



LORETO COLLEGE

Coorparoo

Year 8 Subject Guide 2023

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General Information

The Year 8 curriculum offers students a core of subjects that the school considers to be essential learning in the compulsory years. Consolidation and development of a knowledge base in these core subjects occurs throughout Year 8.

In Year 8, students are also able to select from a variety of year-long elective subjects which allows each student to pursue areas that may relate to career pathways, interests and abilities. Students must choose three year-long electives for Year 8.

Year 8 Subjects

■ Core Subjects – Compulsory for all Students

- English
- Mathematics
- Religion
- Science
- History/Geography
- Physical Activity and Wellbeing

■ Elective Subjects

- Creative Arts - Art
- Creative Arts – Drama
- Creative Arts – Music*
- Enterprise & Technology – Food & Textiles
- Enterprise & Technology - Business
- Languages – French* / German* / Japanese*
- Learning Support (invitation only)
- Technologies – Digital & Design

** This subject is an essential prerequisite for the study of comparable subjects in Years 9, 10, 11 and 12.*

Selecting Elective Subjects

It is important that considerable discussion takes place between parents and the student and, where necessary, with relevant subject teachers.

In choosing the most suitable subjects the following factors should be kept in mind:

| | |
|-----------------|--|
| Achievement | A student who has performed well in a subject in Year 7 would be likely to continue to do well in that subject. |
| Aptitude | A student's natural abilities may be more suited to some subjects than to others. |
| Interests | After exposure to a variety of subjects in Year 7 the student should have an idea of the subjects she enjoyed and found interesting. |
| Further studies | The student should be mindful of necessary prerequisites or highly recommended subjects for the later progression to Years 9, 10, 11 and 12 courses. |

Assessment

At the end of each semester a report will be issued identifying an overall level of achievement for each subject studied based on an 'A – E' scale.

- A – achieving an excellent standard of work
- B – achieving a good standard of work
- C – achieving a satisfactory standard of work
- D – experiencing some difficulty with her work
- E – experiencing very significant difficulty with her work

Levels of achievement are awarded according to the student satisfying the criteria set down in the school's work programs.

Changing Subjects

A well-considered and realistic choice of subjects should make a change of subject unnecessary. As a general rule, subject changes will only be considered in the first or last two weeks of a semester to minimise a detrimental impact on learning. Students should approach the Director of Academics to discuss the desirability and viability of a subject change.

Homework

Home studies should take approximately 1½ hours for Year 8 students, five to six times per week. Students should not be allowed to work very late at night nor spend a whole weekend studying. On the other hand, a family commitment to a regular study program is necessary and should eliminate panic before exams. Students should plan a regular amount of time for each subject *whether homework is set or not*, and maintain their revision, learning, reading, research, practice, summarising, exercises, etc. as appropriate.

Core Subjects

The Year 8 English program has been designed so that reading, writing, speaking, listening, and viewing provide the framework for all learning experiences. Students study a variety of literary and non-literary texts in three main genres: analytical, imaginative, and persuasive. The study of English in Year 8 is aligned to the Australian Curriculum as indicated below.

Objectives

The Australian English Curriculum aims to ensure that students:

- Learn to listen to read, write, create, and reflect on increasingly complex and sophisticated spoken, written, and multimodal texts across a growing range of contexts with accuracy, fluency, and purpose
- Appreciate, enjoy, and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade, and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop interest and skills inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Structure

English is organised into three interrelated strands that supports students' growing understanding and use of English. Together the three strands focus on developing the students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing, and creating literature
- Literacy: expanding the repertoire of English usage

The students in Year 8 will study texts such as: novels, short stories, works of non-fiction, drama, poetry, media, multimodal, films, and documentaries.

English in Years 7-9 at Loreto College is organised into three bands: Foundation, Core, and Extension. These bands are designed to ensure the students are best placed where they can focus on their individual development and potential. A recommendation will be made as to where your child will be placed. The recommendation will identify the class in which your child would most likely gain the greatest increase in the depth of their understanding and skills. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. Placements in these banded classes are reviewed each semester and may result in movement throughout the year.

Assessment

Assessment is continuous, undertaken in varying conditions and times throughout the course. The student's work is assessed in the following modes:

- Receptive modes (Understanding texts)
- Productive modes (Producing texts)

Each student's folio of work will be matched against the Australian Curriculum Achievement Standards of the year level. This will form the basis of a student's level of achievement.

There may be some adjustments to assessment items and conditions in the banded classes to cater for the learning needs for each class, and in some cases for individual students.

Foundation English

Foundation English will provide the opportunity for selected students to receive carefully paced instruction to develop their skills across persuasive, imaginative, and analytical texts. Key components of this class include:

- Measured delivery of content and skills
- Developing key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and developing independence
- Adjusted or modified assessment and/or assessment conditions
- Exposure to more manageable texts.

| Semester theme: My relationships with my world | | Semester theme: My relationships with culture | |
|---|--|--|--|
| Term 1: Me and my Close Community | Term 2: Me and my Wider Community | Term 3: Culture in Writing | Term 4: Culture in Film |
| Students engage with a range of short story texts. Students will view, read, and compare texts containing interpersonal relationships and the complexity of relationships with family and friends. They will explore and reflect on their reactions to these texts to create their own short story. | Students will engage with media texts to explore ways people engage with the wider community. They will look at ways individuals connect with society in media texts, with a specific focus on visual media - memes, political cartoons, images, and graphics. | This term students will read the novel <i>The Barrumbi Kids</i> by Leonie Norrington. They will examine how this novel influences readers to accept particular attitudes, values, and beliefs around family, Indigenous culture, and boys. They will also explore the narrative structure to better understand how writers use certain techniques to influence how readers feel. | Students will view a range of Australian children's television shows and investigate the ways in which they offer particular attitudes, values, and beliefs about Australia. They will explore the structure of these shows and reflect on the techniques used to influence audiences, and they will evaluate the role that these shows have in society. |
| Throughout all units, there will be targeted activities focused on developing core literacy skills. | | | |

Core English

Core English will provide opportunity for students to develop their skills across persuasive, imaginative, and analytical texts. Key components of these classes include:

- Appropriate delivery of content and skills
- Further development of key literacy skills across reading comprehension, grammar, vocabulary, spelling, and punctuation
- Fostering creativity and increased independence
- Developing critical thinking skills and more flexible thinking
- Exposure to a range of texts and genres.

| Semester theme: My relationships with my world | | Semester theme: My relationships with the other side | |
|---|--|---|---|
| Term 1: Me and my Close Community | Term 2: Me and my Wider Community | Term 3: Boys in Writing | Term 4: Boys in Film |
| Students engage with a range of short story texts. Students will view, read, and compare texts containing interpersonal relationships and the complexity of relationships with family and friends. They will explore and reflect on their reactions to these texts to create their own short story. | Students will engage with media texts to explore ways people engage with the wider community. They will look at ways individuals connect with society in media texts, with a specific focus on visual media - memes, political cartoons, images, and graphics. | Students will examine how fictional texts create a narrative that positions audiences to accept particular attitudes, values, and beliefs around masculine behaviour. They will analyse <i>Two Wolves</i> by Tristan Bancks and examine the extent to which attitudes about masculinity have changed over time. | Students will continue their exploration of masculinity through the study of the film, <i>Stand by Me</i> , that focuses on a male character who works to oppose expectations of masculine behaviour. They will examine the filming techniques used to position audiences and reflect on their own reactions to the film. |
| Throughout all units, there will be targeted activities focused on developing core literacy skills. | | | |

Extension English

English will provide the opportunity for selected students to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts. Eligible students will be invited to join an Extension English class that will be tailored towards enhancing complex thinking and communication skills. Key components of this class include:

- Accelerated delivery of content and skills
- Consolidation of key literacy skills
- Fostering creativity and independence
- Building critical and flexible thinking
- Exposure to more complex content because of their engagement with this class.

| Semester theme: My relationships with my world | | Semester theme: My relationships with the other side | |
|---|--|---|--|
| Term 1: Me and my Close Community | Term 2: Me and my Wider Community | Term 3: Boys in Writing | Term 4: Boys in Film |
| Students engage with a range of short story texts. Students will view, read, and compare texts containing interpersonal relationships and the complexity of relationships with family and friends. They will explore and reflect on their reactions to these texts to create their own narrative. | Students will engage with media texts to explore ways people engage with the wider community. They will look at ways individuals connect with society in media texts, with a specific focus on visual media - memes, political cartoons, images, and graphics. | Students will examine how fictional texts create a narrative that positions audiences to accept particular attitudes, values, and beliefs around masculine behaviour. They will analyse the novel <i>The Outsiders</i> by S.E. Hinton and examine the extent to which attitudes about masculinity have changed over time. | Students will continue their exploration of masculinity through the study of the film, <i>Stand by Me</i> , that focuses on a male character who works to oppose expectations of masculine behaviour. They will also examine the role the film played in popular culture in the 1980s and find films from today that have a similar influence on modern audiences. |
| Throughout all units, there will be targeted activities focused on developing core literacy skills. | | | |

Additional Information

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The Australian Curriculum for Mathematics will be implemented, providing students with essential mathematical skills and knowledge in the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It aims to encourage students to become self-motivated and confident learners of mathematics. The proficiency strands within the curriculum are Understanding, Fluency, Problem Solving, and Reasoning. Content will be assessed according to Australian Curriculum standard elaborations that categorise student achievement with the student's ability to engage with simple-familiar through to complex-familiar and -unfamiliar content.

Objectives

In this course, students will:

- Develop an increased level of fluency in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Develop an increasingly sophisticated understanding of mathematical concepts which can then be applied to problems that require reasoning and problem solving.
- Make connections between the mathematics of the classroom and the mathematics of the world around them.
- Develop the discipline of rigour, understanding that each step of mathematical learning must be built on what has come before.

Structure

In Year 8, three bands of Mathematics will be offered: **Foundation Mathematics**, **Core Mathematics** and **Extension Mathematics**. A recommendation will be made as to where your daughter will be placed. The recommendation will identify the class in which your daughter would most likely gain the greatest increase in the depth of her understanding. This recognises the fact that a class that moves too quickly and a class that has too much repetition can both be of detriment to student learning. Placements in these banded classes are reviewed each semester and may result in movement throughout the year.

Foundation Mathematics Course

The Foundation Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance and data. Eligible students will be invited to join a Foundation Mathematics class that will be tailored towards enhancing fundamental thinking and computational skills. The use of technology will be an integral part of this course.

Core Mathematics Course

The Core Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance and data.

Students in the Core classes will be challenged to deepen their fundamental understandings and to apply their knowledge to more complex situations, where higher levels of reasoning and problem solving are required.

Whilst the topics covered in this course are the same as those covered in the Extension Mathematics Course, care is taken to ensure that students have foundational fluency before challenging the students to apply their knowledge to more complex situations.

Extension Mathematics Course

The Extension Mathematics course will provide the opportunity for selected students to extend themselves and further develop their skills across patterns and algebra, measurement and geometry, chance, and data.

Eligible students will be invited to join an Extension Mathematics class that will be tailored towards enhancing complex thinking and communication skills. Key components of this class include:

- Delivery of content and skills in more complex contexts
- Fostering creativity, discipline, and independence
- Building critical and flexible thinking
- Exposure to more complex content as a result of their engagement with this class

Whilst the topics covered in this course are the same as those covered in the Core Mathematics Course, foundational fluency is assumed, and students are challenged to apply this knowledge often to more complex situations.

Structure

The Year 8 courses will cover the Australian Curriculum.

| Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|------------------------------|-----------------|--------------------------------|
| Integers | Equation solving, | Measurement | Graphing straight lines, |
| Fractions | Lines, Shapes and Solids | Rates and Ratio | Probability |
| Decimals | Factorisation and Index Laws | | Transformations and Congruence |
| Percentages | Data | | |

Assessment

Each semester will consist of two supervised tests including a mental arithmetic section.

Recommendations for Year 8

Parents will be advised by letter during Term 4 in Year 7 which level teachers feel is most appropriate for their daughter.

For Additional Information Contact:

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At the heart of the Year 8 Religion and Ethics program lies the units of work written to complement the Religious Education Guidelines of the Archdiocese of Brisbane. The approach to this subject is a learning-based one; students are formally assessed and their progress in knowledge, process skills and communication skills is reported upon.

Objectives

Loreto College Coorparoo aspires to educate and form students who are challenged to live the Gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.

Structure

Students complete four units over two semesters. Each unit involves one piece of assessment.

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|---|---|
| <p>Covenant</p> <p>In this unit, students explore the biblical Covenants and the relationship between the “people of the book”, particularly in their rites and writings.</p> <p>Through this content, students develop skills in textual analysis and visual literacy.</p> | <p>Movers and Shakers</p> <p>In this unit, students investigate the ways the Church has changed throughout history. They study the people and events that prompted those changes.</p> <p>Students consolidate their research skills, distinguish pertinent information and analyse causes and effects of change.</p> | <p>Mission Matters</p> <p>Exploring understandings of justice and morality, this unit looks at issues in the modern world, and what different Catholic organisations are doing to address them.</p> <p>In researching Mission and justice organisations, students learn to analyse motivations, draw connections and evaluate the impact of actions.</p> | <p>Spirituality in Practice</p> <p>Students explore liturgy, prayer and meditation as expressions of spirituality, and engage in a variety of experiences, including Aboriginal Catholic approaches.</p> |

Assessment

- Short Response Exam
- Research-based multimodal presentation
- Project

Additional Information

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The Junior Science program at Loreto College Coorparoo aims to develop an awareness of the applications and important place of Science and technology in everyday life and the world around us. It is designed to build on the student's prior knowledge that they have gained through their formal education as well as from their everyday life experiences. An exciting part of the course for the students is the chance to further develop their practical laboratory and analytical skills in our well-equipped Science facility of six laboratories. A significant part of the course is hands-on and consequently students will also put into practice the important safety considerations and techniques to apply in such an environment. As well as acquiring new skills and content knowledge, students will explore Science as a human endeavour and how landmark discoveries have significantly changed people's understanding of the world and the universe. ICT is considered an integral part of Science study at Loreto and it is interwoven in all aspects of the course including teaching, student research and laboratory enquiry.

Objectives

Science has three interrelated strands which are covered across all units: *Science Understanding*, *Science as a Human Endeavour*, and *Science Inquiry Skills*.

The *Science Understanding* strand comprises four sub-strands:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

There are two sub-strands of *Science as a Human Endeavour*. These are:

- Nature and Development of Science
- Use and Influence of Science

There are five sub-strands of *Science Inquiry Skills*. These are:

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Structure

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|-------------------------------------|--|---|
| Bubbles, Smoke and Pops Chemistry | What Lies Beneath Geology | Cells and Living Systems Biology | Energy and Renewal Biology Physics |

Assessment

Summative and Formative Assessment includes:

- Examinations
- Experimental Investigations
- Written Assignments

Additional Information

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

Objectives

- Develop a sense of wonder, curiosity and respect about places, people, cultures, and environments throughout the world.
- Develop a deep geographical knowledge of their own locality, Australia, the Asia region, and the world.
- The ability to think geographically, using geographical concepts.
- The capacity to be competent, critical, and creative users of geographical inquiry methods and skills.
- The skills to be informed, responsible, and active global citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Structure

The Year 8 Geography Course is based around the Australian Curriculum Year 8 strands of the Landscapes and Landforms and Changing Nations.

| Unit 1 | Unit 2 |
|--|--|
| <p>“Remarkable Rainforests!”</p> <p>The focus is on developing students understanding of the importance of rainforest environments as part of our global landscapes. This is achieved through understanding the complex layers that support the greatest biologically diverse ecosystems on our planet, the processes that shape these landscapes, the significance of these to various groups of people, and how they are being impacted as well as the need to manage these environments in such ways that they are around for the future. Students will undertake a field trip to a local sub-tropical rainforest area as part of their assessment task.</p> | <p>“Call of the City”</p> <p>Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. This is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. This unit investigates via case studies, the reasons for the high level of urban concentration in Australia and other selected countries, and the associated challenges faced by these large cities.. The unit then examines issues related to the management and future of urban areas.</p> |

Assessment

Assessment will be a combination of both research investigations and supervised examinations.

Additional Information

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History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements, and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Objectives

The Year 8 History program is derived from the Australian Curriculum: History course descriptors, and aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- Understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Structure

The Year 8 History program focuses on the study of history from the end of the ancient period to the beginning of the modern period. The course is structured around two depth studies that will be taught across one semester.

| Unit 1 | Unit 2 |
|--|--|
| <p>‘Vikings: Savage or Civilised?’</p> <p>Students will investigate and explore the history of the Vikings. Stretching for over two centuries from about 790 CE, the Vikings appear to us as a well- structured, well ordered society with longstanding values, religious beliefs, cultural traditions, and creative accomplishments that set them apart from other societies. However, in contrast to this, the demands of geography, climate and economic realities ensured that the Vikings would be significant agents of change.</p> | <p>“Dungeons, Dragons and Fleas on Rats”</p> <p>Students will investigate and develop an understanding of medieval life. They will commence their historical studies from c. 1060 CE and throughout this unit will gain knowledge of the Feudal System, the place of the Church in Medieval Times and the growth of towns and trade, both nationally and transnationally. Students will also examine medieval science, medicine, hygiene, living conditions and the prevailing attitudes of the time.</p> |

Assessment

Students will complete one assessment item per term over the course of the semester will encounter the following types of assessment:

- Short response examination to historical sources
- Historical paragraphs based on research.

Additional Information

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Physical Activity and Wellbeing (PAW) aims to teach students how to enhance their own and others' health, safety, wellbeing and physical activity in varied and changing contexts. The Health and Physical learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices" (Australian National Curriculum—HPE). Loreto aims to utilise many of these principles while also incorporating our own HEART Teaching and Learning Framework.

Physical Activity & Wellbeing (PAW) is a program that has been developed and designed to address specific concerns raised by young people. While academic performance is obviously valued, our student health and wellbeing is paramount.

The Mission Australia Youth Survey of 2021 had 20,207 participants and uncovered the major factors impacting our youth. The top four issues of personal concern raised by young people included: Coping with Stress; Mental Health, School or Study Problems and; Body image .

<https://www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey>

Physical activity has many reported benefits and for young people being physically active every day can have:

Social benefits, like:

- Opportunities for fun with friends and family.
- Reduced anti-social behaviour, including aggressive and disruptive actions.
- Helping to develop cooperation and teamwork skills.

Emotional and intellectual benefits, such as:

- Improved self-esteem and confidence.
- Help with management of anxiety and stress.
- Improved concentration.

Health benefits, such as:

- Promotion of healthy growth and development.
- Strong muscles and bones.
- Improved physical fitness, including coordination and movement skills.
- Reduced risk of disease and unhealthy weight gain.

<http://www.health.gov.au/internet/main/publishing.nsf/Content/phy-activity>

The lessons learnt in these classes can be life changing and have the potential to have a lasting impact well into adulthood. Behaviours also adopted in youth are more likely to be continued as adults.

Loreto values and acknowledges the importance of physical activity with a compulsory program from Year 7 through to Year 12. Research validates this decision with an article published in 2015 stating that physical activity has the potential to improve not only student wellbeing but academic performance.

“Physical activity can have both immediate and long-term benefits on academic performance. Almost immediately after engaging in physical activity, children are better able to concentrate on classroom tasks, which can enhance learning. Over time, as children engage in developmentally appropriate physical activity, their improved physical fitness can have additional positive effects on academic performance in mathematics, reading, and writing. Recent evidence shows how physical activity’s effects on the brain may create these positive outcomes.” *Active Living Research, January 2015.*

FIGURE 2 Composite Attentional Allocation of 20 Students Taking the Same Test

These two brain images, taken from the top of the head, represent the average amount of students’ neural activity during a test following sitting and walking for 20 minutes. The color blue represents lower neural activity, while the color red denotes higher brain activity in a given region.

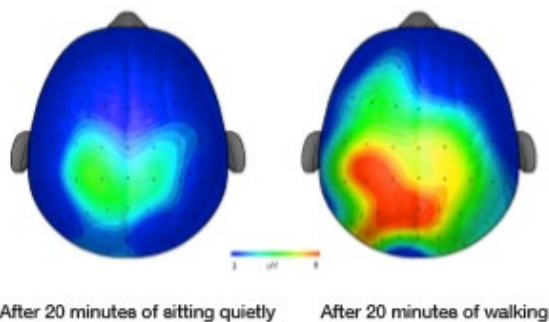
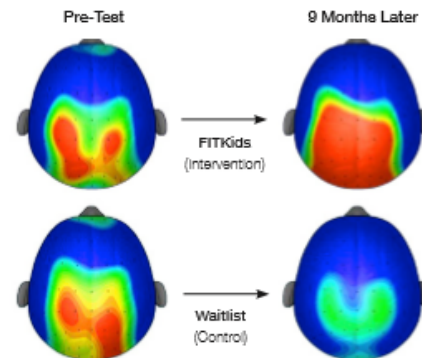


Image courtesy of Charles Hilman, University of Illinois at Urbana-Champaign

FIGURE 3 Impact of Afterschool Physical Activity Program on Children’s Neural Activity

This graphic illustrates the differences in children’s average amount of neural activity at the beginning and after nine months of participating in an afterschool physical activity program. The images, taken from the top of the head, use blue to represent low neural activity and red for high brain activity.



Hilman et al. (2009). *Neuroscience*, 159, 1044-1054.

- Physically fit children demonstrate memory and efficiency of the brain (i.e., by allocating more working memory to complete a given task) through two learning strategies: relational memory, which involves remembering objects by using a cue, such as turn left after you pass the school,^{25,26} and working memory, which involves moving information from the short- to long-term memory.²⁷ This is important because children use relationships, such as understanding that “three groups of three” and “three times three” are both math facts with the same answer, to remember and recall information.
- Physically fit children have larger hippocampal volume²⁸ and basal ganglia.²⁹ Both of these brain structures have been associated with learning in children.

Physical Activity & Wellbeing (PAW) has been designed to assist students with life skills to help them through this difficult transitioning period into adulthood. Through engagement and active participation, students can take responsible risks, learn vital social skills, build resilience, develop good coping mechanisms, have fun, improve fitness and reduce stress levels.

Objectives

By the conclusion of the course of study, students will:

- Investigate strategies and resources to manage changes and transitions and their impact on identities.
- Analyse factors that influence emotional responses.
- Investigate strategies and practices that enhance their own and others health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialised movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- (Adapted from Years 7-10 HPE – AC in Queensland. QCAA).

Structure

POSSIBLE TOPICS STUDIED

Topics may change depending on the availability of facilities and resources. To cater for individual differences, a wide range of activities have been selected and can include some of the following:

| Practical Components: | Theoretical Components: |
|-----------------------|--------------------------|
| Lifesaving | Healthy Lifestyles |
| Space Invaders | Fit For Life |
| Badminton | Supporting Self & Others |
| Moving & Grooving | Musculoskeletal Systems |

Assessment

Students are assessed regarding their application. The criteria are adapted from the Australian Curriculum and aligns with Loreto's HEART Learning and Teaching Framework. Student progression is assessed using four criteria:

- Preparation for Class
- Participation in Class
- Classroom Behaviour
- Completes assigned work/homework

Additional Information

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Elective Subjects

Creative Arts - Art

Year Long Elective Subject

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques, and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople, and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

Making in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D) and three-dimensional (3D) forms.

Responding in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect on, analyse, enjoy, appreciate, and evaluate their own and others' visual artworks.

Both making and responding involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

(<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/structure/>)

Objectives

The Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- Conceptual and perceptual ideas and representations through design and inquiry processes
- Visual arts techniques, materials, processes, and technologies
- Critical and creative thinking, using visual arts languages, theories, and practices to apply aesthetic judgement
- Respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, and designers; visual arts as social and cultural practices; and industry as artists and audiences
- Confidence, curiosity, imagination, and enjoyment
- A personal aesthetic through engagement with visual arts making and ways of representing and communicating.

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/visual-arts/aims/>

Structure

Across the year, students will learn about different contexts for making and responding to art. The selection of 2D and 3D art media will be utilised to create artworks, including forms such as painting, drawing, sculpture and/or digital imaging.

| Unit 1 | Unit 2 | Unit 3 |
|---|---|---|
| <p>Memento</p> <p>Students will produce a still-life painting that reflects a narrative through a collection of objects. The selection of imagery will be developed by the student to communicate an idea, an event or a mood.</p> <p>Using the Inquiry Learning Model, students will respond to inspirational artist work, learning how to analyse and use visual language in Art. Students will use stimulus artworks to learn about artistic conventions and 2D media techniques.</p> <p>Students will complete responding tasks based on the concepts expressed in the stimulus art forms. The final student work will be accompanied by a written artist statement.</p> | <p>Future Hybrid</p> <p>Students will create a ceramic hybrid creature in response to social challenges of the 21st century. The imaginary creature will be designed to solve a world problem, communicating a student-devised concern.</p> <p>Using the Inquiry Learning Model, students will respond to inspirational artist work, learning how to analyse and use visual language in Art. Students will use stimulus artworks to learn about artistic conventions and 3D media techniques.</p> <p>Students will complete responding tasks based on the concepts expressed in the stimulus art forms. The final student work will be accompanied by a written artist statement.</p> | <p>Shifting Visions</p> <p>Students will create and resolve a design in response to the concept, Shifting Visions and the focus, colour, light, shape, and text. To do this, students will explore landscape and architecture relevant to their world and resolve a composite image in response to the urban experience that a local CBD excursion affords.</p> <p>Using the Inquiry Learning Model, students will respond to the inquiry question 'How do artists use colour, light, shape and text to simultaneously represent the urban landscape and challenge art traditions?' Students will also respond to inspirational artist work, learning how to analyse and use visual language in Art and use stimulus artworks to learn about artistic conventions and 2D media techniques.</p> <p>Students will complete responding tasks based on the concepts expressed in the stimulus art forms. The final student work will be accompanied by a written artist statement.</p> |

Assessment

Assessment for Visual Art will take a variety of forms, including:

- Making Tasks:
 - ✓ Folios – artworks supported by visual journal work documenting development, research, reflection and resolution.
- Responding Tasks:
 - ✓ One formal written task using processes of analysis and interpretation of artwork.
 - ✓ Journal and class tasks responding to the work of mentor artists, visual language, media practice and artistic conventions.
 - ✓ Artist statements written in response to their own work.

Recommendations

It is recommended that students intending to select Visual Art in Year 9 or 10, complete the Year 8 course in preparation for future studies.

Additional Information

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Creative Arts - Drama

Year Long Elective Subject

Through Drama, students are provided with opportunities to explore the dynamics of human relationships and situations in order to understand and appreciate the world in which they live. In dramatic play, learners use themselves and each other as a medium for expression. Students build on their understanding of role, character and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements.

As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.

Drama is an interactive discipline and therefore students are encouraged to work constructively and generously with their peers. Through their involvement in drama activities, students will gain confidence and develop competence in communication, teamwork, problem solving, decision-making and artistic self-expression.

Objectives

- Demonstrate, analyse and interpret the dramatic languages to create dramatic action and meaning.
- Apply literacy skills.
- Interpret purpose, context and text to communicate dramatic meaning.
- Evaluate, justify and synthesise to argue a position about dramatic action and meaning.
- Confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama.
- A sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences.

Structure

| Unit 1 | Unit 2 | Unit 3 |
|---|---|--|
| <p>Magic of Performance</p> <p>Exploring the text <i>Ivy Shambitt and the Sound Machine</i>, students will develop their performance and responding skills.</p> <p>As performers, students will use improvisation, scripted drama, rehearsal and performance to improve their understanding and use of role, character, relationships, and situation. They will work on voice and movement skills to create ensemble and chorus. This will introduce new conventions, such as stylised movement and ritual.</p> <p>When responding to live theatre students will demonstrate their understanding of dramatic action and meaning through responding to live theatre. After watching a recorded performance of <i>Ivy Shambitt</i>, students will analyse and evaluate the dramatic action to comment on the purpose and meaning. Using specific example from the production they will argue a position on the relevance to a contemporary audience.</p> | <p>Uncovering the Past</p> <p>Working in the style of Physical Theatre, this unit challenges students to devise their own performance based off a myth or legend. Students collaborate as an ensemble to shape an original work that adapts these classic stories to make them relevant and engaging to a contemporary audience.</p> <p>Through wide exploration of a variety of dramatic conventions such as improvisation, performance poetry, stylised movement, narration and transformation, students shape drama for audiences using narrative and non-narrative dramatic forms and production elements.</p> | <p>Back to Reality</p> <p>Building their skills from Unit 1 and Unit 2 students develop their confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama. After working in heightened and physical styles of theatre we look at the more nuanced style of Realism.</p> <p>Through <i>Compass</i>, by Jessica Bellamy, students will explore themes of social status and injustice; challenging them to consider how their decisions are guided by their moral compass. Using this text students will build an understanding of Realism and learn how to shape engaging characters and dramatic action.</p> |

Assessment

Group Performances: Scripted and student devised.

Responding Assignment: A response to live recorded dramatic action.

Recommendations

Students of Drama are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre offered both within and outside the school context is recommended.

Additional Information

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Creative Arts - Music

Year Long Elective Subject

Music plays a significant role in everyday life. It pervades all cultures and evokes a broad spectrum of human emotional responses. As one of the Performing Arts, music makes a profound contribution to personal, social, and cultural identity. It forms a unique means of expression, of knowing and of communicating experience.

Year 8 Music is a practical course where students interact with music through a performance-based program focused on popular styles. All students learn to sing and play instruments including keyboards, guitar, bass guitar and drum kit. This leads to practical assessment in which students are required to set up and perform in a band. Additionally, students will listen to and discuss a wide variety of musical styles and learn to read and write musical notation.

The transferrable skills developed through a Music education, such as the capacity for flexible thinking and doing, will ensure students are equipped with 21st century skills they can apply outside the Music classroom.

Objectives

- Enjoy and value music and engage confidently in music-making
- Demonstrate technical skills by developing a sound knowledge of music theory
- Develop skills in music performance including group performance and work in rock bands
- Develop appropriate music vocabulary to communicate and express ideas about music

Structure

| Year 8 | | |
|---|---|--|
| <p>The Rhythm of Life builds off the foundations of music practice and theory from Yr 7. Students will continue to develop their knowledge and understanding of the elements of Music through musicology as well as singing, rhythmic development, and aural skills. In this unit students will be introduced to the idea of composition. Through writing a rhythmic composition for percussion instruments they will begin to explore what it means to be a composer. In addition to the practical work students will undertake they will also improve their Musicology skills through a more detailed unpacking of the music elements.</p> | <p>In Sing and Strum students will specifically learn to play the guitar and drum kit and develop their singing skills to continue their exploration of the world of music. Through a mix of popular music, classical music and music from around the world, students will not only learn how to play a variety of pieces but explore their purpose and unpack their manipulation of the elements of music. This will be supported by musicology lessons, specifically focusing on music theory and analysis. Through expanding their understanding of aural skills, as well as learning the guitar and drum kit, students will not only be able to perform but respond and analyse music.</p> | <p>Greatest Hits is designed to continue students' learning of the elements of music and prepare them for Year 9 Music. Students explore what makes a song a 'Greatest Hit'. This unit will focus on putting the skills from the last three units together. They will unpack the key musical elements in a piece of music and understand how these elements work together to create a popular hit. In groups students will continue to develop their drumming, singing, guitar and keyboard skills, to create an ensemble performance demonstrating a culmination of their skill development across Year 8.</p> |

Assessment

Composition: Rhythmic composition for percussion instruments

Group Performance: Ensemble rock band performance

Musicology Exam: A short answer and extended response exam demonstrating understanding of the elements of music, aural skills and music theory.

Recommendations

Students of the Performing Arts are encouraged to participate in cultural activities beyond the classroom. Attendance at live theatre, musicals, concerts and events offered both within and outside the school context is recommended.

Additional areas of study including Instrumental Music will be complementary to this subject area.

For Additional Information Contact:

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Enterprise & Technology – Food & Textiles

Year Long Elective Subject

Food and Textiles is a part of the Enterprise & Technology faculty at Loreto. This subject is drawn from two curriculum areas from the *Australian Curriculum*: Design and Technologies; and Health and Physical Education. The course consists of one semester of Food Technology and one semester of Textiles Technology. Students use Design and Technologies knowledge and understanding, processes and production skills and design thinking to produce solutions. Problem-solving approaches to learning and assessment have real life context, acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Throughout the course of study, students use creativity, innovation and problem-solving skills with increasing confidence, independence, and collaboration. Career paths in health and nutrition, textiles and fashion, hospitality, event management and interior design or decorating are connected to the study of Food and Textiles.

Structure

| Semester 1 or 2 | Semester 1 or 2 |
|---|---|
| Food Technology | Textiles Technology |
| <p>In this unit, <i>Healthy Habits for Happy Hearts</i>, students will focus on the Food specialisations context of Design and Technologies to analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. The students will learn the importance of having a balanced diet to develop an understanding of good food choices and healthy eating habits for sustained healthy living. They review and apply the five food groups' healthy eating model from the Australian Dietary Guidelines' and explore the significance of correct portion control and the specific nutrients of protein and carbohydrates, including a focus on the use of sugar in popular drinks. Through the development of practical cooking skills, students will produce daily meals for breakfast, lunch and dinner to generate meal options that provide essential food groups and nutrients for the maintenance of good health. Students will investigate the nutritional value of popular lunch options at fast food outlets and use the design process to design, generate and evaluate healthy and practical solutions for the lunch menu at Loreto College's tuckshop.</p> | <p>In this unit, <i>Pyjama Party</i>, students will focus on the Technologies strand within the fashion industry. Students will investigate factors that influence the design of fashionable textiles products to meet present and future needs of the fashion industry and society. Students will learn the properties of cotton and polyester and their use in fashion items, particularly sleepwear. Students will develop a range of machine sewing techniques to produce fashion textiles products. They will investigate suitable fashion options and sustainable fabrics and use the design process to design, generate and evaluate a fashion collection of teenage sleepwear. Students will explore the environmental impact of cotton and polyester production and the use of natural resources including energy and water. They will also investigate and analyse how the production and manufacture of clothing in developing countries impacts on individuals, families and communities to produce a written response.</p> |

Assessment

Students are required to create designed solutions within food and textiles technologies. They are required to explain, justify and evaluate ideas, solutions and processes. They develop production and management plans and select and use appropriate technologies to produce high-quality solutions for the intended purpose.

A series of design briefs with real life context guides the learning for assessment in each semester.

- Project: written component of design folio and practical component of either cooking or sewing

Assessment Criteria

- Knowledge and Understanding
- Processes and production skills

For Additional Information Contact:

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Curriculum Leader – Enterprise & Technology

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Enterprise & Technology - Business

Year Long Elective Subject

Business is a part of the Enterprise and Technology faculty at Loreto. The subject incorporates content from the Australian Curriculum areas of Business & Economics and Civics & Citizenship. It is the foundation for subjects such as Accounting, Business, Economics and Legal Studies in the Senior Course of Study.

Objectives

In Business and Economics, students develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

In Civics and Citizenship, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

Structure

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|---|---|
| World of Work | Smart Saving and Budgeting (Accounting/Business) | Consumer Rights & Responsibilities | Law and Civics |
| This unit covers the Australian taxation system and government intervention in the economy. Students apply for a tax file number and learn about superannuation whilst investigating the changing nature of work. | This unit covers the value of saving, setting saving goals, selecting and comparing bank accounts and loans and strategies for saving. Moreover, students will develop skills in the preparation of budgets and Microsoft Excel. | Students will be provided with an overview of marketplace issues and your rights. Students will develop an entry into the Department of Fair Trading's Buy Smart competition. | This unit will provide students with an overview of our legal and political system. Topics covered include parliament, voting, the Constitution, referendums, Rule of Law and Human Rights. |

Assessment

Students are assessed against two criteria: Knowledge and Understanding, and Skills.

Additional Information

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Languages - French, German & Japanese

Year Long Elective Subject

Learning languages broadens horizons, boosts employment prospects and gives the opportunity to explore the world and its cultures. Second language learning develops working memory, improves students' knowledge of English and enhances comprehension and study skills. The interconnection of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its prevalence, a capability in English only is no longer sufficient. In a world where most people speak more than one language, the ability to communicate in a second language is an essential skill which is transferrable to any industry.

Recognising the importance of knowing a second language, Loreto College Coorparoo offers three languages to Year 8 students: French, German and Japanese. Students may choose to study one or more of these languages, depending on their background and previous experience. Those who have successfully completed the Year 7 course are encouraged to continue their language studies. Students who have prior knowledge of a language not studied in Year 7 are invited to contact the Curriculum Leader Languages to determine the best time to recommence classroom study of this language.

Learning languages:

- Extends the capability to communicate and extends literacy repertoires
- Strengthens understanding of the nature of language, of culture, and of the processes of communication
- Develops intercultural capability
- Develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- Develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture, and identity
- Strengthens intellectual, analytical, and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic, and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally, and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications (*The Australian Curriculum: Languages*).

Objectives

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- Communicate in the target language.
- Understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- Understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages (*The Australian Curriculum: Languages*).

Structure

Learning experiences develop students' capacity to

- Use language for communicative purposes through socialising, informing, creating, translating and reflecting
- Analyse and understand systems of language, language variation and change and the role of language and culture
- Live and work successfully in the 21st century with a focus on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical and intercultural understanding.

Year 8 French

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|---|---|--|
| <p>Home Sweet Home!</p> <p>Explore the French speaking world</p> <p>Discover New Caledonia</p> <p>Describe your house and room</p> <p>Design your ideal home</p> <p>Compare housing in France, Australia and the French speaking world</p> | <p>Life at School</p> <p>Discover the French school system</p> <p>Compare a typical school day at Loreto and at our sister school</p> <p>Discuss your school subjects, timetable and preferences</p> <p>Express the time in French</p> <p>Create a film about life at Loreto</p> | <p>My Hobbies</p> <p>Discuss your free time: sport, music and hobbies</p> <p>Compare leisure activities in France and Australia</p> <p>Discover French bands and sports stars</p> <p>Create a playlist of French music</p> <p>Play French games together</p> | <p>Getting Around Town</p> <p>Describe your town</p> <p>Ask for and give directions</p> <p>Explore a French city of your choice</p> <p>Design a brochure to encourage tourism</p> <p>Discuss future plans</p> <p>Compare cities in France and Australia</p> |

Year 8 German

| Term 1 | Term 2 | Term 3 | Term 4 |
|--|---|--|--|
| <p>Birthday Celebrations</p> <p>Discover birthday traditions and music in German-speaking countries</p> <p>Ask and talk about birthdays</p> <p>Plan a class party (presents, music, food and drink)</p> <p>Describe school holidays, seasons and weather</p> <p>Discuss plans for the weekend</p> <p>Express the time</p> | <p>Pets and Animals</p> <p>Explore the animal kingdom in German</p> <p>Learn about pets, pet hotels and zoos</p> <p>Create your own creature</p> <p>Describe animals in detail</p> <p>Play celebrity heads with animals</p> <p>Create a presentation about your pet/s or dream pet/s</p> | <p>Homelife</p> <p>Explore types of transport in German-speaking countries</p> <p>Describe travel to school</p> <p>Discover life in German-speaking countries</p> <p>Describe types of housing, furnishings and your own room</p> <p>Talk about household chores</p> <p>Design your dream house</p> | <p>Farewells and Festivals</p> <p>Learn about exchange programs in Germany</p> <p>Discuss souvenirs and keepsakes from German-speaking countries</p> <p>Write farewell cards</p> <p>Discover festivals and days of celebration eg, Carnivals, Easter, Christmas, folk festivals</p> |

Year 8 Japanese

| Term 1 | Term 2 | Term 3 | Term 4 |
|---|--|--|--|
| <p>My Town and My Busy Week</p> <p>Describe your town</p> <p>Ask for and give information about places</p> <p>Discuss what you do during the week</p> <p>Talk about after school activities</p> <p>Explore major cities in Japan</p> | <p>School Days</p> <p>Talk about your daily routine</p> <p>Discuss your school timetable and subject preferences</p> <p>Describe activities in the past</p> <p>Discover a typical day for a student in Japan</p> <p>Compare school in Australia and Japan</p> | <p>Fun Time at School!</p> <p>Talk about seasons, months and dates</p> <p>Discuss an event you have planned in the future</p> <p>Express how you get to places</p> <p>Compare school calendars in Australia and Japan</p> | <p>My Favourite Things</p> <p>Discuss your hobbies</p> <p>Write a diary in Japanese</p> <p>Describe the appearance, personality and abilities of others</p> <p>Explore the use of anime and manga in Japanese society</p> |

Learners use written and spoken language to interact with peers, teachers, and other speakers of the target language in local contexts and online environments. These exchanges are complemented by interactions with rich and varied language resources and materials. Learners may participate in local community events, music or film festivals, or exchange-student hosting.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, apps, media texts and online materials. They also draw on texts in the target language such as short stories, songs, poems, newspaper reports, films, video clips, blogs, and social media texts.

Assessment

There are three pieces of assessment throughout the year which give students the opportunity to demonstrate understanding and communication in the target language. Skills covered include:

- Listening to spoken material in the target language
- Reading written material in the target language
- Producing prepared or spontaneous spoken material in the target language
- Creating prepared or spontaneous written material in the target language
- Displaying cultural awareness

Additional Information

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Technologies – Digital & Design

Year Long Elective Subject

Technology in the Australian Curriculum is made up of two related strands, **Digital Technologies** and **Design and Technology**. This course combines elements of both.

Objectives

Technology: Digital and Design focuses on developing problem-solving skills that can be used in a range of real-world situations. Students will combine Design concepts with digital tools and software applications, to come up with their own unique solutions to a variety of problems.

Structure

Over the year students will experience the following types of activity:

- Spreadsheet Modelling
- Product Design – Clock
- Designing Games using Scratch Coding
- Database Design
- Coding Micro bits and building prototype models
- Web Page Design

Assessment

Students are assessed against two criteria:

- Knowledge and understanding
- Processes and production skills.

Additional Information

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Course is available on Loreto's LMS - Canvas