A Guide to Student Learning for Year 8, 2017

This handbook provides a brief outline of the Student Learning offered at Aquinas College in Year 8, 2017.

(Version 1)
# INDEX

INFORMATION FOR PARENTS AND STUDENTS ................................................. 3

## CORE SUBJECTS

- RELIGIOUS EDUCATION ........................................................................... 5
- ENGLISH ..................................................................................................... 6
- GEOGRAPHY ............................................................................................... 7
- HEALTH AND PHYSICAL EDUCATION .................................................. 8
- HISTORY ...................................................................................................... 9
- JAPANESE (LOTE) ...................................................................................... 10
- MATHEMATICS .......................................................................................... 11
- SCIENCE ...................................................................................................... 12

## ELECTIVE SUBJECTS

- DANCE .......................................................................................................... 14
- DIGITAL TECHNOLOGIES ........................................................................... 15
- DRAMA ......................................................................................................... 16
- FOOD TECHNOLOGY ................................................................................... 17
- INDUSTRIAL GRAPHICS ............................................................................ 18
- INDUSTRIAL TECHNOLOGY & DESIGN .................................................. 19
- MEDIA STUDIES ........................................................................................ 20
- MUSIC ......................................................................................................... 21
- TEXTILES ..................................................................................................... 22
- VISUAL ART ................................................................................................ 23
INFORMATION FOR PARENTS AND STUDENTS

Year 8 - Australian Curriculum

The Core subjects to be studied in Year 8 are:

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

Students also have the opportunity to study 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 Studies
• Music
• Visual Art

THE TECHNOLOGIES

• Food Technology
• Industrial Graphics
• Industrial Technology and Design
• Digital Technologies
• Textiles

DISCLAIMER

The College must have certain teachers and equipment to run some courses. If the College loses access to 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.
CORE SUBJECTS IN YEAR 8

The following pages contain information about the core subjects being offered in Year 8, 2017.
RELIGIOUS EDUCATION

The Religion Curriculum P-12 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.

Course Content:

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.

Major Units studied:

1. Mission Matters
2. Unity in Diversity
3. A Life of Challenge & Commitment
4. Movers and Shakers

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

Curriculum Leader: Mr Joe Alexander
The study of English at Aquinas College aims to develop competencies in reading, writing, speaking, listening, viewing and creating in a variety of situations and for a variety of purposes.

Students are encouraged to enjoy and appreciate a broad range of texts. The course engages students in a wide range of learning activities related to language, literacy and literature.

Course Content:

Personal narrative writing; a wide reading program; an introduction to debating; the study of adolescent novels; persuasive writing; investigating ethical issues in literary texts; understanding different points of view; participating in panel discussions; and the study of poetry and poetic techniques.

Assessment Plan:

Written Tasks, Speaking Tasks, Wide Reading Tasks & In Class Written Exams

Curriculum Leader: Mr Stephen Sutherland

Curriculum Assistant: Ms Madeleine Ryan
GEOGRAPHY

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:

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


**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:** Miss Ashlea Schinkel
HEALTH AND PHYSICAL EDUCATION

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 improvise their movements to respond to different movement situations, stimuli, environments and challenges. The areas of learning to be addressed in Years 8 include:

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

Please note: Following the completion of an application form and successful trial, Year 8 students may choose to participate in the Athletics, 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.

A levy is applied to fees for the Sports Excellence Programs.

**Athletics Excellence**

Athletics Excellence is a program that caters for talented athletic students who are interested and willing to train hard to better their cross country and athletics performance. The major aim for students will not only be to better their personal best performances, but to set goals and aim for higher representation at District, Regional and State level. Students will be provided with quality coaching from experienced staff that will give constructive feedback with the aim of improving student performance within the school environment.

**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.

**Rugby Excellence**

The Aquinas College Rugby League Excellence Program is conducted by qualified Rugby League Coaches. It encourages students to achieve in all of their endeavours. The program includes practical lessons where existing skills are practiced and improved, and where new skills are introduced and developed. An application form must be filled out and then reviewed by the Rugby League director, to be accepted into the program. This exciting and innovative program is suited to those young men who have a commitment to, and a love of, Rugby League.

Curriculum Leader: Mr Adam Sammartino

page 8 of 23
Year 8 History students in 2017 and beyond will complete One Semester of CORE study in History (two terms equivalent). 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 present day.

(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, perspectives and interpretations, explanation and communication.

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: Miss Ashlea Schinkel
JAPANESE (LOTE)

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

**What will you learn?**

Students will create basic sentences, be able to tell the time and express likes and dislikes all whilst mastering both hiragana and katakana scripts. 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.

**Opportunities:**

There are also opportunities to practice language skills with our three sister schools that visit the college each year.

**Assessment:**

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

**Resource:**

Resources used include Mirai 1 textbook and the Language Perfect Application for iPads.

*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:** Miss Simone Lydiate
In 2017 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.

Assessment Plan:

Students will be assessed in a variety of ways including sitting written tests as well as completing assignments.

What will you learn?

By the end of Year 8, students’ express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution. Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras’ theorem. Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.

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

NAPLAN preparation and testing will occur in conjunction with the Year 8 Mathematics Program.

Curriculum Leader: Mr Leo Hanrahan
Curriculum Assistant: Mrs Judy Gill
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 so 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.

Course Content: Let’s Rock
- Rock, Paper, Scissors
- From Cells to Systems
- Energy for Change

Assessment Plan: Assessment encourages longer-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.

Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at and above the year level expectations) and that teachers plan to build on current learning.

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: Mr David Bailey
Curriculum Assistant: Ms Lisa Dover
ELECTIVE SUBJECTS IN YEAR 8

The following pages contain information about the elective subjects being offered in Year 8, 2017.
Year 8 Dance at Aquinas College provides students 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 of 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, sustainability.

Assessment:

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

Curriculum Leader:  Mr Arthur Henry (Co-ordinated by Ms Jamanda Eggert)
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.

**Why study 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!

**Course Outline:**

Game design and development, 3D animation.

**Assessment:**

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:** Mr Michael Addicott
DRAMA

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.

Assessment Plan: Students will engage in the three dimensions of Drama: Forming, Presenting and Responding.

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

PRESENTING: 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.

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

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).

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

Curriculum Leader: Mr Arthur Henry
FOOD TECHNOLOGY

Food Technology incorporates various skills including the design process and practical skills from Food Technology. Students will study food and nutrition with a practical application for two periods per cycle. They will cook at least once per cycle.

Semester 1:
The influence of the Food Technology Industry is studied this semester. This could include Year 8 hosting minor functions. During Term 1 students focus on nutrition and safety. In Term 2 students look at tuckshop items and possible changes to improve the nutritional values.

Major Course Criteria:
The Design Process and Practical Skills – the course requires originality, practical skills, knowledge and motivation.

Special Facilities:
Saniuqa Restaurant - This fully functional restaurant with Espresso machine seats up to 54 guests. The restaurant is linked to a well-equipped commercial kitchen. We also have two fully equipped domestic kitchens with space for 24 students.

Assessment Plan:
Teachers choose from a variety of test instruments that are appropriate to the course. Examples that may be chosen include assignments using the design process, class tests and practical assessment.

Comment:
This is not only a fun, informative subject, but extremely relevant to each student’s life. A wide variety of learning experiences are employed, including the use of technology. One excursion is offered in Year 8.

Special requirements:
An additional subject fee will apply to cover costs of materials used and excursions.

Curriculum Leader:
Mr Krijn van Gils
INDUSTRIAL GRAPHICS

Students who enjoy using computers to draw products and plans should enjoy this subject and develop skills useful for IDT, Technology Studies and Graphics in future years.

What will students learn:

Industrial Graphics 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 may have the opportunity to produce products using the 3D printers. Students may 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: Mr Brad Pledge
INDUSTRIAL TECHNOLOGY & DESIGN

Materials Design Technology

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 in terms of 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: Mr Brad Pledge
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 Studies will focus on producing 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 Studies:

**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 film making.

**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 Studies 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 Studies the **assessable standards** include Making and Responding.

**Semester Study Options:** Students have the ability to select this subject as an elective in Semester 1 or Semester 2.

**Curriculum Leader:** Ms Dee Jones
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 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.

**Topics will include:**

- 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 or voice or be prepared to begin the study of either.

**Curriculum Leader:** Miss Fiona Poirrier
TEXTILES

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

Students 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 and to explore functional and aesthetic aspects of textiles.

What will you learn about? Students will learn about textiles through the study of different focus areas. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

UNIT 1: Apparel UNIT 2: Non-apparel

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, Textiles and Society) are covered.

What will you learn to do? By examining the work of designer’s students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated 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. 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 textile design, construction and use.

Assessment Plan: Journal work: Research & design process

Sewing apparel & non-apparel items

Curriculum Leader: Mr Krijn van Gils
VISUAL ART

Visual Art 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 appraising.

**Units of Work:**
Students who elect to study Visual Art 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 and / or Photographic / 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:**
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.

**Appraising 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 students’ work. In Year 8 Visual Art, the assessable standards include:

- **Creating:** Knowledge & Understanding, Creating, Presenting, and Reflecting.
- **Responding:** Knowledge & Understanding, Responding, and Reflecting.

**Special requirements:**
An additional subject fee will apply to cover costs of material used.

**Semester Study Options:**
Students have the ability to select this subject as an elective in Semester 1 or Semester 2.

**Curriculum Leader:**
Ms Dee Jones