

# Aquinas College



## 2019 Year 8 Subject Guide

A Guide to Student Learning for Year 8

*The capacity to learn is a gift;  
The ability to learn is a skill;  
The willingness to learn is a choice.*

# AQUINAS COLLEGE VISION FOR LEARNING

## We believe learners at Aquinas:

Are created in the image and likeness of God and each has a special dignity and worth

Are encouraged to reach their full potential

Experience learning in different ways and at different rates

Need to learn 'how to learn' effectively

Have the ability to learn and experience success

Are active in and take responsibility for their own learning

Can work both independently and collaboratively

Understand what they are learning and make it meaningful

Are challenged in their learning to achieve deeper understanding

## We believe learning at Aquinas:

Includes the spiritual, religious and faith forming dimensions

Requires commitment and dedication is the responsibility of all

Occurs when the individual needs of students are met

Is challenging and builds upon previous knowledge, understanding and skills

Includes sporting, cultural and other co-curricular endeavours

We aim to nurture students to be successful learners, confident and creative individuals and active and informed citizens.

In living our College mission, we challenge students to strive for academic excellence in all aspects of their learning

*while*

demonstrating mercy, justice, faith, courage, proactive service and compassion

*and*

contributing to our broader community by being:

- **Literate**
- **Numerate**
- **Lifelong learners with growth mindset**
- **Personally and socially responsible**
- **Technologically adept**
- **Ethical and principled**
- **Resilient and persistent**
- **Critical and creative in thinking**
- **Culturally respectful**

## We believe teaching at Aquinas:

Is a ministry and invokes a commitment to live out the mission of Jesus

Focuses on learners and learning

Is creative and engaging

Identifies clear learning intentions and success criteria

Provides multiple opportunities for students to learn and to demonstrate their understanding

Provides regular feedback and uses a range of data and evidence to target specific areas for learning

Is collaborative and enhanced by professional learning

## We believe the community at Aquinas:

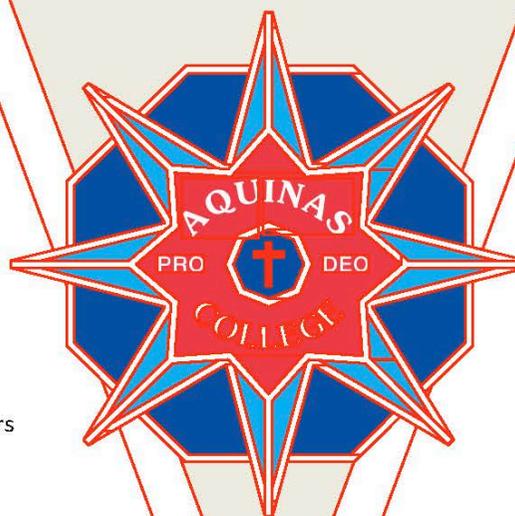
Is respectful of the God-given special dignity and worth of each individual learner

Occurs best in safe and supportive environment

Provides opportunities for both individual achievement and collaboration

Is a partnership between students, staff, parents and caregivers

Is enhanced through partnerships with Southport Parish and external groups and agencies



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## INTRODUCTION

This subject guide introduces you to the subjects offered at Aquinas College for students entering Year 8.

Throughout Year 7, students have had the opportunity to experience a wide range of elective subjects in their first year of secondary school. In Year 8, students will begin to specialise in subjects that they are genuinely interested in and plan to pursue as they journey towards the Senior School. Students will continue to study core subjects and will choose elective subjects from The Arts and Technologies.

Year 8 will be a time of personal growth and development in the learning process. Individuality, initiative, interdependence and leadership will be encouraged as students strive for personal growth and work towards attainable goals.

Take the time to study the subject guide and choose subjects that you will enjoy and are passionate about.

## VISION

Aquinas College is a welcoming Community enthused by the teachings of Jesus Christ where academic excellence is valued and students are nurtured and empowered to create a future of hope.

### **In living our vision, we are inspired by:**

- The academic excellence exemplified by Thomas Aquinas
- The mercy and justice witnessed by Catherine McAuley
- The faith and courage of Edmund Rice
- The proactive service embodied in the life of Caroline Chisholm
- The compassion of Oscar Romero

## DISCLAIMER

The College must have certain teachers and equipment to run some courses.

If the College is unable to access these resources, the College will attempt to provide students with alternative opportunities to complete the courses.

The College retains the right to cancel a course if it is unable to meet these requirements. Students are not guaranteed to be able to study every subject they select.

## MISSION STATEMENT

### Community

#### We value:

- A community where there is a love of God, of life, of others and of learning
- A welcoming community where we can feel safe, learn and be treated with respect
- The proactive service embodied in the life of Caroline Chisholm
- Relationships that foster lifelong learning

### Learning

#### We value:

- A process of constant curriculum renewal
- A curriculum which offers a dynamic, challenging, rich and diverse range of learning experiences
- The learning that encourages stewardship of our environment

## INFORMATION FOR PARENTS AND STUDENTS

### Year 8 Australian Curriculum

The Core subjects to be studied in Year 8 are:

- Religious Education
- English
- Mathematics
- Science
- Geography (for one semester only)
- History (for one semester only)
- Health and Physical Education
- LOTE Japanese (for one semester only)

Students also have the opportunity to study three (3) elective subjects across the year with two to be studied one semester and one in the other semester. Students must study at least **one** subject from The Arts, and **one** subject from The Technologies. The third elective can be from **any** of the two areas.

#### THE ARTS

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

#### THE TECHNOLOGIES

- Design and Technologies (Textiles)
- Design and Technologies (Food Specialisations)
- Design and Technologies (Engineering and Materials)
- Design and Technologies (Materials and Technologies Specialisations)
- Digital Technologies

## STUDENT LEARNING ENHANCEMENT

Students can access a variety of support available to assist with their studies in the Junior School. The library is open for an hour before and after school. English as a Second Language (ESL) students are supported where needed by our ESL teacher. Students with learning difficulties and disabilities are supported through the Learning Enhancement Centre. Tutorials are held in the Learning Enhancement Centre - for all students, for all subjects. Mathematics tutorials are held most days.

## LAPTOP PROGRAMS

Year 8 Students will retain the Apple MacBook that they received in Year 7 as they continue in the Junior School. Contract conditions of use remain the same. Students will be expected to focus on their studies and assessment when using the laptop. Any damage to the laptop will incur a \$250 excess payment for any insurance claims.

Students are reminded to back up all work completed on the laptop using One Drive (which is accessed through Office 365 SharePoint) and a USB or an external Hard Drive as a further backup, to ensure that significant work is not lost.

## HOMEWORK / ASSESSMENT

### **Homework:**

Teachers will endeavour to:

- Set homework tasks that are manageable;
- Acknowledge students' other subjects and work demands when setting tasks;
- Allow sufficient time for students to complete tasks that are more extensive and more time consuming;
- Spread homework tasks by avoiding a number of major tasks being due at approximately the same time.

Homework may include:

- Class work to be completed by next lesson;
- Assignment work to be completed by a due date;
- Revision of the day's class work;
- Reading of novels/plays and the like;
- A specific task set only for homework.

The Homework Policy is clearly stated in the Student Diary.

### **Assessment:**

The College Assessment Policy can be found on the College Website. Parents and Students are encouraged to become familiar with this document.

## SUBJECT PATHWAYS YEARS 7 - 12

(C) – Core    (E) – Elective    (G) – General    (A) – Applied    (V) – VET Qualification

| SUBJECT AREA                               | YEAR 7  | YEAR 8  | YEAR 9  |
|--|---|---|---|
| <b>Business</b>                            | -   | -   | Economics and Business (E)  |
| <b>English</b>                             | English (C)   | English (C)   | English (C)   |
| <b>Health and Physical Education (HPE)</b> | HPE (C)   | HPE (C)   | HPE (C)<br>Netball Excellence (E)<br>Rugby League Excellence (E)  |
| <b>Humanities</b>                          | Geography (C)<br>History (C)  | Geography (C)<br>History (C)  | Geography (E)<br>History (C)  |
| <b>Languages</b>                           | Japanese (C)  | Japanese (C)  | Japanese (E)  |
| <b>Mathematics</b>                         | Mathematics (C)   | Mathematics (C)   | Core Mathematics (C)<br>Extension Mathematics (C)   |
| <b>Religious Education</b>                 | Religion (C)  | Religion (C)  | Religion (C)  |
| <b>Science</b>                             | Science (C)   | Science (C)   | Science (C)<br>Extension Science (C)  |
| <b>Technologies</b>                        | Design and Technologies (Food Specialisations) (C)<br>Design and Technologies (Engineering and Materials) (C)<br>Design and Technologies (Materials and Technologies Specialisations) (C)<br>Digital Technologies (C) | Design and Technologies (Textiles) (E)<br>Design and Technologies (Food Specialisations) (E)<br>Design and Technologies (Engineering and Materials) (E)<br>Design and Technologies (Materials and Technologies Specialisations) (E)<br>Digital Technologies (E) | Design and Technologies (Textiles) (E)<br>Design and Technologies (Food Specialisations) (E)<br>Design and Technologies (Engineering and Materials) (E)<br>Design and Technologies (Materials and Technologies Specialisations) (E)<br>Digital Technologies (E)<br>STEM (E) |
| <b>The Arts</b>                            | Drama (C)<br>Media Arts (C)<br>Music (C)<br>Visual Arts (C)   | Dance (E)<br>Drama (E)<br>Media Arts (E)<br>Music (E)<br>Visual Arts (E)  | Dance (E)<br>Drama (E)<br>Media Arts (E)<br>Music (E)<br>Visual Arts (E)  |

| SUBJECT AREA                               | YEAR 10  | YEAR 11  | YEAR 12  |
|--|--|--|--|
| <b>Business</b>                            | Civics and Citizenship (Legal Studies) (E)<br>Economics and Business (E)   | Business (G)<br>Legal Studies (G)<br>Certificate II in Business (V)<br>Diploma of Business (V)<br>Certificate IV Crime and Justice Studies (V)   |  |
| <b>English</b>                             | English (C)<br>Essential English (C)   | English (G)<br>Literature (G)<br>Essential English (A)   | English (G)<br>Literature (G)<br>Essential English (A)   |
| <b>Health and Physical Education (HPE)</b> | Health Education (E)<br>Health and Physical Education (C)<br>Physical Education (Extension) (E)<br>Netball Excellence (E)<br>Rugby League Excellence (E)   | Health Education (G)<br>Physical Education (G)<br>Sport and Recreation Certificate II and Fitness Certificate III (V)  | Health Education (G)<br>Physical Education (G)<br>Sport and Recreation Certificate II and Fitness Certificate III (V)  |
| <b>Humanities</b>                          | Geography (E)<br>History (C)<br>Humanities and Social Sciences (E)   | Ancient History (G)<br>Modern History (G)  | Ancient History (G)<br>Modern History (G)  |
| <b>Languages</b>                           | Japanese (E)   | Japanese (G)   | Japanese (G)   |
| <b>Mathematics</b>                         | General Mathematics (C)<br>Mathematical Methods (C)  | General Mathematics (G)<br>Mathematical Methods (G)<br>Specialist Mathematics (G)<br>Essential Mathematics (A)   | General Mathematics (G)<br>Mathematical Methods (G)<br>Specialist Mathematics (G)<br>Essential Mathematics (A)   |
| <b>Religious Education</b>                 | Religion (C)   | Study of Religion (G)<br>Religion and Ethics (A)<br>Certificate IV in Christian Ministry and Theology (V)  | Study of Religion (G)<br>Religion and Ethics (A)<br>Certificate IV in Christian Ministry and Theology (V)  |
| <b>Science</b>                             | Science (C)<br>Specialisation – Physics/Chemistry<br>Specialisation - Biology/Psychology (C)   | Biology (G)<br>Chemistry (G)<br>Psychology (G)<br>Physics (G)  | Biology (G)<br>Chemistry (G)<br>Psychology (G)<br>Physics (G)  |
| <b>Technologies</b>                        | Design and Technologies (Food Specialisations) (E)<br>Design and Technologies (Engineering and Materials) (E)<br>Design and Technologies (Materials and Technologies Specialisations) (E)<br>Digital Technologies (E)<br>Fashion (E)<br>Food and Nutrition (E) | Digital Solutions (G)<br>Engineering (G)<br>Food and Nutrition (G)<br>Early Childhood Education and Care (A)<br>Fashion (A)<br>Hospitality Practices (A)<br>Industrial Graphics Skills (A)<br>Industrial Technology Skills (A)<br>Information and Communication Technology (A) | Digital Solutions (G)<br>Engineering (G)<br>Food and Nutrition (G)<br>Early Childhood Education and Care (A)<br>Fashion (A)<br>Hospitality Practices (A)<br>Industrial Graphics Skills (A)<br>Industrial Technology Skills (A)<br>Information and Communication Technology (A) |
| <b>The Arts</b>                            | Dance (E)<br>Drama (E)<br>Film, Television & New Media (E)<br>Music (E)<br>Visual Arts (E)   | Dance (G)<br>Drama (G)<br>Film, Television & New Media (G)<br>Music (G)<br>Visual Arts (G)<br>Drama in Practice (A)<br>Media Arts in Practice (A)<br>Visual Arts in Practice (A)   | Dance (G)<br>Drama (G)<br>Film, Television & New Media (G)<br>Music (G)<br>Music Extension (G)<br>Visual Arts (G)<br>Drama in Practice (A)<br>Media Arts in Practice (A)<br>Visual Arts in Practice (A)  |

# Religion

Core subject

Core

The Religion Curriculum P-10 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

## Units of Study:

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

1. Mission Matters
2. Unity in Diversity
3. Covenant, Challenges and Change
4. Movers and Shakers

## Assessment Plan:

Assessment involves a range of written, spoken, multimedia and creative tasks.

**Curriculum Leader:** Rosina Mansson-Passeggi

# English

Core subject

Core

Through the study of English at Aquinas College students employ imagination, creativity and their appreciation of world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities.

The Year 8 English program therefore provides our students with a range of opportunities to engage with the capabilities outlined in the Australian Curriculum. English will allow students to develop their skills and knowledge in the area of English, as ethical and thoughtful members of Australian society, and they will be presented with opportunities to engage imaginatively and critically with literature.

## Units of Study:

English is organised according to the three interrelated content strands laid out by the Australian Curriculum - Language, Literature and Literacy.

Throughout the year, students will consider a variety of topics which involve them exploring the ways in which texts offer persuasive and reflective viewpoints and how language can be used for emotive and aesthetic impact on readers. Students will explore a variety of literary and non-literary texts, including:

- novels and plays
- a selection of classic and contemporary short stories
- contemporary films and documentaries
- contemporary poetry

## Learning Experiences:

In English, students learn to speak, listen to, read, view, write and shape texts. They develop their ability to analyse how texts are constructed for particular purposes and to suit different contexts. Students also focus on developing their ability to make deliberate choices when constructing their own texts in order to achieve different purposes.

## Assessment Plan:

Assessment in English allows for the collection of evidence of student learning over time to allow for an on-balance judgement about the quality of student achievement, as well as to assist students achieve success in their English studies through the provision of effective feedback, careful monitoring, and a balanced coverage of the English content descriptions outlined in the Australian Curriculum. Throughout the course, students will prepare a seminar presentation, a short story, a public text and an analytical essay.

**Curriculum Leader:** Anne Wood and Jemma Cecil

# Mathematics

Core subject

Core

In 2019 students at Aquinas College will continue to work under the Australian Curriculum. As a three year program of study, Mathematics in the Junior School seeks to strengthen and develop concepts through study in the three Content Strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.

Due to the structure of the curriculum, a variety of sub-strands will be studied at different times throughout the year to provide students with an interesting and varied work program. Sub-strands include but are not limited to Money and Financial Mathematics, Linear and Non-linear Relationships, Trigonometry and Data Representation and Interpretation.

## **Units of Study:**

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students make connections between expanding and factorising algebraic expressions. They solve linear equations and graph linear relationships on the cartesian plane. Students calculate perimeter and area of parallelograms, rhombuses and kites. They calculate volume of prisms. Students calculate the sum of probabilities and model authentic situations with two-way tables and venn diagrams.

Using the Australian Curriculum, students are assessed in the Proficiency Strands of Understanding and Skills.

## **Assessment Plan:**

Students will be assessed in a variety of ways including sitting written exams and completing assignments.

**Curriculum Leader:** Leo Hanrahan and Judy Gill

# Geography

Core subject

Core

Geography is about the study of human and natural characteristics of places, and the interactions between them. It is a rich and complex discipline, which includes two vital dimensions:

- Spatial dimension, which focuses on where things are in our environment & why they are there;
- Ecological dimension, which considers how humans interact with environments.

Geography is offered to Year 8 students as a core subject for one Semester only. Year 8 Geography consists of two units of study that aligns with the Australian Curriculum. Students will engage with the following topics in their studies of Geography:

## Units of Study:

**Year 8 - Unit 1: Instrument 1** - Features of Beaches: Landscapes and Coastal Landforms.

**Year 8 - Unit 2: Instrument 2** - Changing Places: Urbanisation & Population Growth.

## Assessment Plan:

Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best performance. Judgements are made about a student's standard of achievement via the following criteria:

- Geographical Knowledge and Understanding  
(Ability to recall learned factual material in text and spatial forms)
- Geographical Processes and Skills  
(Ability to investigate, identify trends, similarities, differences and patterns)
- Responding and Reflecting  
(Ability to select between valid alternatives and make supported judgements)
- Research and communication  
(Ability to gather, organise and present valid information using suitable language and geographical conventions)

**Curriculum Leader:** Ashlea Schinkel

# Health and Physical Education

Core subject

Core

The Year 8 Curriculum focuses on the broader role students' play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them and their families and community, as well as developing health literacy skills. In addition, students develop the skills and confidence to be creative in how they adapt and improve their movements to respond to different movement situations, stimuli, environments and challenges.

## Units of Study

The areas of learning to be addressed in Years 8 include:

- Lacrosse
- Sports Injuries
- Oz-Tag
- Benefits of Physical Activity
- Games of the World

## Assessment Plan:

Theory and Practical components

**Please note:** Following the completion of an application form and successful trial, Year 8 students may choose to participate in the Netball or Rugby League Excellence Programs as part of their core HPE class. These classes will only go ahead if a minimum number of students is reached.

### Rugby Excellence

Aquinas College's longstanding tradition of promoting and pursuing sporting excellence led to the establishment of a Rugby League School of Excellence Program in 2009. This program is seen as a stimulus to encourage students to achieve in all of their schooling endeavours whilst supplying them with valuable life and inter-personal skills. For admittance in to this program an application must be filled out and then reviewed by the Rugby League Coach. This program is for those who possess dedication, discipline, commitment and a love of Rugby League.

### Netball Excellence

The Aquinas College Netball Excellence Program is conducted by Netball Coaches. The Netball Excellence Program aims to provide students with the opportunity to develop their netball potential to the highest level while maintaining their performance in academic studies. It encourages students to achieve in all aspects of their endeavours. The program includes practical lessons where existing skills are practiced and improved upon, and where new skills are introduced and developed. Aquinas College aims to provide students with quality coaching and feedback within the school environment. An application form must be filled out and then reviewed to be accepted into the program. This exciting and innovative program is suited to those young women who have a commitment to, and a love of Netball.

**Curriculum Leader:** Adam Sammartino

# History

Core subject

Core

Year 8 History students will complete **One Semester** of core study in History. This equates to a minimum of 55 hours of Core study in the History discipline per year. The focus of the Year 8 History program focuses on the Medieval World, stemming from the period of the Fall of the Roman Empire up to and including, Medieval Europe and Feudal Japan.

## **The Australian National Curriculum for History encompasses two key strands:**

- a) Historical Knowledge and Understanding which includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the presentday.
- b) Historical Skills that promotes skills used in the process of historical inquiry: chronology, terms and concepts, historical questions and research, analysis and use of sources, perspective sand interpretations, explanation and communication.

## **Units of Study:**

**Content Focus:** Transition from the Ancient to the Medieval World

**Overview:** Compulsory (Combined with each Depth Study)

**Depth Study 1:** Unit A) Shogunate Japan: Feudal Japan & The Way of the Samurai

OR

Unit B) The Polynesian Expansion & Exploration

**Core Depth Study 2:** Medieval Europe: Feudalism, Castles and Knights

## **Assessment Plan:**

Assessment instruments will include evaluations of student Knowledge and Understanding under various examination conditions, combined with assignment work surrounding the inquiry process of Historical Research and Investigation skills.

**Curriculum Leader:** Ashlea Schinkel

# Japanese

Core subject

Core

Japanese is a core subject for students in Year 8. This course will build upon the skills that students completed in Year 7 Japanese.

## Units of Study:

Students will create basic sentences, to introduce themselves and their families and express likes and dislikes, all whilst mastering the hiragana script. The course involves the four macroskills of listening, speaking, reading and writing. All students are encouraged to develop these skills so that they may be able to communicate in Japanese and continue their studies into Year 9 when Japanese becomes an elective.

## Course Opportunities:

There are opportunities to practice language skills with our sister schools that visit the college each year. Students may also be invited to participate in the annual MLTAQ Gold Coast Languages Speech Contest.

## Assessment Plan:

Students are assessed according to the Australian Curriculum. The four macroskills of listening, speaking, reading and writing are important, as well as comprehending and composing. Instruments used to measure student success include performances, oral presentations, written pieces and comprehending texts in Japanese script under exam conditions.

## Additional Information:

### Texts and Stationery

Resources used include the course textbook and the Language Perfect Application.

### Please note:

**This subject will run for the entire semester. It is important to note that Year 9 Japanese will be a continuation of Year 8 Japanese. This subject is a core subject under the Australian Curriculum, whereby students in Year 8 are entitled to study a language.**

**Curriculum Leader:** Karen Coad

# Science

Core subject

Core

The Australian Science Curriculum 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 applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they wish, in science-related careers.

## The Australian Science Curriculum has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- 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. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

## Units of Study:

- Let's Rock
- It's Elementary
- From Cells to Systems
- Energy for Change

## Assessment Plan:

Assessment encourages long term understanding and provides detailed diagnostic information. It shows what students know, understand and can demonstrate. It also shows what they need to do to improve. In particular, *Science Inquiry Skills and Science as a Human Endeavour* require a variety of assessment approaches.

Assessment of the Australian Science Curriculum will take place in different levels and for different purposes, including:

Ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching and for students to inform their learning.

This may take the form of:

- homework tasks
- mini assignments
- written articles to examine and improve scientific literacy

Summative assessment for the purposes of twice yearly reporting by schools to parents and carers on the progress and achievement of students. This may take the form of:

- assignments
- examinations

**Curriculum Leader:** David Bailey

# Dance

Elective subject

Elective

Year 8 Dance at Aquinas College provides students with the opportunity to engage in a variety of dance experiences. Dance excites the imagination and encourages students to reach their creative and expressive potential. In Dance, students use the body to communicate and express meaning through purposeful movement.

## **In Year 8 Dance, students:**

- Make and respond to dance
- Explore dance as an art form through choreography, performance and appreciation
- Build on body awareness, confidence and capabilities
- Develop and explore the elements of dance, safe dance practices, performance skills, making dance and communicating ideas through movement
- Explore dance styles and genres
- Have fun

## **Dance provides opportunities for students to:**

- Achieve their unique potential through creating and performing dance
- Value and learn about the human body and its movement capabilities
- Grow and develop physically, intellectually, emotionally and socially
- Develop positive self esteem, confidence and individuality
- Communicate, cooperate, work with others and individually
- Appreciate and value The Arts

## **General capabilities and cross curriculum priorities:**

Literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding and sustainability.

## **Assessment Plan:**

A folio of student work reflecting achievement standards in Making (Performing and Choreographing) and Responding.

**Curriculum Leader:** Arthur Henry

# Design and Technologies (Textiles)

Elective subject

Elective

The study of Design and Technologies (Textiles) provides students with a broad knowledge of the properties, performance and uses of textiles in which fabric, colouration, yarns and fibres are explored. Students will examine the historical, cultural and contemporary perspectives of textile design and develop an appreciation of the factors affecting them as textiles consumers.

Students will investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items.

Textile projects will give students the opportunity to be creative, independent learners who will explore functional and aesthetic aspects of textiles. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

## **Units of Study:**

Throughout the design process students learn about textiles. Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study Design, Properties and Performance of Textiles and Textiles and Society are covered.

## **Benefits of Studying Design and Technologies (Textiles):**

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated through process journals and folio work and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Through this process, students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on design, construction and use.

## **Assessment Plan:**

Journal work: Research & design process

Sewing apparel & non-apparel items

**Curriculum Leader:** Michelle Weti

# Design and Technologies (Food Specialisations)

Elective subject

Elective

The study of Design and Technologies (Food Specialisations) incorporates design processes and practical skills. Students will study food and nutrition with a practical application of two periods per cycle.

The study of Design and Technologies (Food Specialisations) is not only a fun and informative subject but one that is extremely relevant to each student's everyday life. Through this subject we offer a wide variety of learning experiences which includes the use of technology. One excursion is offered in Year 8.

## **Units of Study:**

Throughout the semester students focus on the use of fresh ingredients and cover two major design challenges. The design challenges incorporate practical work, research and journaling as assessment instruments with the final products at the end of each term culminating in the production of the research and planning.

## **Assessment Plan:**

Students work closely within the constraints of a design brief where they are encouraged to investigate and select a range of materials, components, tools and equipment to develop design ideas.

In small groups students work to develop, modify and communicate design ideas by applying design thinking, creativity, innovation and the increase of skill sophistication to work flexibly and effectively. Students safely test, select, justify and use appropriate technologies and processes to make informed design solutions. Then finally they evaluate the design process and solutions against a comprehensive criterion for success while also focusing on sustainable practices.

## **Additional Information:**

### **Special Facilities**

Saniuqa Restaurant – This is a fully functional restaurant with espresso machine, which seats up to 54 guests. The restaurant is linked to a well-equipped commercial kitchen facility. Our level one area has two fully equipped domestic kitchen spaces suitable for up to 24 students per class.

**Curriculum Leader:** Michelle Weti

# Design and Technologies (Engineering and Materials)

Elective subject

Elective

Students will experience a range of design and construction tasks using a range of materials. Through the production of a variety of projects, students will have the opportunity to work with industrial machinery and processes in a workshop environment. Students will be expected to support their design ideas through the use of a written production logbook for some of the practical tasks. This is a skills based workshop subject.

## Assessment Plan:

Students will be assessed on their:

- Demonstrated awareness and exercise of safety in the workshop environment
- Ability to communicate design ideas through written tasks and developments
- Production of quality products using tools and machinery as instructed
- Creation of production log books

**Curriculum Leader:** Brad Pledge

# Design and Technologies (Materials and Technologies Specialisations)

Elective subject

Elective

Students who enjoy using computers to draw products and plans, should enjoy this subject and develop skills useful to study Design and Technologies (Engineering and Materials) or Industrial Graphics Skills, in senior years.

## **Benefits of Studying Design and Technologies (Materials and Technologies Specialisations):**

Design and Technologies (Materials and Technologies Specialisations) in Year 8, introduces students to the concepts of graphical communication, via software specifically designed for 2D and 3D graphical work.

Students will learn to produce 3D drawings with Inventor and will have the opportunity to produce products using the 3D printers. Students will be expected to develop a design folio that proposes a solution to a graphical problem. This will involve sketching and application of software skills learnt in the beginning of the course.

**Curriculum Leader:** Brad Pledge

# Digital Technologies

Elective subject

Elective

The phone in your pocket is 100,000 times faster and has 10,000,000 times more memory than the first wave of home computers (early 1980s). Now your phone calls go over software controlled networks (e.g. Skype), your TV comes courtesy of the internet (e.g. Netflix), people don't buy maps anymore and we all shop online. Soon your house will be controlled with software, your medical care will be delivered online and your car will drive itself.

## Benefits of Studying Digital Technologies:

- Learn to create virtual worlds where the only limit is your imagination.
- Anyone can learn to code (we use coding blocks to begin with).
- Learn computational thinking (computational thinking = maths + logic algorithms) which will teach you a new way to think about the world. This will enable you to solve any of your schooling problems so much more efficiently!
- Use your computational skills everywhere else – science, music, sport, business, etc. Computers are a part of all society and all fields.
- You might discover you like computers. Then you will have a fun (and profitable) hobby!

## Units of Study:

Game design and development, 3D animation.

## Assessment Plan:

Students will complete a 2D sprite based game (with scripting blocks) as well as a 3D animation using rigging/armature technology. Written work is kept to a minimum due to the practical nature of the subject.

**Curriculum Leader:** Craig Heufel

# Drama

Elective subject

Elective

Students will study the 'Elements of Drama' (the building blocks of performance) and 'Realistic' acting techniques. They will learn to work collaboratively with their peers on a scripted work from a scene/play studied in class. They will also be tested on their knowledge of 'The Elements'.

Students will learn to write a critical review (of a movie watched in class) by incorporating the Elements of Drama studied in class.

An exciting and challenging course that focuses on the student's improvisational, voice and movement skills while developing their confidence and interpersonal skills.

## **Assessment Plan:**

Students will engage in the dimensions of Making, Performing and Responding.

### ***Making:***

Students work collaboratively with their peers to rehearse and prepare various scenes for performance.

### ***Performing:***

Students perform various scripted scenes with a partner, from plays read in class.

### ***Responding:***

Students write a critical movie review in relation to the 'elements of drama' learnt in class. Students are also tested on their knowledge of the 'elements of drama' in a formal examination.

## **Career Possibilities:**

Drama is an essential subject for any aspiring student in the Performing and Creative Arts. Drama offers what most vocations demand, a high level of personal, group and public communication skills (e.g. law, public relations, politics, advertising, journalism, business management and the entertainment industry).

## **Resources / Facilities:**

Black Box Theatre, Drama Centre, Studio, visiting professionals, lighting and sound.

**Curriculum Leader:** Arthur Henry

# Media Arts

Elective subject

Elective

**When did you last go a day without being exposed to the media?**

## **THE MEDIA INFLUENCES:**

*The way we learn to act; the way we learn to talk;  
the way we get excited, angry, laugh and cry.*

We live in a mediated world, where our reality is constructed around us and constantly filtered through our exposure to the modern media. Students who study Media Arts will focus on making and responding to the different variety of media found in our society. Students will become aware of various technologies that combine still and moving images, words and sounds.

Media Studies develops more active and critical media users who will demand, and could contribute to, a greater diversity of media in the future. There are **three key** areas in Media Arts:

### **Constructing media:**

Students engage in experiences through practical activities that create, construct and produce media texts using the language and technologies of media. For example, students will look at shot types, media language, newspaper tasks, film poster construction, storyboarding and filmmaking.

### **Producing meaning:**

Students produce meaning for many audiences and contexts through a variety of forms and genres used by the media to communicate, including newspapers, picture books, radio, television, film and video, as well as a vast range of popular cultural forms that students read, view, listen to, wear, buy, swap, collect, play, consume or interact with on a daily basis.

### **Responding to meanings:**

Students develop an appreciation of media text and learn to analyse these representations. Media Arts enables students to respond to the role institutions play in producing this meaning for various purposes and contexts.

### **Assessment:**

Students will be assessed through a variety of different learning experiences. Standards are awarded based on the qualities evident in a students' work. In Year 8 Media Arts, the assessable standards include Making and Responding.

**Curriculum Leader:** Diane Jones

# Music

Elective subject

Elective

Year 8 Music offers students a range of different and exciting activities. It covers the traditional areas of Performance, Musicology and Composing in order to prepare students for further study in Year 9 and Year 10. Also, the course will present these activities with an emphasis on current practices in the music industry.

Music at Aquinas College embraces the use of technology in the classroom. Students will learn to use computer software and current music technology to undertake their performing and composing activities.

## Units of Study:

- Group and individual performance techniques
- Introduction to composing
- Australian music
- Rock music
- Guitar
- Keyboard
- Drums

Music is a practical activity and students should have some experience in performing on an instrument, through voice or be prepared to begin the study of either.

**Curriculum Leader:** Fiona Poirrier

# Visual Arts

Elective subject

Elective

Visual Arts is offered in Year 8 as an elective. Learning experiences are scaffolded and increase in complexity of challenge over the course of study. The junior art course introduces students to the key concepts, language and media areas found within visual communication. The progression of the course allows students to become aware of the inquiry process of researching, developing, resolving and reflecting to create responses in both Making and Responding.

## Units of Study:

Students who elect to study Visual Arts as a Year 8 elective will have the opportunity to explore different concepts within units of work. These units will be approached from a Fine Art, Photographic or Digital Imaging perspective.

## Media Areas

Throughout the course, students are provided with opportunities to make and appraise images and objects from a range of media areas. Over the year, learning experiences may incorporate the following media areas:

- 2D media – painting, drawing, printmaking, photography
- 3D objects – ceramics, sculpture, fibre art, installation, performance art, wearable art & body adornment
- Design – built, public & environmental design, graphic design & illustration, product design
- Time based media – digital / electronic imaging, animation

## Assessment Plan:

Students will be required to submit the following:

### • Making Folio

This is comprised of all work completed over the Semester; through researching, development, resolution and reflection on the set concepts / tasks. A visual journal will be kept as part of the art making process and will be included in the making folio.

### • Responding Tasks

This will involve students talking and writing about art and take the form of visual, written and oral responses to set tasks. Students will be required to investigate artistic expression and critically analyse artworks.

Standards are awarded based on the qualities evident in a student's work. In Year 8 Visual Arts, the assessable standards include Making and Responding.

## Special requirements:

An additional subject fee will apply to cover costs of material used.

**Curriculum Leader:** Diane Jones

