THOMAS CARR
COLLEGE

YEAR 8
SUBJECT INFORMATION

They will shine

2023

CONTENTS

INTRODUCTION

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates breadth, balance and depth across the key eight learning areas including Religious Education.

Year 8 students continue to study a combination of core year-long subjects and begin to study a wider range of semester-based subjects across all the key learning areas.

Each of the subjects offered at Year 8 provide a breadth and depth of learning experiences across each of these learning areas including The Arts, Humanities and Technologies.

COMPULSORY SUBJECTS

Year 8 students study the following subjects for Semester 1 and 2.

- Religious Education
- English
- Mathematics
- Health and Physical Education
- Science
- Music
- Digital Technologies

These are all year-long subjects and provide a depth of learning experiences across each of these key learning areas.

Year 8 students study the following subjects for ONE semester in 2023.

- Art
- Drama
- Geography
- History
- Learning in Depth
- Textiles

These are all semester-based subjects that students will undertake in Semester 1 or Semester 2.

These subjects cover the key skills required within The Arts, Humanities and Technologies.

Each of these subjects provide students with the opportunity to learn new skills and knowledge within the specific learning area.

LANGUAGE SUBJECTS

Through the study of a Language Other Than English (LOTE) students gain access to other peoples, ideas, and ways of thinking. Students become interested in and respectful of other cultures and develop social and cognitive skills that will help them in other areas of the curriculum.

Students continue to study ONE of the two Languages offered in Year 8 for the whole year:

- Chinese (MAGIS students only who studies Chinese in Year 7
- Indonesian
- Italian

Students will continue to study their Language (LOTE) subject throughout Semester 1 and 2. It is recommended that students continue with their Year 7 Language subject in Year 8.

MAGIS PROGRAM

The College's MAGIS program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through a gifted and talented pathway.

A key outcome of the MAGIS program is for students to experience and extend their learning across all their subjects with a strong focus on literacy and numeracy.

IMPORTANT CONTACTS

To learn more about the Year 8 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts. For all subject-specific questions please contact your subject teacher or the relevant Learning Area Leader.

For all the other questions related to the subjects offered at Years 7 please contact Mr Stephen Manitta (Head of Learning and Teaching – Middle School).

Role	Name	Email
Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
Deputy Principal: Strategic Development and Curriculum	Ms Lucy Angelico	lucy.angelico@thomascarr.com.edu.au
Head of Learning & Teaching: Senior School	Mrs Daniela Bombardieri-Szabo	daniela.bombardieriszabo@thomascarr.vic.edu.au
Head of Learning & Teaching: Middle School	Mr Stephen Manitta	stephen.manitta@thomascarr.vic.edu.au
Careers and Pathways	Ms Cheryl-Anne White	cherylanne.white@thomascarr.vic.edu.au
Learning Area Leader: Religious Education	Mrs Catherine Doman	catherine.doman@thomascarr.vic.edu.au
Learning Area Leader: English	Ms Jessica Atwood	jessica.atwood@thomascarr.vic.edu.au
Learning Area Leader: Humanities	Ms Ashley Saliba	ashley.saliba@thomascarr.vic.edu.au
Learning Area Leader: Mathematics	Mr Robert Peszko	robert.peszko@thomascarr.vic.edu.au
Learning Area Leader: Science/STEM	Ms Lucy Cassar	lucy.cassar@thomascarr.vic.edu.au
Learning Area Leader: The Arts	Mr Jacob Levy	jacob.levy@thomascarr.vic.edu.au
Learning Area Leader: Health & Physical Education	Mr Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Mrs Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au

SUBJECT: ART

COURSE OVERVIEW

The study of Visual Art equips students in Year 8 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production (art making and art appreciation) and art response.

LEARNING FOCUS

Students undertake a series of practical workshops, of one semester's duration, which cover folio activities in two and three-dimensional art forms. Students further develop their knowledge of equipment and mediums relevant to two and three-dimensional art by creating artworks in the methods of Drawing, Painting. They apply the techniques needed to produce their final artworks incorporating elements of art and principles of composition (e.g. exploring tone, space and perspective associated with painting). Students develop an awareness of basic ways that purpose, audience, equipment and ICT can be used in the production of art. Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts.

ASSESSMENT

Practical:
Art folio – Landscape Painting
Arts folio – Pop Art Pets

Theory:
Art Appreciation and Analysis

FUTURE PATHWAYS

The critical and creative visual arts skills fostered in Year 8 Art prepare students for the following Year 9 Electives.

- Photography
- Art forms
- 3D Model Design
- 2D Logo Design
- At the Movies (media)

SUBJECT: DRAMA

COURSE OVERVIEW

The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

LEARNING FOCUS

The first unit focuses on Commedia dell'Arte, a traditional Italian performance style. They attend a performance of a Commedia dell'Arte production and create a performance in this style, using stock characters. They reflect on the role of comedy in cultural practices. Students may also explore the elements of Mime and expressive skills such as gesture, creating objects and environments, facial expression, the use of space and storytelling through Mime.

In the second unit Students collaborate learn and then eventually perform a classic Shakespearian script, the aim is not only to have students learn and practice in the Shakespearian performance style but also improve their comprehension and literacy skills. Students will be able to translate Shakespearian language, interpret it and then perform either a scene from Romeo and Juliet or Macbeth.

ASSESSMENT

Group devised Commedia performance

Group devised Shakespeare performance

FUTURE PATHWAYS

Year 9 Drama
Year 9 at the Movies (media)
Year 9 Photography
Year 10 From Page to Screen
VCE Drama
VCE Media

SUBJECT: ENGLISH

COURSE OVERVIEW

Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.

LEARNING FOCUS

In Year 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts. Texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of no stereotypical characters. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form. In Year Eight, students begin to use more specialised and technical vocabulary.

ASSESSMENT

Students will complete a variety of assessments such as:

- Text Responses
- Creative Responses
- Graphic Novels
- Creation and Analysis of Advertisements
- Writing Folio
- Semester Exams

FUTURE PATHWAYS

Students continue with English as core throughout the Middle and Senior School. The study of English is regarded as a priority throughout secondary schooling and is compulsory at every level.

At the VCE level, students can select English, English Language or Literature.

SUBJECT: HUMANITIES

COURSE OVERVIEW

In Year 8 Humanities, students consider what it means to be a consumer, producer and a worker in the contemporary world. They explore the relationships between these groups and the factors that influence the work environment in Australia. Students will continue to develop their skills in History and Geography, as they weigh up decisions and assess the consequences of their actions on the world around them. They learn about the natural environment and analyse the different characteristics of landscapes and landforms. Students continue to learn how the world has taken shape into what it is today. They focus on medieval civilizations and the social, economical and political beliefs that were significant at the time. Students develop historical understanding through primary and secondary sources and learn how to analyse and interpret this evidence.

LEARNING FOCUS

In Business and Economics students investigate how individuals use entrepreneurial capabilities to contribute to business success and help businesses create and respond to needs in the market. They explore how consumers and producers interact with each other and assess their own role as consumers in different markets.

In History, students learn about societies in Medieval Europe, the Americas and Feudal Japan. Students explore the way of life, social structures and the law and governance of these times and draw comparisons between European and Japanese societies. Students also learn about the importance of Magna Carta, the impact of the Black Death and how the Spanish conquered the Americas and the legacy they have left.

ASSESSMENT

In Year 8 students will be expected to complete the following:

- Business Case Study and Structured Questions
- Medieval Europe Portfolio Task
- Spanish Conquest Source Analysis
- Feudal Japan Research Task
- Landscapes and Landforms Construction and Analysis Task

FUTURE PATHWAYS

Year 9 Communications

SUBJECT: HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing as they examine the nature of their relationships and factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities.

LEARNING FOCUS

Students focus on the development of movement skills and strategies through a variety of games and sports to build on learning in active play, minor games and fundamental movement skills. Students address the influence and impact regular physical activity participation has on individual and community health and wellbeing and explore the range of influences on physical activity participation.

Students address a range of drugs, including prescription drugs, energy drinks, caffeine, tobacco, alcohol and illegal drugs to explore the impact drugs can have on individuals, families and communities. Students address the role of food and nutrition in enhancing health and wellbeing to make healthy, informed food choices and to explore factors that influence eating habits. Students address the changes that occur over time and the role relationships and sexuality play to help to establish and manage respectful relationships. It also supports them to develop positive practices in relation to reproductive and sexual health and the development of identity.

ASSESSMENT

Students are assessed by a variety of methods including:

- a written report, such as a media analysis, a research task or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as an annotated poster or a digital presentation
- structured questions, including data analysis

FUTURE PATHWAYS

After completing Year 8 Health and Physical Education students will continue to build on this knowledge in Year 9 Health and Physical Education. Students also have the opportunity to study Elite Sports Performance, Health Performance or Outdoor Education as a Year 9 elective.

SUBJECT: DIGITAL (INFORMATION) TECHNOLOGY

COURSE OVERVIEW

Digital Technology at Year 8 is focused on giving students experience with programming, using basic programming languages, as well as developing an understanding of connectivity between devices and people.

LEARNING FOCUS

Students will focus on the following topics

- Using Grok Learning as an introduction to programming language, with the ability to extend their programming using python
- Investigating connectivity: including how networks work
- Extend connectivity through understanding positives and negative of social media in today's world for young people
- Problem solving using digital technology

ASSESSMENT

Students will complete various assessment tasks including:

- Digital Portfolio of student activities

FUTURE PATHWAYS

Year 9 Magis - Cracking the Code

Year 9 - Game On

SUBJECT: LANGUAGES: CHINESE

COURSE OVERVIEW

The study of languages contributes to the broad education of young Australian skills in thinking and reflection. They support the initiation of young people into the culture and wider society that surrounds them. Languages nurture reflective, deep, and creative thinking in fun and engaging ways, cultivating a cultural understanding of distinctive fields of knowledge, and stimulating intellectual development.

LEARNING FOCUS

Students learn why there are similarities and differences between Chinese and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as school, likes, dislikes, foods, daily routines, and pastimes. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

In Year 8 Chinese Mandarin, students complete a variety of in-class and out-of-class assessments

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary, characters and grammar tests
- Daily routine picture book
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students can elect to study Chinese in Year 9. Students may choose to continue to study Chinese in Year 10, 11 and 12.

Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The study of languages enhances employability and gives learners a passport to the world of work and universities.

SUBJECT: LANGUAGES: INDONESIAN

COURSE OVERVIEW

The study of languages contributes to the broad education of young Australian skills in thinking and reflection. They support the initiation of young people into the culture and wider society that surrounds them. Languages nurture reflective, deep, and creative thinking in fun and engaging ways, cultivating a cultural understanding of distinctive fields of knowledge, and stimulating intellectual development.

LEARNING FOCUS

Students learn why there are similarities and differences between Indonesian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as Fruits and Vegetables, Animals, School, Transportation, and Places. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

In Year 8 Indonesian, students complete a variety of in-class and out-of-class assessments

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Animal story cartoon
- Role Play
- Oral Presentation

FUTURE PATHWAYS

Students can elect to study Indonesian in Year 9. Students may choose to continue to study Indonesian in Year 10, 11 and 12.

Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The study of languages enhances employability and gives learners a passport to the world of work and universities.

SUBJECT: LANGUAGES: ITALIAN

COURSE OVERVIEW

The study of languages contributes to the broad education of young Australian skills in thinking and reflection. They support the initiation of young people into the culture and wider society that surrounds them. Languages nurture reflective, deep, and creative thinking in fun and engaging ways, cultivating a cultural understanding of distinctive fields of knowledge, and stimulating intellectual development.

LEARNING FOCUS

Students learn why there are similarities and differences between Italian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as Food, Fashion in Italy, Housing and School units. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

In Year 8 Italian, students complete a variety of in-class and out-of-class assessments

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Role Play on ordering food
- Oral Presentation
- Cultural task: Investigating famous designers from Italy

FUTURE PATHWAYS

Students can elect to study Italian in Year 9. Students may choose to continue to study Italian in Year 10, 11 and 12.

Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The study of languages enhances employability and gives learners a passport to the world of work and universities

SUBJECT: LANGUAGES: ITALIAN (MAGIS)

COURSE OVERVIEW

The study of languages contributes to the broad education of young Australian skills in thinking and reflection. They support the initiation of young people into the culture and wider society that surrounds them. Languages nurture reflective, deep and creative thinking in a fun and engaging ways, cultivating a cultural understanding of distinctive fields of knowledge, and stimulating intellectual development.

LEARNING FOCUS

Students learn why there are similarities and differences between Italian and English languages and how these are related. They begin to have a grasp of the history of the language they are studying and its links with other languages. Students begin to understand and use the language within the world of their own experience, including the world of learning, with some topics drawn from other domains. They participate in activities where they practice exchanging simple personal information on topics such as food, Fashion, Housing and School and subjects. They talk about themselves in response to questions and learn to ask questions.

ASSESSMENT

In Year 8 Italian Magis, students complete a variety of in-class and out-of-class assessments

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Writing Menu
- Role Play
- Oral Presentation
- Cultural task: Investigating famous designers from Italy

FUTURE PATHWAYS

Students can elect to study Italian in Year 9. Students may choose to continue to study Italian in Year 10, 11 and 12.

Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The study of languages enhances employability and gives learners a passport to the world of work and universities

SUBJECT: LEARNING IN DEPTH

COURSE OVERVIEW

As students move into their second year of secondary school it is important that they start to develop the learning skills that they will need to succeed. Learning in Depth exists to provide students with a structured introduction to important educational skills.

LEARNING FOCUS

In this subject, students will have the opportunity to become an authority on one topic. Topics are allocated randomly, and then each student will be given an open-ended opportunity to explore that idea in their own way. To make this possible, student will learn about the key skills that will provide them with success in a problem-based learning environment. For example, they will learn effective research strategies, how to select relevant information for inclusion in an assignment, note-taking skills and presentation skills.

ASSESSMENT

Learning in Depth is assessed based on two outcomes:

The written assignment

While this can take a variety of forms, ultimately all students will submit physical evidence of the work that they have done.

Exhibition

Each student will present their work at an exhibition that will be attended by other students, teachers and their parents.

FUTURE PATHWAYS

This subject does not require any prior learning.

Students who participate in the Learning in Depth program will benefit by developing a range of skills that are required for success in the iD9 program.

SUBJECT: MATHEMATICS

COURSE OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students use mental and written strategies to carry out the four operations (add, subtract, divide and multiply) with integers, and apply the index laws to whole numbers. Students estimate answers and solve problems involving profit and loss, ratios and percentages. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

Measurement and Geometry

Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.

Statistics and Probability

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

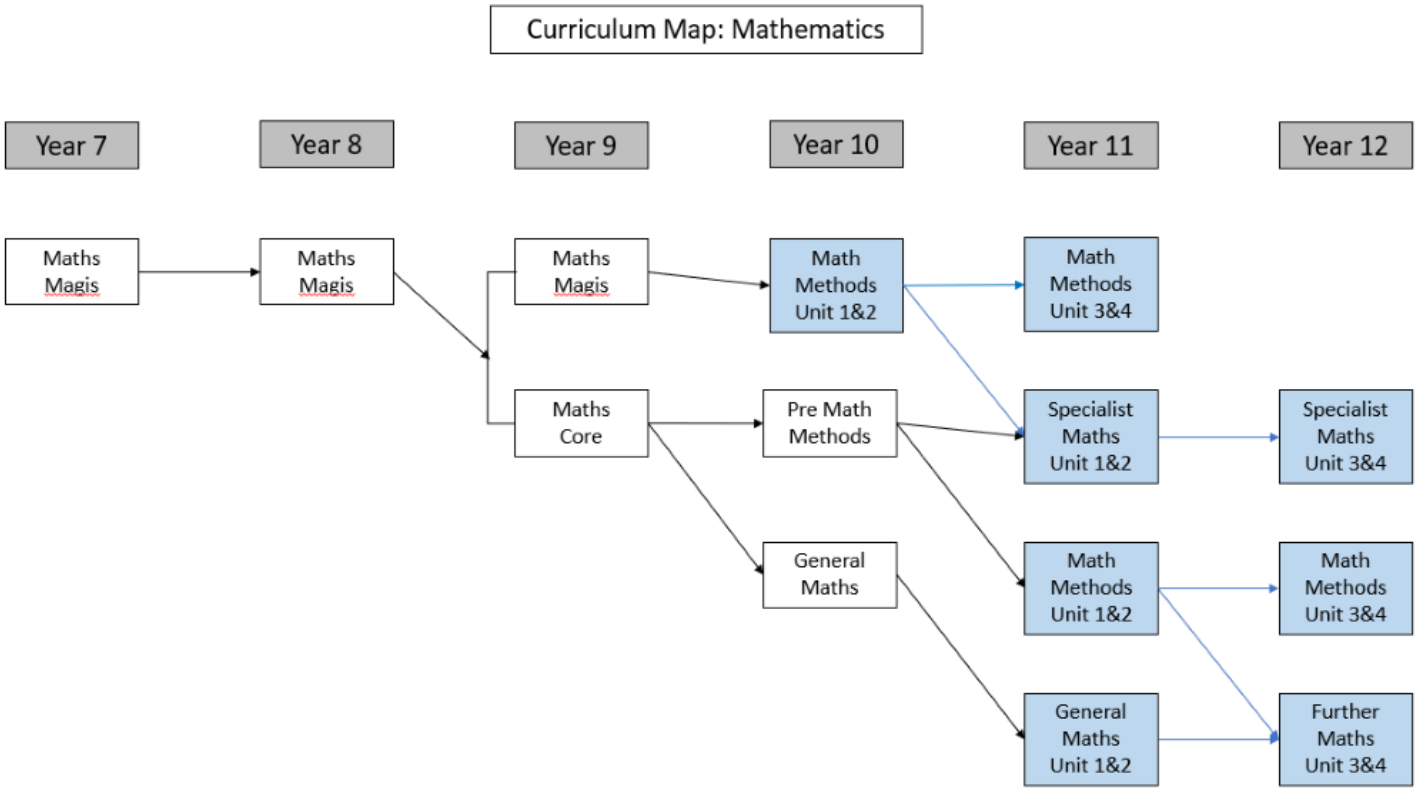
ASSESSMENT

The assessments in the subject will be derived from a combination of.

- End of Topic test(s)
- Book work
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 8 Mathematics, students will continue to build on this knowledge in Year 9 Mathematics.



SUBJECT: MATHEMATICS - MAGIS

COURSE OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinder. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

ASSESSMENT

The assessments in the subject will be derived from a combination of

- End of Topic test(s)
- Bookwork
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 8 Mathematics Magis, students will continue to build on this knowledge in Year 9 Mathematics Magis.

SUBJECT: MUSIC

COURSE OVERVIEW

Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self-expression.

LEARNING FOCUS

Students will Identify and explore a range of topics and themes throughout the year on a term-by-term basis.

Term 1 will comprise "Theme and Variations" where students will revisit basic musical theory conventions learned in Year 7's Instrumental Program. Students will then begin varying commonly known simple songs in order to gain further understanding of these concepts.

In Term 2, students will work through a "Rock Music" unit. Students will learn the history of blues, R and B and jazz, through to Rock and Roll and the variations of modern pop and rock music.

In Term 3, students will explore the use of Music in Film, TV and advertising. They will trace the use of music and sound effects from early cinema through to modern film, in advertising jingles and TV in theme songs and incidental Music.

In Term 4 will see students learning about world music in other cultures, its use in religion and ceremonies and other occasions with diverse meanings attached. Also incorporated is a study of instrumentation and song writing in these other cultures.

ASSESSMENT

One variation piece recorded on Sibelius, an in-depth study of a rock or modern music artist/band/performer.

One composition which supports a short story boarded film or comic segment.

One practical based music performance on rhythmic and melodic instruments.

FUTURE PATHWAYS

Year 9 Music

Year 9 Drama

Year 9 at the Movies (media)

VCE Music

SUBJECT: RELIGIOUS EDUCATION

COURSE OVERVIEW

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning. Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

LEARNING FOCUS

In Year 8 Religious Education, students will be analysing the Jewish context of Jesus in terms of his cultural and historical significance.

Students will learn to appreciate the regional diversity of Israel during the time of Jesus, as well as the differences in customs and social groupings. They will undertake an enquiry-based approach to learn the impact Jesus had on people within, and outside of, His own community. Through this enquiry students will begin to appreciate how the words and actions of Jesus provided a model of living for the people of His time and today.

Students will also become aware of the commitment and vision of the followers of Jesus who formed the early Christian communities through evangelisation, following His ascension into heaven.

The Year 8 Religious Education program is enhanced through a Reflection Day and the College's approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

ASSESSMENT

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and a student's self-understanding. Students will have several formative tasks and at least one summative task per Area of Study.

FUTURE PATHWAYS

On successful completion of Year 8 Religious Education, students will continue to build on their knowledge of Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament as well as Morality and Justice in the Year 9 Religious Education program.

SUBJECT: SCIENCE

COURSE OVERVIEW

Science is a dynamic, collaborative, and creative human endeavor arising from our desire to make sense of our world through exploring the un- known, investigating universal mysteries, making predictions, and solving problems. Science provides a way of answering interesting and important questions about the biological, physical, and technological world, and provides a reliable basis for action in our personal, social and economic lives.

LEARNING FOCUS

In Year 8 Science, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviors of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ, and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods, and findings in a range of text types.

ASSESSMENT

Students will complete the following assessments:

- Practical experiments
- STEM problem-solving projects
- Inquiry led investigations
- Collaborative small group work
- Class and small group discussion
- Variety of theory tasks
- Topic Tests
- Semester Examinations

FUTURE PATHWAYS

After the completion of this subject, students will proceed to Year 9 Science.

Students may select electives such as Aviation, F1 in Schools and 'In the mind' as part of the Year 9 Curriculum.

SUBJECT: TEXTILES

COURSE OVERVIEW

Designers consider problems, needs, wants and opportunities. They reflect and evaluate past and present designs, technologies; its uses and effects and how they provide new solutions and outcomes. Designers respond to needs by developing a range of ideas, which are developed into products. Students will combine an understanding of textile design, functionality, aesthetics, social, environmental issues, and industrial practices using practical hands-on skills.

LEARNING FOCUS

Students are introduced to abroad range of activities related to designing and producing textiles. This is supported by exposure to a variety of tools and equipment such as the iron, sewing machine, techniques, and hand applique skills. Students are introduced to the concept of Design Briefs' and designing projects to meet specifications outlined by teacher directed design briefs. Students design and produce a machine sewn and hand stitched appliqué cushion from their own design options. Throughout the design process and at the completion of the production processes, students seek feedback from peers and evaluate their product against the design requirements. Students maintain a daily journal that records processes used and reflects on the lesson's activities suggesting areas of improvement. Students read and discuss the issue of the environmental impact of textiles and Natural Fibres.

ASSESSMENT

Students studying Textiles will be expected to complete:

- Investigation report on Natural Fibres
- Design Task: Develop design options for production
- Production task and evaluation

FUTURE PATHWAYS

Year 9 -Creative Textiles

Year 9 –Textiles Project Runway