

ST PETER CLAVER  
COLLEGE



Let Your Light

Shine

Matthew 5:16

**YEAR 8  
CURRICULUM HANDBOOK  
AND SUBJECT SELECTION**

*'Urtakwerte Atywerrenge Anthurre' (Very Sacred Heart) by Kathleen Kemarre Wallace*





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## UNDERSTANDING THE CURRICULUM IN YEAR 8

St Peter Claver College is part of Brisbane Catholic Education which has set as the overarching goal for education in Catholic schools:

**Empowering learners of all ages to shape and enrich their changing world, by living the Gospel of Jesus Christ.**

The achievement of this overarching goal involves students learning to become lifelong learners. In all courses, teachers plan for students to learn through the **Brisbane Catholic Education Learning and Teaching Framework**.

All subjects offered in Year 8 follow the Australian Curriculum. Religion is developed from the Brisbane Catholic Education Religion syllabus.

The Australian Curriculum emphasises the common teaching of seven general capabilities across all learning areas. These are Literacy, Numeracy, Information and Communication Technologies (ICT), Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding capabilities. These form a common curriculum that connects all subjects.

## MIDDLE YEARS FOCUS

St Peter Claver College places an emphasis on high expectations for learning in the Middle Years (Years 7 - 9). We are responding to the 2019 Alice Springs Declaration on Educational Goals for Young Australians which stated that:

‘The middle years are an important period of individual growth and learning when a balanced set of cognitive, social and emotional skills are developed. Students are finding a sense of self and require investment in their emotional wellbeing and a voice in and influence over their learning. This is also a time when they are at the greatest risk of disengagement from learning. Through directly addressing each student’s range of needs, schools must focus on enhancing motivation and engagement.’ Alice Springs (Mparntwe) Education Declaration - 2019 - Page 13.

The College supports the two clear goals in the declaration:

- **Goal 1:** The Australian education system promotes excellence and equity.
- **Goal 2:** All young Australians become:
  - Confident and creative individuals.
  - Successful lifelong learners.
  - Active and informed members of the community.

Claver Middle Years emphasises the following strategies as important for learning in the Middle Years:

- Strong teacher-student relationships.
- Parental involvement in learning.
- Integrated and multi-disciplinary curricula that are negotiated, relevant and challenging.
- Use of higher order thinking strategies.
- Co-operative learning and collaborative teaching.
- Authentic and reflective assessment with high expectations.





# CORE SUBJECTS

## RELIGION

### The Vision for Religion at St Peter Claver College

As a Catholic community, we educate all to live the gospel of Jesus Christ as successful, creative, confident, active and informed learners empowered to shape and enrich our world. (BCE 2023). At St Peter Claver College, Religion allows students to develop religious literacy in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary Australian culture.

In Year 8 Religion students learn about various ways in which humans understand and express the mystery of God or 'the Other', including insights from the major world religions. The content reflects a Catholic Christian world view that integrates faith, life and culture.

## ENGLISH, HUMANITIES, MATHEMATICS, SCIENCE

Our curriculum is structured so that in Year 8, students' study five main subjects in core classes where they learn to be an effective learning community. Students will typically have specialist teachers for English, Humanities, Mathematics, Science and Religion. These specialist teachers get to know the students well and understand their learning needs specific to the subject area. They meet within their departmental teams to discuss observations on students and available data, such as results in standardised tests to assist them to plan how best to meet the needs of the students in their class. This specialist approach allows for students to transition from the model used in Year 7 to an approach that prepares them for Year 9 timetable constructs.

**Teachers use a common language of learning with their core classes.** This shared expression includes language for explicit instruction (based on Ybarra & Hollingsworth) and the language of responsible thinking (based on perception control theory). It extends to common terminology and formats associated with literacy, numeracy and text types. The aim is to make learning accessible for every student.

## HEALTH AND PHYSICAL EDUCATION

Students also study Health and Physical Education as part of their core subjects but these are not necessarily with the same class group as the other core subjects. It is beneficial for students to become more familiar with working in a range of class groupings in preparation for Year 9.





# ELECTIVE SUBJECTS

## LANGUAGES

Students have the opportunity to choose Japanese as a semester-long elective in Year 8.

## TECHNOLOGIES AND THE ARTS

All Year 8 students are required to choose at least one Arts and one Technology elective as part of their pattern of study. Students will have the ability to study some Arts subjects for both semesters or only one semester. Details on these options are available on the specific subject pages of this booklet.

## SUBJECT SELECTION

Please read the options carefully and select the desired course using the Web Preferences process explained in this booklet. Please use the Username and Password provided.

**To be considered for the most sought-after preferences, students need to have their preferences entered online by 8.00 am, Monday 26 August 2024.** Web Preferences will be closed after this date. If you do not have access to the internet at home, you are welcome to enter your child's preferences at the College. The Library is open before and after school (until 3.30 pm) and your child and you may use their laptop in the Library for this purpose.

Shane Tooley  
**Assistant Principal Curriculum**





# YEAR 8 CURRICULUM STRUCTURE

Students study eight subjects each semester as well as Pastoral and Access.

## COMPULSORY SUBJECTS (WHICH ARE SELECTED FOR STUDENTS)

Students will study these subjects all year:

- Religion.
- English.
- Mathematics.
- Science.
- Humanities (History and Geography).
- Health and Physical Education.

## ELECTIVE SUBJECTS

Students study six semester units from the following subject options within the learning areas below:

### Languages

- Japanese.

### Technologies

- Design and Technologies - Materials (Fashion).
- Design and Technologies - (Food Specialisations).
- Design and Technologies - Woodwork.
- Design and Technologies - Woodwork and Engineering (year-long).
- Digital Technologies.

### The Arts (Single Semester or Year-long)

- Dance.
- Drama.
- Media.
- Music.
- Visual Art.

**Please note that individual elective subjects will only be offered if there is sufficient demand.**





## HOME LEARNING

Teachers work in partnership with parents/caregivers, keeping them informed through email notifications so that they are better able to discuss learning with their child. **Home learning is important**, as effective learning requires full engagement with learning at school as well as some focused home learning. Teachers work with students to set a variety of opportunities for home learning. In some cases, this home learning is purely optional. However, there will be some learning tasks that are expected to be completed at home. Home learning enhances learning, provides good habits for Senior years and lifelong learning. It also assists parents/caregivers to understand what their child is learning and to assist in an effective learning partnership.

## ASSESSMENT

In Year 8, while most assessment occurs during class time, some assessment is completed at home in order to develop organisational skills for Senior studies. Students learn most effectively when they are engaged and determined. If students find tasks difficult, they are encouraged to persist and if required seek help from teachers and peers (as appropriate). Students need to be organised to meet due dates (seeking extensions in the case of illness or other special circumstances). Success for students develops from effective goal setting and reflection.

## TEACHER ASSISTANCE AND GRIEVANCES

The most important time to seek teacher assistance is during lessons. If students do not understand, they are encouraged to ask questions and seek clarification. Students need to really focus during classes so that they can gain the most from the expertise of the teacher and other students. If the activities are not helping them to learn, students should let their teacher know by telling them in class or emailing them.

The teacher will provide the student with feedback on how they are progressing. Students are encouraged to use this to improve. If they are unsure about or disagree with the feedback or their results, please discuss concerns with the teacher. If you are still dissatisfied after this discussion, you may discuss the issue with the Curriculum Leader for that subject area (see list below), or the Assistant Principal Curriculum, Shane Tooley.

### CURRICULUM LEADERS

- Religious Studies Clare Gilliland
- English and Literacy Alex Daley
- Mathematics and Numeracy Amy Fatialofa
- Science Brad Weise
- Humanities and LOTE Claire Spicer
- Technology Michael Weier
- The Arts Charmaine Chambers
- Health and Physical Education Rebecca Vaux





# CORE SUBJECTS

## RELIGION

### What will you do and learn?

In Year 8 Religion, 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.

### What topics will you study?

#### Semester 1

- Unity and Diversity - Students examine initiation rituals in Judaism, Christianity and Islam. They have a particular focus on baptism as a birth ritual for Christianity and examine the scriptural basis for baptism. Students examine ecumenism and how Christians are united through baptism, core beliefs and the teachings and mission of Jesus. They examine the mystery of the Trinity and evaluate Liturgy as a way to promote active and united participation of believers.
- Movers and Shakers - Students learn about significant reformers in the Catholic Church from c. 650 CE - c. 1750 CE. This includes studying God's saving plan for humanity, the Middle Ages and the Catholic Church, what happened to the Roman Catholic Church including an overview of the Ecumenical Councils, the decline in Christian influence during the Renaissance and Reformation.

#### Semester 2

- Covenant - Students explore the actions and messages of Old Testament prophets to understand the theme of Covenant as a unique relationship between God and God's people. They examine the practice of cardinal virtues to develop their understanding of the way the Church is present and active in the world today.
- Mission Matters - They investigate how the Church is present and active in the world today through examination of emerging moral questions and exploring God's saving plan for all creation and the way believers are part of this saving plan through their faith and action in the world.







## What assessment will you do?

### Semester 1

- Portfolio of Tasks demonstrating understanding of initiation rituals, the mystery of the Trinity and participation in Liturgy.
- Persuasive Writing Task demonstrating understanding of the impact of significant reformers on the Catholic Church as well as the Catholic Church's response to historical change.

### Semester 2

- Research Investigation into Virtues and how they are present in our world today.
- Podcast about the Work of a Catholic Mission Organisation.

## How will Religion make a difference to you?

- Religion enables you to develop skills in communication, teamwork, planning and organisation.
- It enables you to develop your spiritual life through prayer and reflection.
- It teaches you knowledge of religion and how to be religious in a particular way.
- It teaches you to be an empathetic, critical thinker who can engage in respectful dialogue with others.





## ENGLISH

### What will you do and learn?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students will have opportunities to listen, read, view, speak, write and create to meet the Achievement Standards.

Throughout Year 8 English, you learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. You learn to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power. It is through the study of English that you learn to build relationships with others and with the world around you.

### What topics will you study?

#### Semester 1

- Memoirs.
- News Media.

#### Semester 2

- Visual Literacy in Indigenous Text.
- Novel Study - The Hate U Give.

### What assessment will you do?

#### Semester 1

- Personal Memoir (400 words).
- Spoken - Media Analysis Oral Presentation (Summative).

#### Semester 2

- In Class - Analysis of Text Exam (Summative).
- Persuasive Paragraph Exam.

### How will English make a difference to you?

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps you become ethical, thoughtful, informed and active members of society. English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.





## MATHEMATICS

### What will you do and learn?

The study of Mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built (ACARA, 2022).

### What topics will you study?

#### Semester 1

- Statistics, Integers, Time and Index Laws.
- Percentages, Perimeter and Area, Congruence and Simplifying Expressions.

#### Semester 2

- Fractions, Linear Graphs, Ratios/Rates and Circles.
- Volume, Pythagoras' Theorem, Probability.

### What assessment will you do?

#### Semester 1

- Assessment Portfolio Tasks (approximately every 2 - 3 weeks) throughout the semester, to determine competency of Achievement Standards.
- End of Term 1 Exam (to assess Above and Beyond standards only).
- End of Term 2 Exam (to assess Above and Beyond standards only).

#### Semester 2

- Term 3 Modelling Task - Linear graphs (assesses all standards).
- End of Term 3 Exam (to assess all standards).
- End of Term 4 Exam (to assess all standards).

### How will Mathematics make a difference to you?

Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines (ACARA, 2022).





## SCIENCE

### What will you do and learn?

Science provides a way of answering interesting and important questions about our world. This knowledge has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

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

In Semester 1 we take a close look at cells and specific body systems (digestive, circulatory, respiratory and nervous systems), in addition to the different types of energy which exist and how energy is used in everyday life, and what we can learn from the efficient use of energy in nature.

In Semester 2 we take a close look at the difference between a physical and chemical change and then investigate particle theory of matter learning how phases of matter can change. We will investigate fair tests and design a fair test of our own. We will finish the semester looking at the different types of rocks and how these can be shaped by the processes of weathering and erosion.

### What topics will you study?

#### Semester 1

- Cell Components and Functions.
- Body Systems:
  - Digestive System.
  - Circulatory System.
  - Respiratory System.
- Nervous System.
- Energy.
- Types of Energy.
- Energy in Everyday Life.
- Living Things Utilising Energy in Nature.

#### Semester 2

- Physical and Chemical Change.
- Elements and Compounds.
- Scientific Report Writing.
- Earth Science: Active Earth.
- Plate Tectonics.
- Changes in Rocks.
- How Scientists Prepare for Natural Disasters.







## What assessment will you do?

### Semester 1

- STILE Quizzes.
- Exam.

### Semester 2

- Portfolio of Practical Reports.
- Exam.

## How will Science make a difference to you?

- The study of Science provides students with a means of enhancing their understanding of the world around them and a way of achieving useful knowledge and skills.
- Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.
- It adds to and redefines the development of students' scientific literacy.
- It provides students with the capability to investigate the natural world and changes made to it through human activity.





## GEOGRAPHY

### What will you do and learn?

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. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and Landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. 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 spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China; and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

### What topics will you study?

- Landscapes and Landforms.
- Changing Nations.

### What assessment will you do?

- Research Report.
- Short Response and Response to Stimulus Exam.

### How will Geography make a difference to you?

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.





Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively.





## HISTORY

### What will you do and learn?

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650 - 1750 AD (CE). 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 modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding, and Historical Skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are school decisions.

### What topics will you study?

- The Middle Ages.
- Shogunate Japan.

### What assessment will you do?

- Project: Investigation Task.
- Portfolio of tasks requiring students to demonstrate their knowledge of Shogunate Japan.

### How will History make a difference to you?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

An understanding of world history enhances student's appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander Peoples, their identities and the continuing value of their cultures. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society and in creating rewarding personal and collective futures.







# OTHER CORE SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### What will you do and learn?

Health and physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement. In Health and Physical Education, physical activity serves as both a source of content and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated learning experiences explored through the study of selected physical activities.

### What topics will you study?

#### Semester 1

- Drug Categories.
- Depressants - Alcohol.
- Analgesics and Sleeping Tablets.
- Stimulants - Nicotine and Caffeine.
- Impact of Drugs.
- Decision Making.
- Fitness.
- Training methods.
- Benefits of Physical Activity.
- Striking Skills.
- Fitness Testing and Training.

#### Semester 2

- Puberty.
- Physical, Emotional and Social Changes.
- Respectful Relationships including Consent.
- Resilience.
- Gratitude, Empathy and Mindfulness.
- Decision Making.
- Peer Pressure.
- Coping Strategies.

### What assessment will you do?

#### Semester 1

- Educational PowerPoint.
- Combination Exam.
- Practical Application of Physical Skills.





## Semester 2

- Assessment Task.
- Combination Exam.
- Rhythmic Performance.

### **How will Health and Physical Education make a difference to you?**

In Health and Physical Education, students develop the skills, knowledge and understanding to strengthen their sense of self and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and resources to enhance safety and wellbeing. They evaluate and challenge norms and stereotypes. Students learn to navigate a range of health-related sources, services and organisations. The development of physical movement skills and concepts enable students to participate in a range of physical activities. The participation in physical activity allows students to develop an understanding how the body moves and develops positive attitudes towards participation in physical activity.





## ELECTIVE SUBJECTS

### LANGUAGES

#### JAPANESE

##### What will you do and learn?

Year 8 Japanese is an introductory course designed to give students a basic understanding of Japanese history, geography, culture and language. It is suited to those students who studied Japanese in Year 7 and wish to gain proficiency in the language to enhance future employment or travel prospects.

Traditional models of language study have typically focused on grammar, rules of syntax and rote learning. However, as crucial as these elements are, the study of Japanese, especially at St Peter Claver College is far more encompassing and embraces many new developments in language education.

In studying Japanese, students not only study the structure of language, but are encouraged to develop communicative competence and 'try out' their skills in a range of real life contexts. For example, throughout the course students are afforded the opportunity to engage with native speakers and learn about situational language use.

In addition to the above, the latest research in language learning strongly suggests that language learning is not an end in itself but assists students to learn other languages more rapidly. Foreign language learning also prepares them for a future where trans-lingual communication will become important in negotiating their way in a changing world and where English will no longer be so dominant. Already, Kanji is the main script used on the internet.

##### What topics will you study?

- School Life.
- Going to Town.

##### What assessment will you do?

- Exam.
- Spoken Role-Play.

##### How will Japanese make a difference to you?

- You will learn about Australia's important relationship with its Asian neighbours. This relationship includes trade, cultural exchanges, school study tours and tourism.
- Japanese is very useful for entry into a variety of university courses. The Government's emphasis on becoming more 'Asia literate' means that St Peter Claver students have a distinct advantage.
- Your job prospects will be enhanced. Many employers recognize the importance of language and culture studies. Employment opportunities include mining, education, tourism, positions in trading companies and language translation.





# TECHNOLOGIES

## DESIGN AND TECHNOLOGIES - MATERIALS (FASHION)

### What will you do and learn?

Design and Technologies - Materials (Fashion) is suited to all students who wish to investigate and explore textiles and use design skills to produce useable textile items. Students considering a career in the fashion industry should consider selecting DTFM.

Fashion enables students to develop knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce textile items. Students learn how to identify and use a variety of sewing equipment items safely, thread and operate a sewing machine and use it to produce an applied textile item. Students will also justify their selection of textile materials and evaluate their task performance and final textile product.

### What topics will you study?

- Safety with Textiles and Equipment.
- Sewing Machine Usage.
- Design Process.
- Construction Techniques.
- Embellishment Techniques.
- Fabric Properties.

### What assessment will you do?

- Process Journal.
- Written Exam.
- Project.

### How will Design and Technologies - Fashion make a difference to you?

- Studying Design and Technologies (Fashion) will enable you to develop knowledge related to sewing machine use and principles of design.
- The study of Design and Technologies (Fashion) offers students opportunities to discover and develop their critical and creative capabilities.

### Other Relevant Information

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.







## **DESIGN AND TECHNOLOGIES (FOOD SPECIALISATIONS)**

### **What will you do and learn?**

Design and Technologies (Food Specialisations) explores basic nutrition by introducing the Healthy Eating Pyramid. Students explore food to determine how it is used by the body, the different nutrients found in foods and how foods are broken into groups according to nutritional content and values.

Students will investigate the current eating habits of adolescents and look at some health consequences of these habits. They will also design and prepare food products that demonstrate an understanding of nutrition and comply with the principles of the Healthy Eating Pyramid.

### **What topics will you study?**

- Safety and Hygiene.
- Kitchen Management.
- Cultural Influences on Australian Food.
- Food Diversity and Fusion Cuisine.

### **What assessment will you do?**

- Research Folio.
- Process Journal.
- Practical Cookery.

### **How will Design and Technologies (Food Specialisations) make a difference to you?**

This subject provides students with a variety of practical skills in food production. Students will also develop knowledge related to nutrition and food choices. A study of Design and Technologies (Food Specialisations) offers students opportunities to discover and develop their critical and creative capabilities.

### **Other Relevant Information**

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





## **DESIGN AND TECHNOLOGIES - WOODWORK**

### **What will you do and learn?**

Design and Technologies - Woodwork is suited to students who enjoy a practical workshop/design space environment. The course teaches students a problem-solving methodology using a design thinking process. It is predominantly a hands-on course. The students will create a practical small furniture piece that can be taken home with them.

The skills required to respond to a given problem are taught and refined throughout the course. Students will spend time learning how to investigate problems, communicate ideas via sketches and computer models, and produce a prototype using wood.

### **What topics will you study?**

- Safety in the Workshop and with Machines/Equipment.
- The Design Process.
- Sketching and Iteration Skills.
- Construction Techniques.
- Finishing Techniques.
- Ability to Critically Evaluate a Project.

### **What assessment will you do?**

- Research Task and Mood Board Project.
- Written Project Journal.
- Practical Project.

### **How will Design and Technologies - Woodwork make a difference to you?**

A study of Design and Technologies - Woodwork offers students the opportunity to discover and develop their practical and critical capabilities as well as creative talent. In Year 8, students learn basic hand skills, learn and practice safety in the workshops, construct design folios and develop planning and organisational skills to be used throughout their educational journey in technology based courses.

### **Other Relevant Information**

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





## **DESIGN AND TECHNOLOGIES - ENGINEERING**

### **What will you do and learn?**

Design and Technologies - Engineering is intended to extend students practical manufacturing skills and will build upon the concepts learned in previous design and technologies subjects. With a greater emphasis on alternative construction methods and materials, students will have the opportunity to broaden their knowledge and understanding of manufacturing by working with materials such as metal, plastic and acrylic.

The skills required to respond to a given problem are taught and refined throughout the course. Students will spend time learning how to investigate problems, communicate ideas via sketches and computer models, and produce a prototype using metal, plastic or acrylic.

### **What topics will you study?**

- Safety in the Workshop and with Machines/Equipment.
- The Design Process.
- Sketching and Iteration Skills.
- Construction Techniques.
- Finishing Techniques.
- Ability to Critically Evaluate a Project.

### **What assessment will you do?**

- Research Task and Mood Board Project.
- Written Project Journal.
- Practical Project.

### **How will Design and Technologies - Engineering make a difference to you?**

A course of study in Design and Technologies - Engineering can establish practical skill and understanding of workshop equipment; and provide a basis for further education and employment in vocational fields of engineering, sheet metal work and plastic forming.

### **Other Relevant Information**

Students who wish to study this subject are required to comply with specific WH&S policies relevant to the subject. This may include policies on personal hygiene, specific Personal Protective Equipment (PPE) for the workspace and/or uniform requirements.





## DIGITAL TECHNOLOGIES

### What will you do and learn?

Digital Technologies is suited to students who enjoyed the short DIGTEC course in Year 7, especially the coding of Scratch projects and wish to pursue this interest further and gain an appreciation of the importance and relevance of digital technologies in an increasingly digital world.

Learning in Digital Technologies will focus on the improvement of practical coding skills through the development of fun apps for Android phones and tablets, including games, media boards, art tools and quizzes. There are a wide range of online tutorials that students can work through and they will each be allocated an Android tablet for testing and building their app creations. Mobile devices rely heavily on networking technologies, so the theoretical component of the course will primarily involve an investigation of networks and how components impact on their operation.

Students will learn how to manage their app development projects, design algorithms to plan how their app will work and evaluate their final app solutions. In the process they will acquire a range of thinking skills, such as the ability to decompose problems, which can be applied across their other school subjects. By the end of the course students will have gained technical and professional skills that will have them better prepared for future changes in the world of Information Technologies.

### What topics will you study?

- Designing Apps for a Stated Objective.
- Block Coding for Robotics.
- Text Coding for App Design.
- Python Coding for Extended Tasks.

### What assessment will you do?

- Theory Exam.
- Project Journal.
- Practical Project.

### How will Digital Technologies make a difference to you?

Digital Technologies provides students with the skills to navigate a world increasingly influenced by rapid technological innovation. It helps students develop systematic problem solving skills and prepares them for various tertiary pathways, including but not limited to: Information Technology, Graphic Design, Animation and Media. Digital Technologies also prepares students for various work opportunities.







# THE ARTS

## DANCE

### What will you do and learn?

Dance is an artform that uses human movement to express meaning to an audience. Year 8 Dance will give students opportunities to develop dance knowledge, understanding and skills through Responding and Making Tasks. Students will be introduced to Musical Theatre and Contemporary and are expected to embrace these styles with enthusiasm and perseverance. Students will also learn the Elements of Dance which are used to describe, analyse, interpret, evaluate and understand dance works.

### Semester 1 - Broadway Bound

This unit explore how dance conveys stories and characters through the Musical Theatre genre. Through making (performance) students will learn fundamental Musical Theatre dance techniques. Students will analyse influential choreographers in Musical Theatre and apply their understanding of style-specific techniques in performance and choreography, including literal movements and characterisation.

### Semester 2 - Emotional Roller Coaster

This unit explores how emotions can be communicated through Contemporary dance. Students will analyse and respond to a range of Contemporary works that convey emotions and learn fundamental Contemporary techniques and expressive skills. Students will create a body of work that conveys different emotions through making and performance.

### What topics will you study?

#### Semester 1

- Musical Theatre.
- Choreographic and Structural Devices.
- Introduction to Dance Analysis.

#### Semester 2

- Contemporary.
- Elements of Dance.
- Dance Analysis.

### What assessment will you do?

#### Semester 1

- Performance Task - Musical Theatre.
- Choreography Task (Part 1) - Individual Musical Theatre.
- Choreography Task (Part 2) - Group Musical Theatre.
- Responding Task - Extended Response Exam.

#### Semester 2

- Responding Task - Portfolio of Analytical Paragraphs.
- Performance Task - Contemporary.
- Choreography Task - Portfolio of Contemporary Works.





## How will Dance make a difference to you?

Through Making, you will develop skills in communication, exploring creative ideas, critical reflection, problem solving, decision making, group work, teaching and planning and organising activities. You will develop your ability to listen, work independently and in a group, rehearse and refine through critical reflection, and perform with strength, energy and personality on stage. You will build your fitness levels, flexibility and performance ability.

In the Responding Tasks, you will develop your knowledge and understanding of dance components and skills to respond to dance texts from differing contexts. Research, analysis, interpretation, synthesis and evaluation are fostered in this dimension.





## **DRAMA**

### **What will you do and learn?**

Drama is the making and communicating of meaning involving performers and audiences engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. Students will learn how to interpret scripts and break them into units and objectives; perform complex scenes; and create a performance for an audience of their peers.

### **Semester 1 - Over the Top**

This unit explores how drama can be used to exaggerate behaviour and tell stories that are melodramatic, or for audiences of children. By working in melodrama and children's theatre, students extend their abilities as performers and creators and learn how to present themselves confidently to audiences. They will develop original works and perform scripted pieces as well as responding to the works of professional artists.

### **Semester 2 - Nothing but the Truth**

This unit explores the ways that dramatic artists create real and believable characters and situations in their works. Working in the style of Realism or Magical Realism, students develop original pieces, and participate in an in-depth study of a particular play before presenting scenes. They consider ways of staging that would appeal to different audiences, and act not just as performers, but directors and designers.

### **What topics will you study?**

#### **Semester 1**

- Melodrama and Stock Characters.
- Children's Theatre.

#### **Semester 2**

- Realism.
- Text Study.

### **What assessment will you do?**

#### **Semester 1**

- Group Performance.
- Responding Task.
- Devised Script and Performance.

#### **Semester 2**

- Monologues/Duologues Performance.
- Responding Task.
- Devised Script and Performance.





## How will Drama make a difference to you?

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players.

To simplify that further, Drama builds skills in confidence, quick thinking, improvisation, problem solving, spatial awareness, adaptability, teamwork and empathy that are priceless in the workforce. It strongly reinforces Literacy.





## **MEDIA**

### **What will you do and learn?**

Media involves the close study of the images, sounds and text that we experience via the media. In it we examine media texts (such as films, television shows, magazines, posters, web sites) and the modes and means of their production. We analyse them by asking the following questions:

- Who made them ('institutions')?
- How were they made ('technologies')?
- Why were they made ('representations')?
- Who were they made for ('audiences')?
- What rules and conventions were followed when making them ('languages')?

### **Semester 1 - The Art of Storytelling**

This unit is an introduction to the core ideas of Media Arts. Students will explore the practical art of stop-motion animation and learn about the art of storytelling. They will hear and learn from professional artists in production companies like Pixar and explore storytelling from First Nations artists. Students will design and produce their own original productions, develop skills in media technologies and respond to works by professional media artists.

### **Semester 2 - Principle Principles**

This unit explores the principles of animation and of composition. Students will learn how to use different creative software to develop images in a range of styles. They will experiment with image composition in a range of practical tasks, before learning the principles of animation that guide professional filmmakers and animators all over the world. Students will respond to the work of professionals and create a portfolio of works that demonstrate their growing skills.

### **What topics will you study?**

#### **Semester 1**

- Introduction to Media.
- Pixar: The Art of Storytelling.
- Stop Motion Animation.

#### **Semester 2**

- Introduction to Media.
- Comic and Graphic Art and Storytelling.
- Basic Animation and Image Manipulation.

### **What assessment will you do?**

#### **Semester 1**

- Exam.
- Folio: Character Design, Treatment and Storyboard.
- Filmed Stop Motion Scene.







## Semester 2

- Exam.
- Comic Strip Page (original manipulated photography presented in comic layout).
- Animation Folio.

## How will Media make a difference to you?

- Being able to analyse film, television and new media as primary sources of information and entertainment.
- Potential career in the entertainment or media industries.
- Explore and manipulate creative and expressive technologies and develop a deeper level of IT literacy.
- Understanding the control and regulations of media in Australia and the world.
- Understanding of how to use new technology in our ever changing world.
- Developing your skills of organisation, multitasking and managing complex workloads, whilst simultaneously developing your critical thinking skills, and creating a sense of adaptability and flexibility to changing circumstances.





## MUSIC

### What will you do and learn?

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped, new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students' active participation in Music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in Music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.

### Semester 1 - Music around the World/Video Game Music

This semester, students explore the diverse topics of World Music and Video Game Music. Through Performing and Responding, students will explore various world cultures and styles of video game music and will create a group composition. This unit challenges students to critically examine a range of music, and to be innovative and creative in their application of music elements as they create their own music expression, through effectively manipulating technology.

### Semester 2 - The Commercial World/Pledge Allegiance to the Band

This semester, students explore the diverse topics of Commercial Music and Rock Bands. Through Responding, students recognise that music enhances a visual image or sells a product, before creating their own examples. Performance skills are consolidated and expanded, and students learn how to record and mix various musical styles using music technology software and production hardware. Through this set of real-world learning experiences, students develop key 21st Century skills including collaboration and teamwork, creative and critical thinking, effective communication to a diverse audience, personal and social skills and how to be productive users of technology.





## What topics will you study?

### Semester 1

- World Music.
- Video Game Music.
- Piano and Guitar Skills.

### Semester 2

- The Commercial World.
- Pledge Allegiance to the Band.
- Piano and Guitar Skills.

## What assessment will you do?

### Semester 1

- Task 1: Composition.
- Task 2: Exam (Short Response).
- Task 3: Performance.

### Semester 2

- Task 1: Composition.
- Task 2: Exam (Short Response).
- Task 3: Performance.

## How will Music make a difference to you?

The Washington Post reports that one of the largest scientific studies into music's effect on the brain has found something striking: musical training doesn't just affect your musical ability - it provides tremendous benefits to children's emotional and behavioral maturation. 'What we found was the more a child trained on an instrument, it accelerated cortical organization in attention skill, anxiety management and emotional control.' James Hudziak, M.D.

The study found increased thickness in parts of the brain responsible for executive functioning, which includes working memory, attentional control and organizational skills. In short, music actually helped children become more well-rounded.

Hudziak's research is an important addition to the field because it shows that music helps us become better people too. One thing is clear: Learning Music is one of the best things a person can do.

In Music students develop:

- The confidence to be creative, innovative, thoughtful, skilful and informed musicians.
- Skills to compose, perform, improvise, respond and listen with intent and purpose.
- Aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions.
- An understanding of music as an aural art form as they acquire skills to become independent music learners.





## VISUAL ARTS

### What will you do and learn?

Art constitutes and contests the wide range of beliefs, values and meanings held and applied in societies. It is a significant means of understanding, transmitting and transforming cultures. People make artworks to interpret, respond to and communicate their experiences. Through Art, people give visual form to thoughts, feelings, ideas and beliefs, evaluate and express cultural practices and reflect and challenge values, beliefs and customs.

### Semester 1 - Art as Identity

This unit explores famous artists Del Kathryn Barton and Andy Warhol and analyses how their artwork is a reflection of their identity. Students draw inspiration from these artists to create their own original watercolour portrait and experiment with a variety of printing making materials to create a unique composition. This unit will also discover how First Nations artists use portraiture to convey their identity.

### Semester 2 - Influences of Art

This unit will explore how culture and history influences art. This is achieved by analysing and exploring Pop Art artists such as Andy Warhol and Claes Oldenburg and how their still life works still influence modern day society. First Nations perspectives will be investigated throughout the unit, to identify how still life artworks play a major role in every walk of life. Students will have the opportunity to develop their skills in assemblage sculpture and etching print making to further explore the still life theme.

**Note: Students who select a single semester of one or more Arts subjects will be placed into which semester option best aligns with the student's other preferences. This means a student could be given their Arts choice for either Semester 1 or Semester 2.**

### What topics will you study?

#### Semester 1

- Drawing.
- Painting.
- Printmaking - Lino.
- Contemporary Portraits - Australian Artists, First Nations People Artists and International Pop Artists.

#### Semester 2

- Drawing and Painting.
- Assemblage Sculpture.
- Printmaking - Etching.
- Contemporary Still Life - Pop Artists and First Nations People Artists.

### What assessment will you do?

#### Semester 1

- Written Essay Analysis.
- Drawing and Painting Folio.
- Pop Art Lino Prints Folio.
- Artist Statement.





## Semester 2

- Written Essay Analysis.
- Pop Art Sculpture
- Still Life Etching Prints.
- Artist Statement.

## How will Visual Art make a difference to you?

- Visual Art assists students in becoming visually literate. Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image.
- Using, manipulating and exploring with confidence, materials, techniques, processes and technologies.
- Make and appraise artworks, including their own.
- Define problems and flexibly negotiate and consider a variety of solutions.







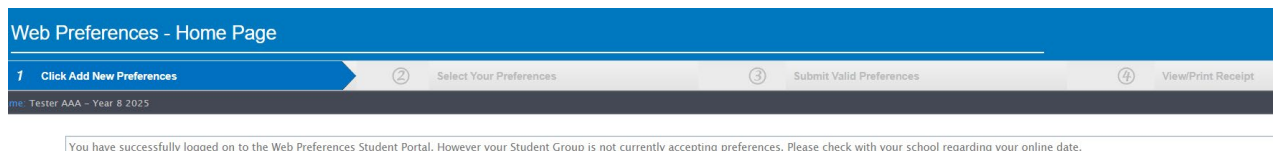
# HOW TO ENTER YOUR SUBJECT PREFERENCES ONLINE

Please follow these simple steps:

1. Read your subject book and discuss with your student the subjects they have to study and the choices available.
2. On your College laptop, open the email sent to you with the Web Preference Manager (WPM) access information.

Click on the link in the email to access the WPM portal and complete your subject selection. There are also instructions in the email on how to manually access the site.

The Add New Preferences page will appear. Your name and year level will appear in the top left hand corner. You will also see the first set of instructions on how to complete your subject selection. Please read these carefully.










3. Click the green **Add New Preferences** button on the right-hand side.





4. The **Select Your Preferences** page will open.

Preference boxes that have a  icon located to the right must have a valid subject selected from that box before you can submit your preferences.

Elective subjects from Arts, Languages or Technologies		
Preference 1	-----UNSELECTED-----	
Preference 2	-----UNSELECTED-----	
Preference 3	-----UNSELECTED-----	
Preference 4	-----UNSELECTED-----	
Preference 5	-----UNSELECTED-----	
Preference 6	-----UNSELECTED-----	
Reserve 1	-----UNSELECTED-----	
Reserve 2	-----UNSELECTED-----	
Reserve 3	-----UNSELECTED-----	

## VIEW INSTRUCTIONS

Read the instructions at the top of this place, including the important notes highlighted in yellow and green.

In selecting elective subjects for **Year 8 in 2025**, please be aware that you must select the number of subjects indicated in each selection box.


Students will be automatically allocated to English, Humanities, Mathematics, Science, Religion and Health and Physical Education classes.

You choose from the Elective Subjects; all students select up to six electives and three reserves (in case your elective preference subject is unavailable due to a clash or insufficient enrolments). Give your highest preference to the subjects you want the most.

You **MUST** select ONE Arts and ONE Technology elective in order to be compliant with Australian Curriculum requirements.

When selecting **Reserve Subjects**, these cannot be the same subjects as your initial preferences.

## ELECTIVE SUBJECTS

**Preference 1 through to 6** - click on the drop-down arrow  and choose an Elective subject for each preference. If you select one or more of the year-long elective options, you will not be required to complete all six preferences.

**Reserve 1 through to 3** - click on the drop-down arrow  and choose an Elective subject for each reserve.



**Note:** If you repeat a subject anywhere in your preferences you will not be able to click on **Proceed** to submit your preferences. You cannot select both the year-long and single semester versions of subjects.

5. Once all your preferences are in, click on:





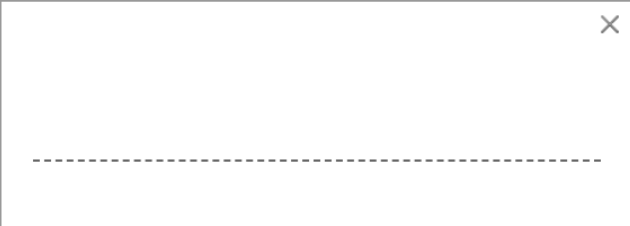
Your preferences will appear on the screen. Sample below:

Parent/Guardian Email Address:   

### Your Preferences

Preference No	Preference Name	Unit Value
Preference 1:	Dance (year-long)	2 Units
Preference 2:	Japanese	1 Unit
Preference 3:	Design and Technologies - Materials (Fashion) (single semester)	1 Unit
Preference 4:	Music (year-long)	2 Units
Reserve 1:	Media (single semester)	
Reserve 2:	Digital Technologies	
Reserve 3:	Design and Technologies - Food Specialisations (single semester)	
<b>Total:</b>		<b>6 Units</b>

### Student Signature



6. You will be required to enter your parent/caregiver email address, so that they can be sent an email to approve your subject selections.
7. You will then be required to sign your selections either using the touchscreen on your device or by clicking **Type** and then typing your name.
8. If you are happy with your preferences click **Submit Valid Preferences**, which opens your **Preference Receipt**.

 **Submit Valid Preferences**





## Sample Preference Receipt:

Preference Receipt: ST608-59346-7678262-4678240

**Student Name:** Tester AAA  
**School Name:** St Peter Claver College (Year 9 2025)  
**Receipt Date:** 2/08/2024 1:34:34 PM  
**Number of Subjects/Units Selected:** 7  
**Submission No.:** 1

---

Preference 1: HPE - Dance Development (1 Unit)  
Preference 2: Business (1 Unit)  
Preference 3: Media (single semester) (1 Unit)  
Preference 4: Music (single semester) (1 Unit)  
Preference 5: Digital Technologies (1 Unit)  
Preference 6: Design and Technologies - Food Specialisation (single semester) (1 Unit)  
Preference 7: Design and Technologies - Woodwork (single semester) (1 Unit)  
Reserve 1: HPE - Netball Development (1 Unit)  
Reserve 2: Visual Art (single semester) (1 Unit)  
Reserve 3: Drama (year-long) (2 Units)  
Reserve 4: Geography (1 Unit)

---

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects November.

Student Signature





9. You can **print your preference receipt** by clicking **Open Print View** and clicking **Print Receipt**.

Print Receipt Download PDF Close

### Web Preferences Receipt

St Peter Claver College (Year 9 2025)

**Student Name:** **Tester AAA**

Home Group:			
Date:	2/08/2024 1:34:34 PM	No. of Subjects/Units Selected:	7
Receipt Code:	ST608-59346-7678262-4678240	Submission No.:	1

**Preference List:**

- Preference 1: HPE - Dance Development (1 Unit)
- Preference 2: Business (1 Unit)
- Preference 3: Media (single semester) (1 Unit)
- Preference 4: Music (single semester) (1 Unit)
- Preference 5: Digital Technologies (1 Unit)
- Preference 6: Design and Technologies - Food Specialisation (single semester) (1 Unit)
- Preference 7: Design and Technologies - Woodwork (single semester) (1 Unit)
- Reserve 1: HPE - Netball Development (1 Unit)
- Reserve 2: Visual Art (single semester) (1 Unit)
- Reserve 3: Drama (year-long) (2 Units)
- Reserve 4: Geography (1 Unit)

Please print or save (as a PDF) this receipt for your records. There is no requirement to submit a copy of this receipt to the College. The subjects students are enrolled in will not be available until November.

Student Signature

*C WOOD*

Parent/Guardian Signature request email sent: 02/08/2024 01:34:34 - cewood@bne.catholic.edu.au

10. Exit Web Preferences by clicking the **Log Out** button.





ST PETER CLAVER  
COLLEGE

