | Study of Religion
|                       |                                        |                  | Religion and Ethics * |
| English               | English                                | English          | English         |
|                       |                                        |                  | English Extension|
|                       |                                        |                  | English Communication* |
| Languages             | French                                 | French           | French          |
|                       | Japanese                               | Japanese         | Japanese        |
| Mathematics           | Mathematics                            | Mathematics      | Mathematics C    |
|                       |                                        |                  | Mathematics B    |
|                       |                                        |                  | Mathematics A    |
|                       |                                        |                  | Prevocational Mathematics* |
| Science               | Science                                | Science          | Biology         |
|                       |                                        |                  | Chemistry        |
|                       |                                        |                  | Physics          |
| Humanities            | Geography                              | Accounting       | Accounting       |
|                       | History                                | Business Management| Ancient History |
|                       |                                        | Economics        | Business Management|
|                       |                                        | Geography        | BSB20112 Certificate II in Business** |
|                       |                                        | History          | Economics        |
|                       |                                        | Legal Studies    | Geography        |
|                       |                                        |                  | Legal Studies    |
|                       |                                        |                  | Modern History   |
| Technology            | Design & Technology                    | Construction Technology | CPC10111 Certificate I in Construction** |
|                       |                                        |                  | MEM10105 Certificate I in Engineering ** |
|                       |                                        | Technology Studies| Technology Studies|
|                       |                                        | Engineering Technology | MEM10105 Certificate I in Engineering** |
|                       |                                        | Graphical Communication | Graphics       |
|                       |                                        | Information and Communication Technology | Information Processing and Technology |
|                       |                                        | SIT20212 Certificate II in Hospitality** | Horticulture* |
|                       |                                        |                  | **VET Certificate Subject |
|                       |                                        |                  |                  |
| The Arts              | Visual Art                             | Visual Art       | Visual Art       |
|                       | Drama                                  | Drama            | Drama            |
|                       | Music                                  | Media            | Film, Television and New Media |
|                       |                                        | Music            | Music            |
|                       |                                        |                  | Music Extension (Performance) |
| Health and Physical Education | Health and Physical Education | Health and Physical Education | Physical Education |
|                       |                                        |                  | Recreation Studies* |
|                       |                                        |                  | SIS30310 Certificate III in Fitness** |

* Authority Registered Subjects (No VET Certificate)

**VET Certificate Subject