



THOMAS CARR
COLLEGE

2027

YEAR 8

Subject Information

They will shine



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For more information, speak to your Subject Teachers, the relevant Learning Area Leaders, or contact Jenna Watkins, Director of Learning and Teaching: Curriculum.

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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, and 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 semester-based subjects offered at Year 8 provide a breadth and depth of learning experiences across The Arts (Visual and Performing) and Technologies.

ASSESSMENT AT YEAR 8

Assessment Tasks in Year 8 are varied such as: smaller, more regular skill-based tasks; research or inquiry-based projects; essays; presentations; reading comprehension; podcasts, creative projects, tests (both hand-written and online) etc.

Year 8 students will have mid-year and end of year examinations in English, Mathematics and Science to prepare students for the Senior Years.

COMPULSORY SUBJECTS

Year 8 students study the following subjects for Semester 1 and 2. These are all year-long subjects and provide a depth of learning experiences in each of the Key Learning Areas.

- Religious Education
- English
- Health and Physical Education
- Humanities
- Languages
- Mathematics
- Music
- Science

SINGLE SEMESTER SUBJECTS

Year 8 students study the following subjects for ONE semester in 2027.

- Art
- Drama
- Digital Technologies
- Technologies

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



LANGUAGES

Through the study of a Language, 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 Languages offered in Year 8 for the whole year:

- Chinese (Magis students only who studied Chinese in Year 7)
- Indonesian
- Italian

Students will continue to study their Language subject throughout Semester 1 and 2.

MAGIS PROGRAM

The College Magis program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through an extended 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.

LEARNING SUPPORT

Students who have been identified as needing additional support in English and Mathematics, will be part of Learning Support classes. These students are selected based on their academic data, Allied Health professionals and discussions with parents. Students who receive learning support will have these classes instead of learning a Language in Year 8. Students will also receive support from our Learning Support Officers (LSOs) across curriculum subjects in the class setting and in small intervention groups (such as MacqLit).

Other students who have been identified as needing additional support, will be supported by Learning Support Officers (LSOs) in classes across a range of subjects. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.



IMPORTANT CONTACTS

To learn more about the Year 8 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

ROLE	NAME	EMAIL
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
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COMPULSORY FULL YEAR SUBJECTS

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 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 topic.

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.

English

COURSE OVERVIEW

The study of English provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, craft texts, and express their interpretations effectively. Students will continue to refine their essay writing. They will delve into the art of organising thoughts, conducting research, and expressing ideas coherently through written communication.

Students will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course will also focus on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.



LEARNING FOCUS

In Year 8 English students focus on the following

- Reading and Exploring Texts – Literacy and Grammar
- Exploring Argument – Advertising
- Genre Study – Mystery and Cultural Adventure
- Crafting Texts – Poetry

ASSESSMENT

In Year 8, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Test
- Text Analysis Essay
- Creative Response
- Writing Folio
- Semester Examinations

FUTURE PATHWAYS

The study of the subject English is regarded as a priority throughout secondary schooling and is a compulsory subject at every year level. After completing Year 8 English students continue to build and refine knowledge and skills in Year 9 English as a core subject.

English – Magis



COURSE OVERVIEW

The English Magis Program continues to be offered at Year 8. The study of English provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, craft texts, and express their interpretations effectively. Student will continue to refine the production of essay writing. They will delve into the art of organising thoughts, conducting research, and expressing ideas coherently through written communication.

Students will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course will also focus on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.

LEARNING FOCUS

The Year 8 English Magis program immerses students in an enriched literary journey, nurturing their advanced communication skills and honing their critical thinking abilities. Through the exploration of diverse literary genres and engaging in analytical discussions, students develop a sophisticated understanding of language, culture, and textual interpretation, fostering a thorough comprehension for literature in today's world.

In Year 8 English students focus on the following:

- Reading and Exploring Texts – Literacy and Grammar
- Exploring Argument – Advertising
- Genre Study –Mystery and Cultural Adventure
- Crafting Texts – Poetry

ASSESSMENT

In Year 8, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Test
- Text Analysis Essay
- Argument Analysis Essay
- Creative Response
- Writing Folio
- Semester Examinations

FUTURE PATHWAYS

The study of the subject English is regarded as a priority throughout secondary schooling and is a compulsory subject at every year level. After completing Year 8 English Magis, students continue to build and refine knowledge and skills in Year 9 English Magis as a core subject.

Health and Physical Education

COURSE OVERVIEW

Students address safety in relation to a range of drugs, including prescription drugs, natural and alternative medicines, energy drinks, caffeine, tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy and methamphetamines. Students address physical, social and emotional changes that occur over time and the significant role relationships, identities and sexuality play to establish and manage respectful relationships. It also supports students to develop positive and respectful practices in relation to their reproductive and sexual health and explore contextual factors that influence relationships and sexuality. Students address the role of food and nutrition in enhancing health and wellbeing to support students to make informed food choices by emphasising a wide variety of food groups to contribute to physical health by providing essential nutrients that the body needs to function optimally and that fuel the body for activity.

Students focus on the development of movement skills, concepts 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 impact participation in regular physical activity has on individual and community health and wellbeing and explore contextual factors that influence physical activity participation and choices.



LEARNING FOCUS

- Alcohol and other drugs
- Relationships and sexuality
- Food and nutrition
- Games and sports
- Health benefits of physical activity

ASSESSMENT

Students are assessed by a variety of methods including:

- a presentation on vaping
- a test on puberty and positive relationships
- a presentation on nutrition
- an analysis on the health benefits of physical activity

CONTRIBUTION TO OVERALL SCORE

All assessment tasks contribute to the Overall Score for each semester.

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.

Humanities: History and Geography

COURSE OVERVIEW

In Year 8 Humanities, students will be introduced to the topics of Business and Economics where they will learn about consumer groups and work environments in Australia. Students will continue to learn History and Geography and can use this knowledge to 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. They focus on medieval civilisations and the social, economic, 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

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.

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.

Geography: The Year 8 Geography curriculum focuses on the human impact on our landscapes and construct their own landscape based on individual interests. Students learn about land management and draft plans to care for their landscapes. Students also explore changing nations and factors that push and pull people to live in certain areas.

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
- Research task
- Landscapes and landforms construction and analysis task

FUTURE PATHWAYS

Year 9 Humanities



Humanities – Magis

COURSE OVERVIEW

In Year 8, students can continue with the Magis program in Humanities. The Year 8 Magis Program follows the same topics as the Year 8 Mainstream Humanities program; however, they have the opportunity for further depth and extension.

In Magis, students are extended through their personal capabilities and expected to apply concepts to more complex learning outcomes.



ASSESSMENT

The Year 8 Humanities Magis Assessment Tasks are based on the mainstream course and may be extended or modified to meet the skills, knowledge, and interests of the students.

Languages: Chinese Mandarin – Magis

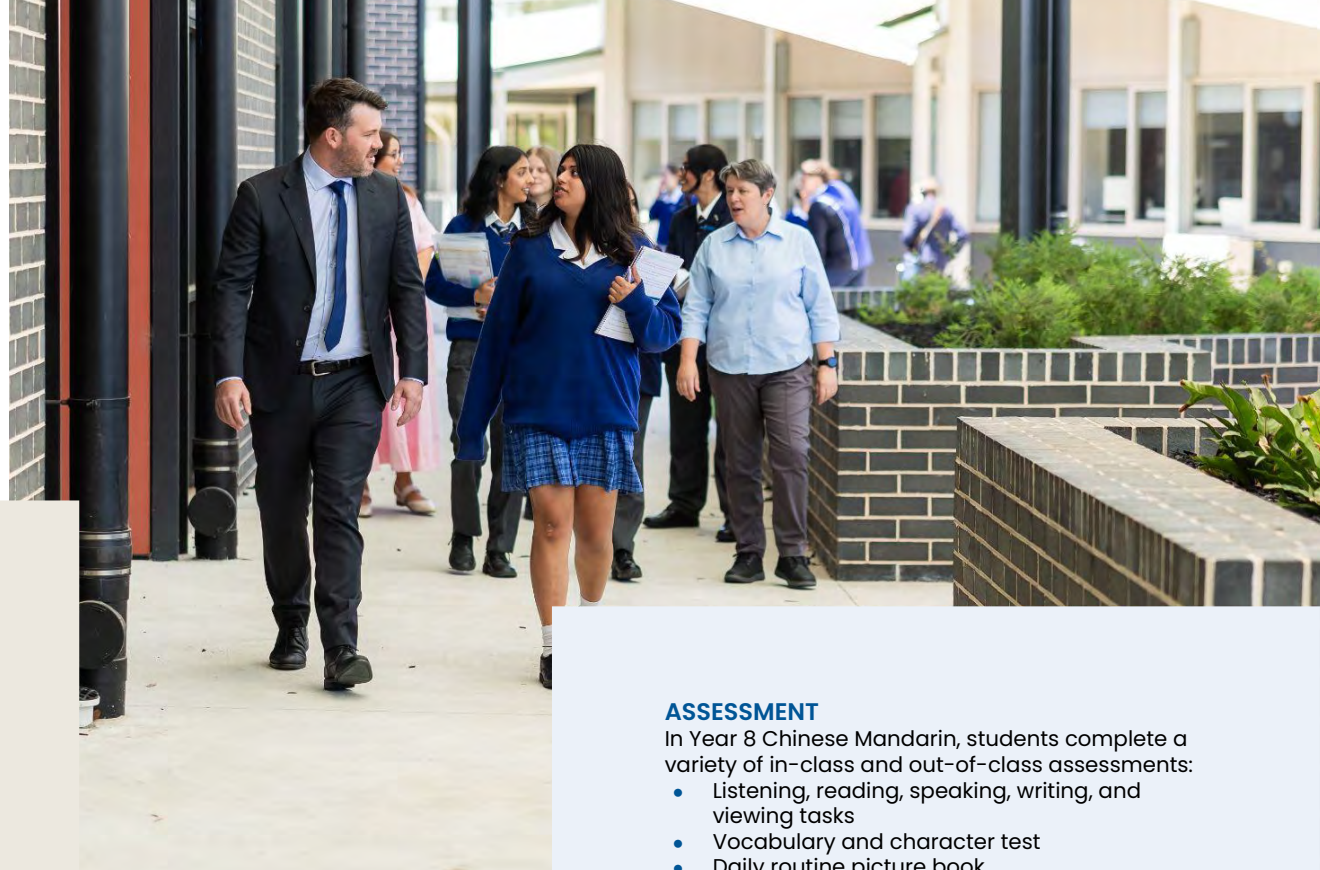
COURSE OVERVIEW

In Year 8, Chinese continues to be offered as a part of the Magis Program.

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 and character test
- Daily routine picture book
- Role play
- Oral presentation

FUTURE PATHWAYS

Students will 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.

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 Hobby, 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 will continue studying Indonesian in Year 9, choosing either a half-year or a full-year option. If students are continuing Indonesian in Year 10, 11 and 12, they are recommended to choose the full-year Indonesian in Year 9.

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.

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 the 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 subjects.

They participate in activities where they practice exchanging simple information on topics such as Food, Fashion in Italy, describing housing, school subjects and classroom objects, and comparing the Italian and Australian school systems. They talk about themselves in response to questions and learn to ask questions on various topics.

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 will continue studying Italian in Year 9, choosing either a full-year or a half-year option. If students are continuing Italian in Year 10, 11 and 12, they are recommended to choose the full-year Italian in Year 9.

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.

Mathematics

COURSE OVERVIEW

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

LEARNING FOCUS

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.



ASSESSMENT

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

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

CONTRIBUTION TO OVERALL SCORE

All Assessment Tasks and the Semester Examinations contribute to the Overall Score for each semester.

FUTURE PATHWAYS

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

NUMBER

By the end of Year 8, students recognise irrational numbers as numbers that cannot develop from the division of integer values by natural numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the four operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

ALGEBRA

Students apply algebraic properties to simplify, rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students plot linear and non-linear relations on the Cartesian plane, with and without the use of digital tools. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations by developing algorithms and using digital tools.

MEASUREMENT

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angled triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones.

SPACE

Students use three dimensions to locate and describe position. They identify conditions for congruency and similarity in triangles and other common shapes, and design and test algorithms to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

STATISTICS

Students conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

PROBABILITY

Students represent the possible combinations of two events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments or simulations using digital tools to determine related probabilities of compound events.



Mathematics – Magis



COURSE OVERVIEW

Year 8 Magis Mathematics provides students with the learning, development and prospects for all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

LEARNING FOCUS

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels. The six strands are:

- Number
- Algebra
- Measurement

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

ASSESSMENT

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

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

CONTRIBUTION TO OVERALL SCORE

All Assessment Tasks contribute to the Overall Score for each semester.

FUTURE PATHWAYS

After completing Year 8 Magis Mathematics, students who met the required standard, will have the opportunity to build on this knowledge in Year 9 Magis Mathematics.

During the completion of Year 9 Magis Mathematics they will have the option to accelerate in General Mathematics Unit 1 and 2, which means they may be able to complete Year 12 General Mathematics in Year 11. It is required that the students who accelerate in VCE General Mathematics will also complete VCE Mathematical Methods.

NUMBER

By the end of Year 8, students recognise and use rational and irrational numbers to solve problems.

ALGEBRA

Students extend and apply the exponent laws with positive integers and the zero exponent to variables. They expand binomial products and factorise monic quadratic expressions. They find the distance between two points on the Cartesian plane, sketch linear graphs and find the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change, including simple interest in financial contexts and change in other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and use null factor law to solve monic quadratic equations with integer roots algebraically. Students investigate and describe the effects of variation of parameters on functions and relations, using digital tools where appropriate, and make connections between their graphical and algebraic representations.

MEASUREMENT

Students apply formulas to solve problems involving the surface area and volume of right prisms, cylinders and composite shapes. They solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct and indirect proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation.

SPACE

Students apply the enlargement transformation to images of shapes and objects, and interpret results. They design, use and test algorithms based on geometric constructions or theorems.

STATISTICS

Students compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. They explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

PROBABILITY

Students determine sets of outcomes for two-step chance experiments and represent these in various ways. They assign probabilities to the outcomes of two-step chance experiments. They design and conduct experiments or simulations for combined events using digital tools.



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 College. 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 the Year 7 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, Rhythm and Blues (RnB) 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.

Students may perform as part of Performing Arts Showcase.

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

Science

COURSE OVERVIEW

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science 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.



LEARNING FOCUS

- **Biological sciences** – Students engage with cells, looking at how they make up living things, their size and then finally their structure and the organelles inside them. Students also engage with different body systems to understand how they work together to help the human body function.
- **Chemical sciences** – Students engage with the atoms that make up everything in the universe and explore the properties of elements. They consider how they are arranged in the periodic table and look at compounds, comparing them to mixtures. Students also engage with the physical and chemical changes involved in chocolate making. They explore various examples of physical and chemical changes and learn to recognise and classify them.
- **Earth and space sciences** – Students engage with natural disasters and build their knowledge of the causes by looking at rock types, the rock cycle and the structure of the Earth.
- **Physical sciences** – Students explore how engineers solve problems in creative ways, taking inspiration from nature. With lots of examples of interesting inventions, they are then motivated to design a solution aligned with the UN sustainability goals.

ASSESSMENT

Students will complete the following assessments:

- Open-ended scientific investigations
- Engineering challenges
- Research tasks
- Topic tests
- Semester examinations

FUTURE PATHWAYS

After the completion of this subject, students will proceed to Year 9 Science. Students may select the elective All in the Mind as part of the Year 9 Curriculum.

Science – Magis

COURSE OVERVIEW

The Year 8 Magis program strongly emphasises developing a profound comprehension of Science, aiming to provide students with ample opportunities to delve into intricate and abstract problems and explore the diverse solutions that Science offers.

Students are exposed to the three fundamental content strands of the Victorian Curriculum through various teaching and learning techniques, including explicit instructions, regular retrieval practice, metacognitive practices, and ongoing formative assessment. This comprehensive approach ensures that students gain knowledge and develop critical thinking skills and a deep understanding of Science.



SINGLE SEMESTER SUBJECTS

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 (making and 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 and 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
- Art appreciation and analysis

FUTURE PATHWAYS

The key concepts and skills taught in Year 8 art prepare students for the following Year 9 Electives.

- Art Forms
- Media (at the movies)
- Visual Communication Design
- Photography

Technologies – Digital Technologies

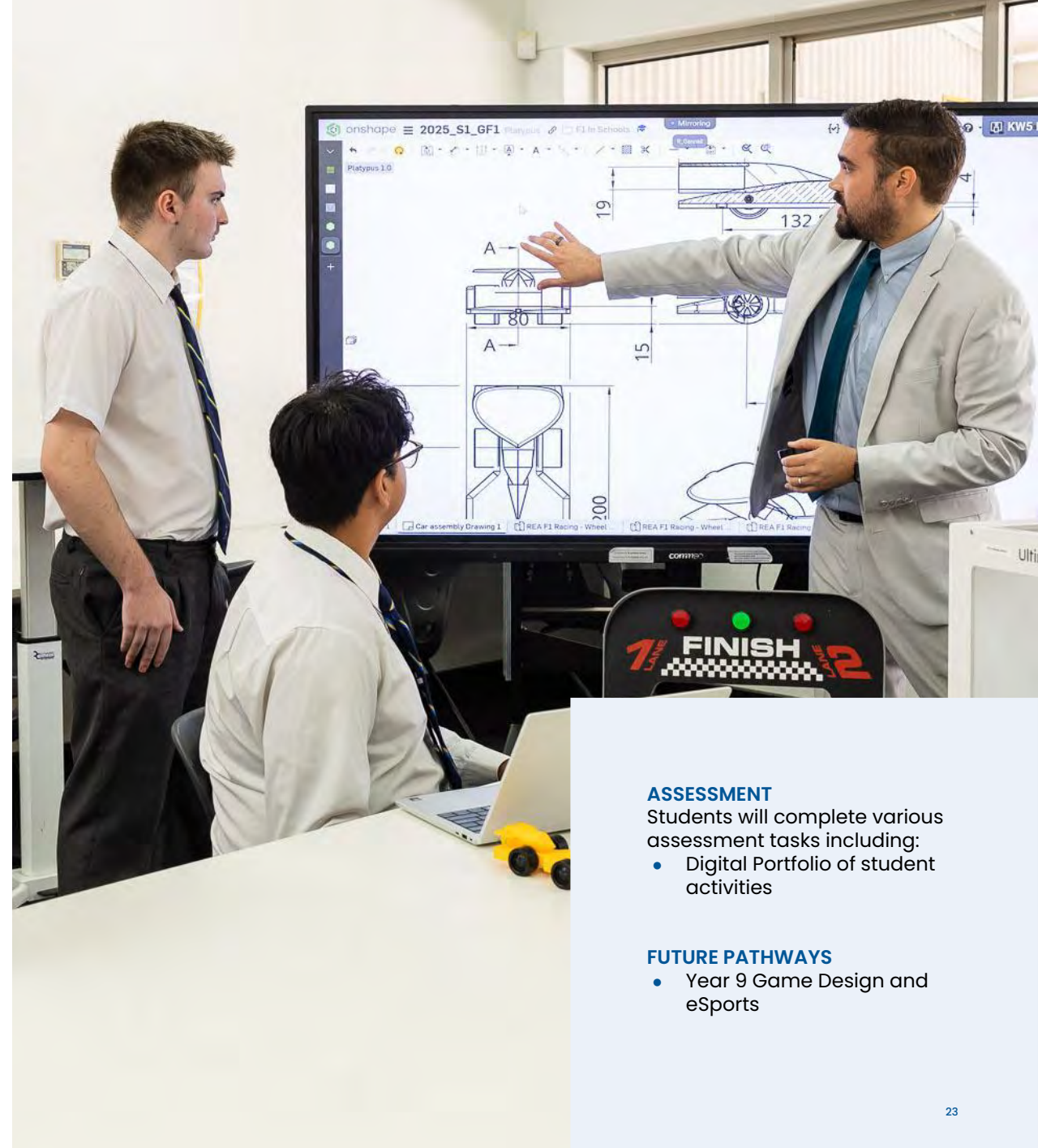
COURSE OVERVIEW

Digital Technologies 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 Code for Schools as an introduction to coding and algorithm development using the Python programming language and integration with AI API functions.
- Investigating connectivity: including how networks work
- Extend connectivity through understanding the positives and negatives 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 Game Design and eSports

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 (gesture, movement, facial expression and voice) and to communicate ideas through performance.

LEARNING FOCUS

The first topic in Year 8 Drama focuses on Commedia Dell'Arte, a traditional Italian performance style. Students explore the ideas and conventions of this style and create their own performances using Commedia Dell'Arte Stock Characters. Through Commedia Dell'Arte students learn about the cultural and historical relevance of comedy and satire through stock characters.

The second topic in Year 8 drama is Shakespeare's 'Romeo and Juliet', in this topic students focus on interpreting and re-contextualising a scene within the play. This helps build both their performance and literacy skills as well as learning about the context in which 'Romeo and Juliet' took place. Throughout both topics in Year 8 Drama Students explore expressive skills (Facial expression, Movement, Gesture and voice) as well as performance skills (Focus, energy, timing and Actor audience relationship).

Students are also given the opportunity to view a professional performance and asked to analyse the performers use of expressive skills, performance skills and dramatic elements. During Year 8 Drama students are also given the opportunity to participate and perform in our Middle School Performing Arts showcase to celebrate their fantastic work throughout the semester.



ASSESSMENT

- Group devised commedia Dell'Arte performance.
- Group devised Romeo and Juliet performance.
- Written analysis – professional performance.

FUTURE PATHWAYS

- Year 9 Drama
- Year 9 Media (at the movies)
- Year 9 Photography
- Year 10 Media (at the movies)
- VCE Drama
- VCE Media Studies

Technologies – 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 a broad 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 evaluate their product against the design requirements. 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 and synthetic fibres
- Design Task: Develop design options for production
- Production task and evaluation

FUTURE PATHWAYS

- Year 9 Technologies: Textiles
- Year 9 Technologies: Small Products



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2027

YEAR 8

Subject Information

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For more information, speak to your Subject Teachers, the relevant Learning Area Leaders, or contact Jenna Watkins, Director of Learning and Teaching: Curriculum.

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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, and 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 semester-based subjects offered at Year 8 provide a breadth and depth of learning experiences across The Arts (Visual and Performing) and Technologies.

ASSESSMENT AT YEAR 8

Assessment Tasks in Year 8 are varied such as: smaller, more regular skill-based tasks; research or inquiry-based projects; essays; presentations; reading comprehension; podcasts, creative projects, tests (both hand-written and online) etc.

Year 8 students will have mid-year and end of year examinations in English, Mathematics and Science to prepare students for the Senior Years.

COMPULSORY SUBJECTS

Year 8 students study the following subjects for Semester 1 and 2. These are all year-long subjects and provide a depth of learning experiences in each of the Key Learning Areas.

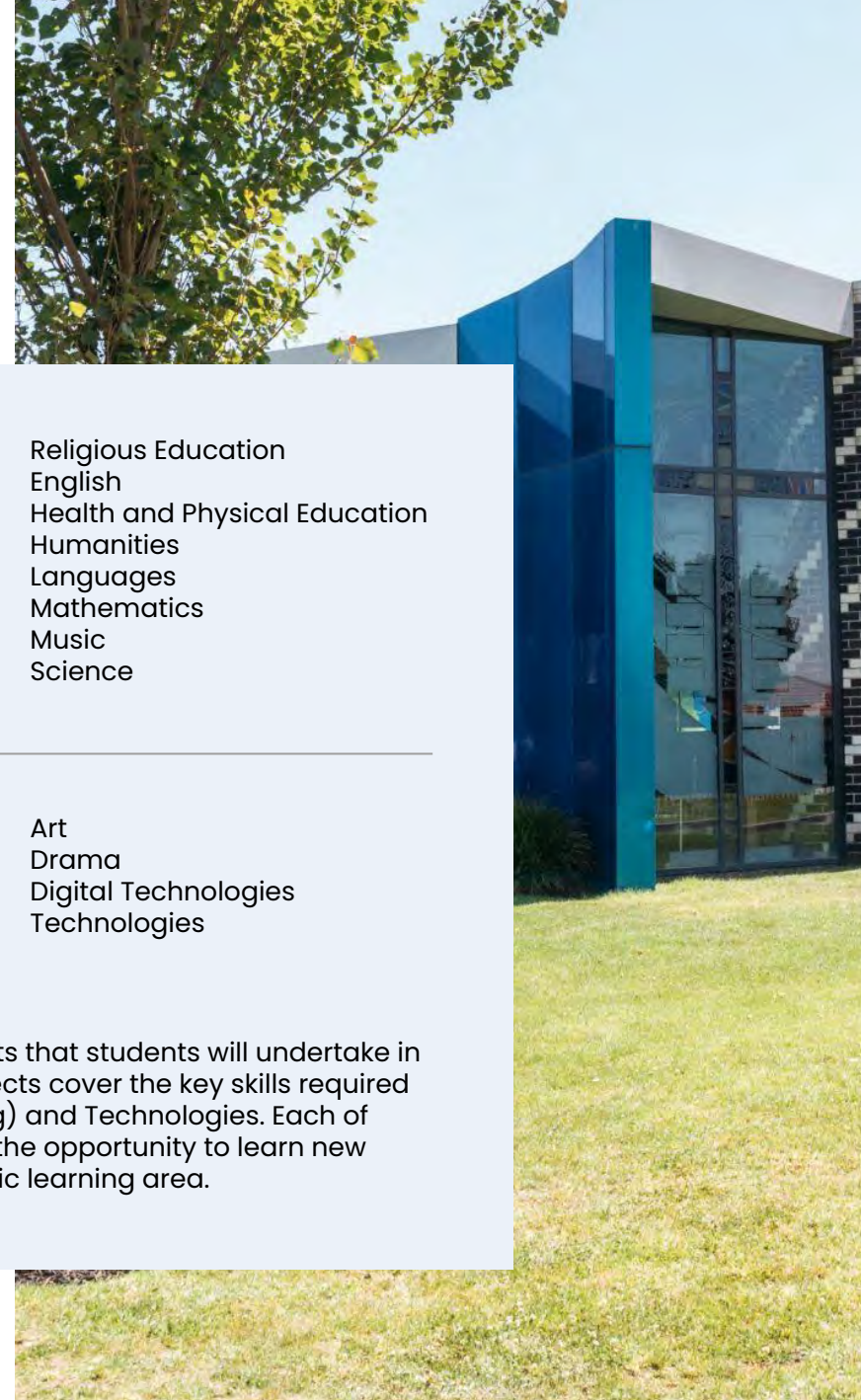
- Religious Education
- English
- Health and Physical Education
- Humanities
- Languages
- Mathematics
- Music
- Science

SINGLE SEMESTER SUBJECTS

Year 8 students study the following subjects for ONE semester in 2027.

- Art
- Drama
- Digital Technologies
- Technologies

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



LANGUAGES

Through the study of a Language, 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 Languages offered in Year 8 for the whole year:

- Chinese (Magis students only who studied Chinese in Year 7)
- Indonesian
- Italian

Students will continue to study their Language subject throughout Semester 1 and 2.

MAGIS PROGRAM

The College Magis program was introduced in 2018 and aims to provide an enhanced learning pathway for students who wish to extend their learning through an extended 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.

LEARNING SUPPORT

Students who have been identified as needing additional support in English and Mathematics, will be part of Learning Support classes. These students are selected based on their academic data, Allied Health professionals and discussions with parents. Students who receive learning support will have these classes instead of learning a Language in Year 8. Students will also receive support from our Learning Support Officers (LSOs) across curriculum subjects in the class setting and in small intervention groups (such as MacqLit).

Other students who have been identified as needing additional support, will be supported by Learning Support Officers (LSOs) in classes across a range of subjects. In addition to this, adjustments will be made by all teaching staff across all subject areas in consultation with students, families and Learning Diversity.



IMPORTANT CONTACTS

To learn more about the Year 8 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

ROLE	NAME	EMAIL
Deputy Principal: Learning and Teaching	Damian Bernardo	damian.bernardo@thomascarr.vic.edu.au
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Learning Leader: Careers	Anne Laba	anne.laba@thomascarr.vic.edu.au

COMPULSORY FULL YEAR SUBJECTS

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 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 topic.

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.

English

COURSE OVERVIEW

The study of English provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, craft texts, and express their interpretations effectively. Students will continue to refine their essay writing. They will delve into the art of organising thoughts, conducting research, and expressing ideas coherently through written communication.

Students will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course will also focus on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.



LEARNING FOCUS

In Year 8 English students focus on the following

- Reading and Exploring Texts – Literacy and Grammar
- Exploring Argument – Advertising
- Genre Study – Mystery and Cultural Adventure
- Crafting Texts – Poetry

ASSESSMENT

In Year 8, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Test
- Text Analysis Essay
- Creative Response
- Writing Folio
- Semester Examinations

FUTURE PATHWAYS

The study of the subject English is regarded as a priority throughout secondary schooling and is a compulsory subject at every year level. After completing Year 8 English students continue to build and refine knowledge and skills in Year 9 English as a core subject.

English – Magis



COURSE OVERVIEW

The English Magis Program continues to be offered at Year 8. The study of English provides students with a solid foundation in the English language and essential literacy skills. English encompasses key areas of study, including reading, writing, listening, and speaking. Students explore various literary genres, including fiction, non-fiction, and drama, in verbal and written modes to foster appreciation for literature and its influence in their world. Students will learn to analyse texts, identify literary techniques, craft texts, and express their interpretations effectively. Student will continue to refine the production of essay writing. They will delve into the art of organising thoughts, conducting research, and expressing ideas coherently through written communication.

Students will learn various essay structures, such as argumentative, expository, and persuasive, while also developing critical thinking abilities to support their arguments. The course will also focus on improving grammar, vocabulary, and sentence structure, enabling students to communicate with clarity and confidence. Through collaborative projects and class discussions, students will enhance their public speaking and presentation skills. Students will be equipped with the necessary skills to engage with a wide range of texts and express themselves fluently and creatively.

LEARNING FOCUS

The Year 8 English Magis program immerses students in an enriched literary journey, nurturing their advanced communication skills and honing their critical thinking abilities. Through the exploration of diverse literary genres and engaging in analytical discussions, students develop a sophisticated understanding of language, culture, and textual interpretation, fostering a thorough comprehension for literature in today's world.

In Year 8 English students focus on the following:

- Reading and Exploring Texts – Literacy and Grammar
- Exploring Argument – Advertising
- Genre Study –Mystery and Cultural Adventure
- Crafting Texts – Poetry

ASSESSMENT

In Year 8, students are assessed by a variety of methods including:

- Oral Presentations such as a persuasive speech or a debate
- Visual Presentations such as an annotated poster or a digital presentation
- Topic Test
- Text Analysis Essay
- Argument Analysis Essay
- Creative Response
- Writing Folio
- Semester Examinations

FUTURE PATHWAYS

The study of the subject English is regarded as a priority throughout secondary schooling and is a compulsory subject at every year level. After completing Year 8 English Magis, students continue to build and refine knowledge and skills in Year 9 English Magis as a core subject.

Health and Physical Education

COURSE OVERVIEW

Students address safety in relation to a range of drugs, including prescription drugs, natural and alternative medicines, energy drinks, caffeine, tobacco, alcohol, e-cigarettes and other synthetic drugs, cocaine, ecstasy and methamphetamines. Students address physical, social and emotional changes that occur over time and the significant role relationships, identities and sexuality play to establish and manage respectful relationships. It also supports students to develop positive and respectful practices in relation to their reproductive and sexual health and explore contextual factors that influence relationships and sexuality. Students address the role of food and nutrition in enhancing health and wellbeing to support students to make informed food choices by emphasising a wide variety of food groups to contribute to physical health by providing essential nutrients that the body needs to function optimally and that fuel the body for activity.

Students focus on the development of movement skills, concepts 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 impact participation in regular physical activity has on individual and community health and wellbeing and explore contextual factors that influence physical activity participation and choices.



LEARNING FOCUS

- Alcohol and other drugs
- Relationships and sexuality
- Food and nutrition
- Games and sports
- Health benefits of physical activity

ASSESSMENT

Students are assessed by a variety of methods including:

- a presentation on vaping
- a test on puberty and positive relationships
- a presentation on nutrition
- an analysis on the health benefits of physical activity

CONTRIBUTION TO OVERALL SCORE

All assessment tasks contribute to the Overall Score for each semester.

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.

Humanities: History and Geography

COURSE OVERVIEW

In Year 8 Humanities, students will be introduced to the topics of Business and Economics where they will learn about consumer groups and work environments in Australia. Students will continue to learn History and Geography and can use this knowledge to 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. They focus on medieval civilisations and the social, economic, 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

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.

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.

Geography: The Year 8 Geography curriculum focuses on the human impact on our landscapes and construct their own landscape based on individual interests. Students learn about land management and draft plans to care for their landscapes. Students also explore changing nations and factors that push and pull people to live in certain areas.

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
- Research task
- Landscapes and landforms construction and analysis task

FUTURE PATHWAYS

Year 9 Humanities



Humanities – Magis

COURSE OVERVIEW

In Year 8, students can continue with the Magis program in Humanities. The Year 8 Magis Program follows the same topics as the Year 8 Mainstream Humanities program; however, they have the opportunity for further depth and extension.

In Magis, students are extended through their personal capabilities and expected to apply concepts to more complex learning outcomes.



ASSESSMENT

The Year 8 Humanities Magis Assessment Tasks are based on the mainstream course and may be extended or modified to meet the skills, knowledge, and interests of the students.

Languages: Chinese Mandarin – Magis

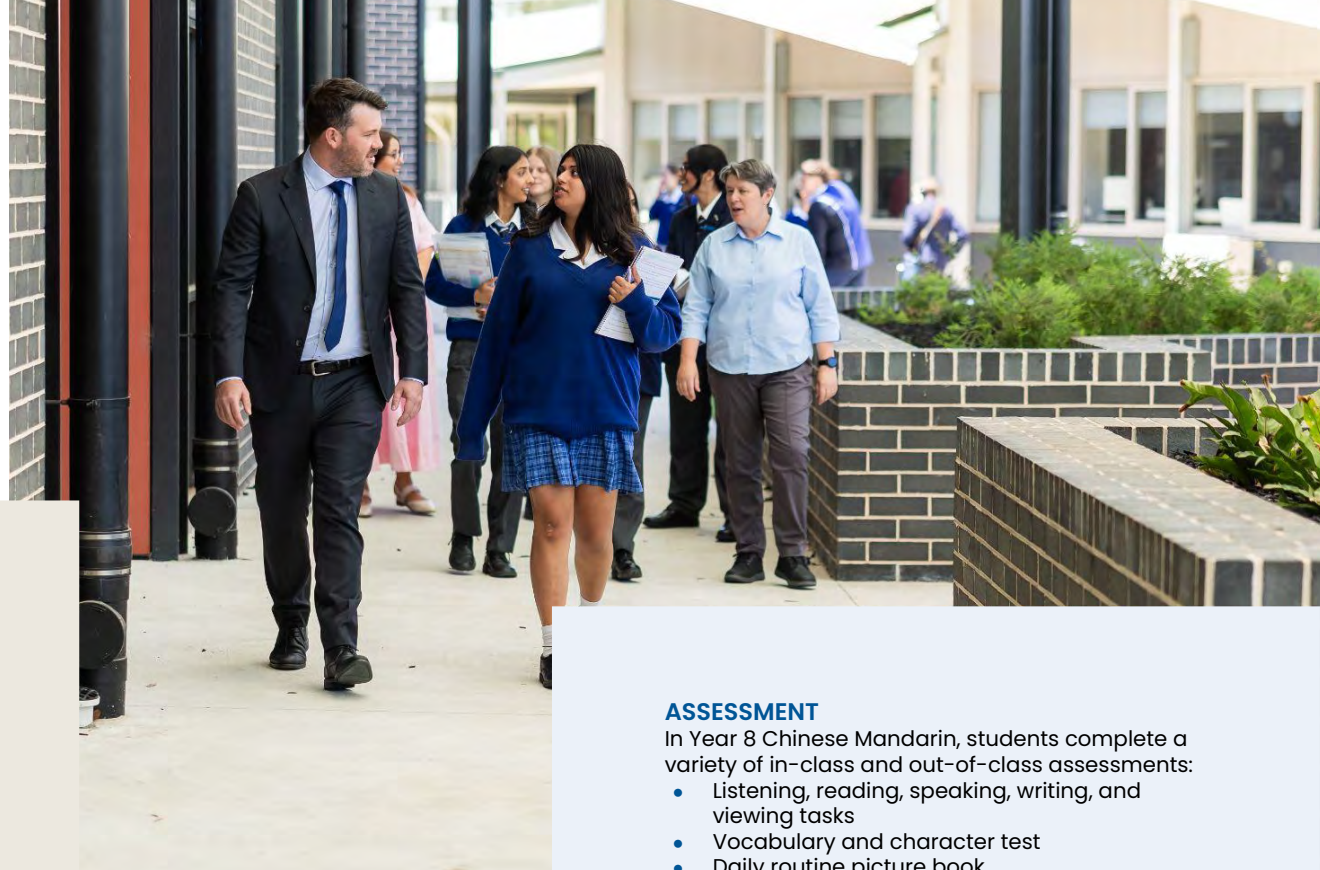
COURSE OVERVIEW

In Year 8, Chinese continues to be offered as a part of the Magis Program.

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 and character test
- Daily routine picture book
- Role play
- Oral presentation

FUTURE PATHWAYS

Students will 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.

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 Hobby, 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 will continue studying Indonesian in Year 9, choosing either a half-year or a full-year option. If students are continuing Indonesian in Year 10, 11 and 12, they are recommended to choose the full-year Indonesian in Year 9.

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.

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 the 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 subjects.

They participate in activities where they practice exchanging simple information on topics such as Food, Fashion in Italy, describing housing, school subjects and classroom objects, and comparing the Italian and Australian school systems. They talk about themselves in response to questions and learn to ask questions on various topics.

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 will continue studying Italian in Year 9, choosing either a full-year or a half-year option. If students are continuing Italian in Year 10, 11 and 12, they are recommended to choose the full-year Italian in Year 9.

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.

Mathematics

COURSE OVERVIEW

The study of mathematics is central to the learning, development and prospects of all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

LEARNING FOCUS

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels.

The six strands are:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.



ASSESSMENT

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

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

CONTRIBUTION TO OVERALL SCORE

All Assessment Tasks and the Semester Examinations contribute to the Overall Score for each semester.

FUTURE PATHWAYS

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

NUMBER

By the end of Year 8, students recognise irrational numbers as numbers that cannot develop from the division of integer values by natural numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the four operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

ALGEBRA

Students apply algebraic properties to simplify, rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students plot linear and non-linear relations on the Cartesian plane, with and without the use of digital tools. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations by developing algorithms and using digital tools.

MEASUREMENT

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angled triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones.

SPACE

Students use three dimensions to locate and describe position. They identify conditions for congruency and similarity in triangles and other common shapes, and design and test algorithms to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

STATISTICS

Students conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range.

PROBABILITY

Students represent the possible combinations of two events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments or simulations using digital tools to determine related probabilities of compound events.



Mathematics – Magis



COURSE OVERVIEW

Year 8 Magis Mathematics provides students with the learning, development and prospects for all young Victorians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, measurement, space, statistics and probability. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them. The Mathematics curriculum provides the foundation for all students to develop the numeracy capabilities that they need in their personal, work and civic lives, as well as the fundamentals on which mathematical specialties and professional applications of mathematics are built.

LEARNING FOCUS

Mathematics is presented in 11 levels, from Foundation to Level 10.

Level 10 also includes Level 10A, which provides opportunities for students to extend their exploration of mathematical notions and further their mathematical studies.

The curriculum is organised into six interrelated strands. The strands provide a focus and a clear sequence for the development of related concepts and skills across levels. The six strands are:

- Number
- Algebra
- Measurement

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning and problem-solving skills.

ASSESSMENT

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

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

CONTRIBUTION TO OVERALL SCORE

All Assessment Tasks contribute to the Overall Score for each semester.

FUTURE PATHWAYS

After completing Year 8 Magis Mathematics, students who met the required standard, will have the opportunity to build on this knowledge in Year 9 Magis Mathematics.

During the completion of Year 9 Magis Mathematics they will have the option to accelerate in General Mathematics Unit 1 and 2, which means they may be able to complete Year 12 General Mathematics in Year 11. It is required that the students who accelerate in VCE General Mathematics will also complete VCE Mathematical Methods.

NUMBER

By the end of Year 8, students recognise and use rational and irrational numbers to solve problems.

ALGEBRA

Students extend and apply the exponent laws with positive integers and the zero exponent to variables. They expand binomial products and factorise monic quadratic expressions. They find the distance between two points on the Cartesian plane, sketch linear graphs and find the gradient and midpoint of a line segment. Students use mathematical modelling to solve problems involving change, including simple interest in financial contexts and change in other applied contexts, choosing to use linear and quadratic functions. They graph quadratic functions and use null factor law to solve monic quadratic equations with integer roots algebraically. Students investigate and describe the effects of variation of parameters on functions and relations, using digital tools where appropriate, and make connections between their graphical and algebraic representations.

MEASUREMENT

Students apply formulas to solve problems involving the surface area and volume of right prisms, cylinders and composite shapes. They solve problems involving ratio, similarity and scale in two-dimensional situations. They determine percentage errors in measurements. Students apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They use mathematical modelling to solve practical problems involving direct and indirect proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students express small and large numbers in scientific notation.

SPACE

Students apply the enlargement transformation to images of shapes and objects, and interpret results. They design, use and test algorithms based on geometric constructions or theorems.

STATISTICS

Students compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. They explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.

PROBABILITY

Students determine sets of outcomes for two-step chance experiments and represent these in various ways. They assign probabilities to the outcomes of two-step chance experiments. They design and conduct experiments or simulations for combined events using digital tools.



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 College. 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 the Year 7 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, Rhythm and Blues (RnB) 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.

Students may perform as part of Performing Arts Showcase.

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

Science

COURSE OVERVIEW

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science 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.



LEARNING FOCUS

- **Biological sciences** – Students engage with cells, looking at how they make up living things, their size and then finally their structure and the organelles inside them. Students also engage with different body systems to understand how they work together to help the human body function.
- **Chemical sciences** – Students engage with the atoms that make up everything in the universe and explore the properties of elements. They consider how they are arranged in the periodic table and look at compounds, comparing them to mixtures. Students also engage with the physical and chemical changes involved in chocolate making. They explore various examples of physical and chemical changes and learn to recognise and classify them.
- **Earth and space sciences** – Students engage with natural disasters and build their knowledge of the causes by looking at rock types, the rock cycle and the structure of the Earth.
- **Physical sciences** – Students explore how engineers solve problems in creative ways, taking inspiration from nature. With lots of examples of interesting inventions, they are then motivated to design a solution aligned with the UN sustainability goals.

ASSESSMENT

Students will complete the following assessments:

- Open-ended scientific investigations
- Engineering challenges
- Research tasks
- Topic tests
- Semester examinations

FUTURE PATHWAYS

After the completion of this subject, students will proceed to Year 9 Science. Students may select the elective All in the Mind as part of the Year 9 Curriculum.

Science – Magis

COURSE OVERVIEW

The Year 8 Magis program strongly emphasises developing a profound comprehension of Science, aiming to provide students with ample opportunities to delve into intricate and abstract problems and explore the diverse solutions that Science offers.

Students are exposed to the three fundamental content strands of the Victorian Curriculum through various teaching and learning techniques, including explicit instructions, regular retrieval practice, metacognitive practices, and ongoing formative assessment. This comprehensive approach ensures that students gain knowledge and develop critical thinking skills and a deep understanding of Science.



SINGLE SEMESTER SUBJECTS

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 (making and 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 and 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
- Art appreciation and analysis

FUTURE PATHWAYS

The key concepts and skills taught in Year 8 art prepare students for the following Year 9 Electives.

- Art Forms
- Media (at the movies)
- Visual Communication Design
- Photography

Technologies – Digital Technologies

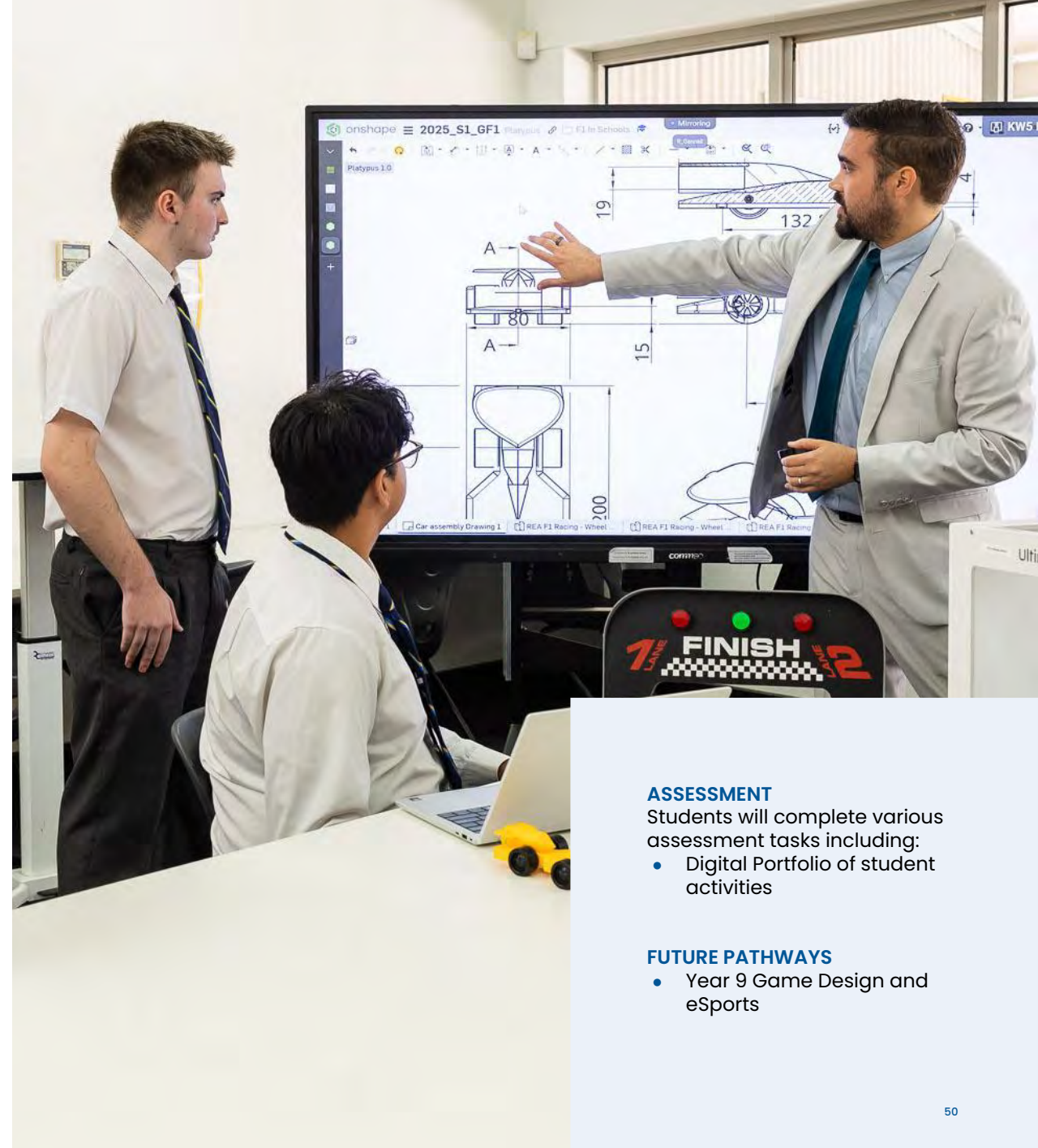
COURSE OVERVIEW

Digital Technologies 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 Code for Schools as an introduction to coding and algorithm development using the Python programming language and integration with AI API functions.
- Investigating connectivity: including how networks work
- Extend connectivity through understanding the positives and negatives 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 Game Design and eSports

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 (gesture, movement, facial expression and voice) and to communicate ideas through performance.

LEARNING FOCUS

The first topic in Year 8 Drama focuses on Commedia Dell'Arte, a traditional Italian performance style. Students explore the ideas and conventions of this style and create their own performances using Commedia Dell'Arte Stock Characters. Through Commedia Dell'Arte students learn about the cultural and historical relevance of comedy and satire through stock characters.

The second topic in Year 8 drama is Shakespeare's 'Romeo and Juliet', in this topic students focus on interpreting and re-contextualising a scene within the play. This helps build both their performance and literacy skills as well as learning about the context in which 'Romeo and Juliet' took place. Throughout both topics in Year 8 Drama Students explore expressive skills (Facial expression, Movement, Gesture and voice) as well as performance skills (Focus, energy, timing and Actor audience relationship).

Students are also given the opportunity to view a professional performance and asked to analyse the performers use of expressive skills, performance skills and dramatic elements. During Year 8 Drama students are also given the opportunity to participate and perform in our Middle School Performing Arts showcase to celebrate their fantastic work throughout the semester.



ASSESSMENT

- Group devised commedia Dell'Arte performance.
- Group devised Romeo and Juliet performance.
- Written analysis – professional performance.

FUTURE PATHWAYS

- Year 9 Drama
- Year 9 Media (at the movies)
- Year 9 Photography
- Year 10 Media (at the movies)
- VCE Drama
- VCE Media Studies

Technologies – 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 a broad 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 evaluate their product against the design requirements. 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 and synthetic fibres
- Design Task: Develop design options for production
- Production task and evaluation

FUTURE PATHWAYS

- Year 9 Technologies: Textiles
- Year 9 Technologies: Small Products



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