

BRIGIDINE COLLEGE



CURRICULUM GUIDE

YEAR 8

2024

FOREWORD

Welcome to the Brigidine College Year 8 Curriculum Guide.

Brigidine offers enriching and challenging learning through its Year 8 subjects. Students are encouraged to engage enthusiastically with all areas of learning to maximize opportunities for future pathways.

Year 8 study is stimulating and requires passion, energy and a commitment to learning. The spiritual, academic, pastoral and sporting elements of the College link to provide for the holistic education of young Brigidine women.

The Brigidine College community wishes all students every success with their schooling and prays that St Brigid's vision of "Strength and Gentleness" will support them in their lifelong journey.

Brigidine College Mission Statement

An inclusive community of faith and learning that challenges and inspires young women to be active voices of *Strength and Gentleness*

Brigidine College Core Values

Be faithful to our Catholic heritage

Welcome all people, especially the most vulnerable

Celebrate all that is good with joy and gratitude

Engender a love of learning, hope and a sense of purpose

Model and practise justice and service

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1 COLLEGE LEARNING FRAMEWORK

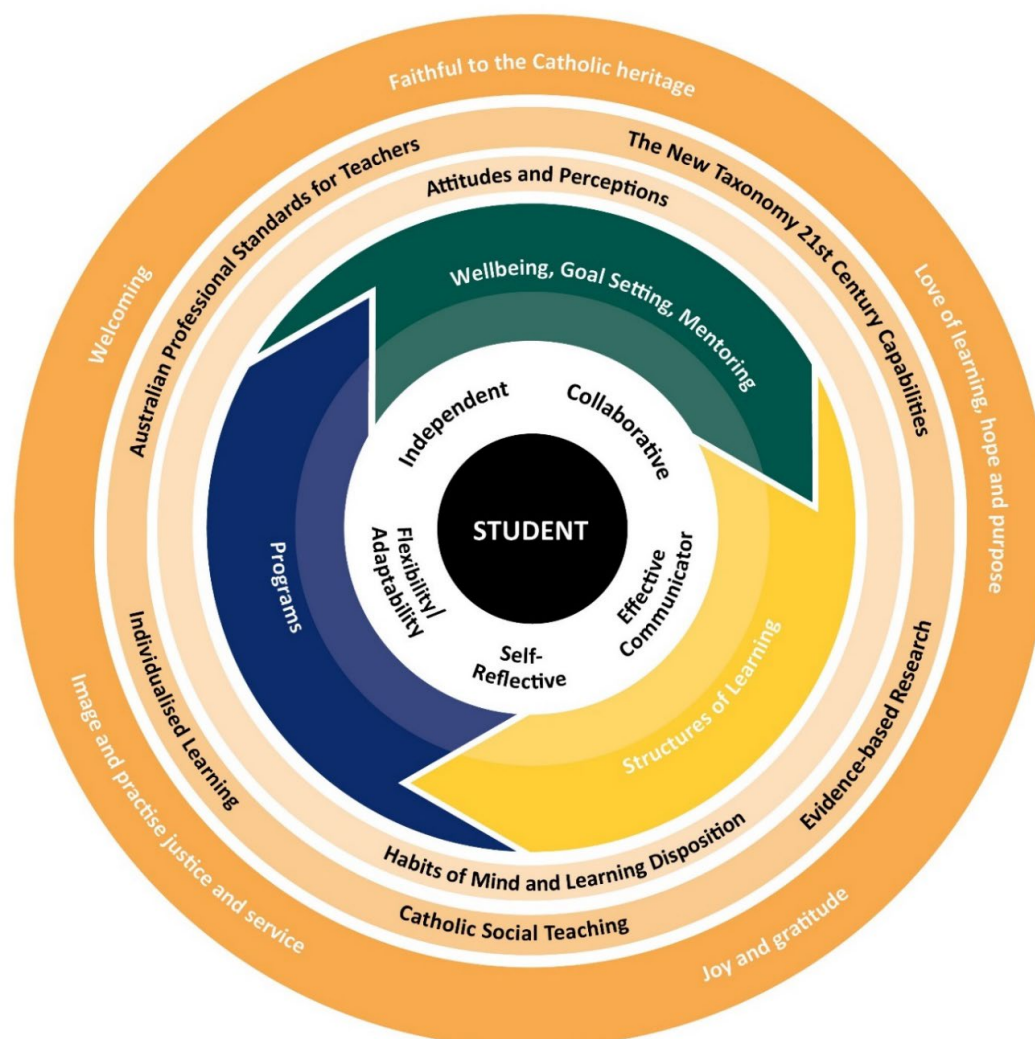
We believe that as a Catholic secondary college for girls in the Brigidine tradition, curriculum is developed within a framework of values and practices that are consistent with the gospel teachings of Jesus. The spiritual, academic, pastoral and sporting elements of the College combine to provide for the holistic education of young Brigidine women.

Students across all year levels learn through a variety of experiences and contexts that are engaging, enriching and relevant to the developing adolescent. Learning at Brigidine College is focused upon the explicit needs of adolescent girls as they journey to adulthood. A student's learning program is built around the notion of 'required' elements as well as 'extension,' 'enrichment' or 'specialist' areas of learning.

We are committed to engendering a love of learning that promotes a student's sense of belonging, self-esteem and resilience. Students learn in a collaborative and cooperative environment which caters for the many learning styles and the curriculum is responsive to the needs, interests and talents of all our students.

The Learning Framework has the student at the centre and is surrounded by

- the College Learning Paradigm – Key Attributes
- whole school learning
- learning practices – based on the Dimensions of Learning Pedagogical Framework
- key structures and processes
- the College Mission Statement



2 AUSTRALIAN CURRICULUM

“The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students. “

(<http://www.australiancurriculum.edu.au/Home>)

Students in Year 7 – 10 will be participating in courses that follow the Australian Curriculum framework produced by Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum & Assessment Authority (QCAA) in:

- English
- Mathematics
- Science
- History
- Geography

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through, teaching in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Digital Literacy Critical and creative thinking
- Ethical Understanding
- Personal and social capability
- Intercultural understanding

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

3 CURRICULUM OVERVIEW

Year 7	Year 8	Year 9-10	Year 11-12
<p>REQUIRED SUBJECTS:</p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Health and Physical Education</p> <p>Languages: <i>French</i></p> <p>OR</p> <p><i>Japanese</i></p>	<p>REQUIRED SUBJECTS:</p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Health and Physical Education</p> <p>Languages: <i>French</i></p> <p>OR</p> <p><i>Japanese</i></p> <p><i>Students continue the language studied in Year 7</i></p>	<p>REQUIRED SUBJECTS:</p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Core Physical Education</p>	<p>REQUIRED SUBJECTS:</p> <p>Religious Education: <i>Religion and Ethics</i></p> <p>OR</p> <p><i>Study of Religion</i></p> <p>English: <i>English</i></p> <p>OR</p> <p><i>Literature</i></p> <p>OR</p> <p><i>Essential English</i></p>
<p>ENRICHMENT SUBJECTS:</p> <p>Technologies <i>Design and Digital Technology</i> <i>Food and Textiles Technology</i></p> <p>The Arts: <i>Art and Media</i> <i>Performing Arts – incorporating Dance, Drama, Music</i></p>	<p>ENRICHMENT SUBJECTS:</p> <p>Students choose 1 subject from Technologies: <i>Business</i> <i>Design and Digital Technology</i> <i>Food and Textiles Technology</i></p> <p>AND choose 1 subject from The Arts: <i>Dance</i> <i>Drama</i> <i>Music</i> <i>Art and Media</i></p> <p>Excellence Program: LASER – by application, in lieu of Arts enrichment subject</p>	<p>ENRICHMENT SUBJECTS:</p> <p>Students choose 2 of the following:</p> <p>Technologies: <i>Enterprise Education</i> <i>Design and Digital Solutions</i> <i>Food and Textiles Technology</i></p> <p>Health and Physical Education</p> <p>Languages: <i>French</i> <i>Japanese</i></p> <p>The Arts: <i>Dance</i> <i>Drama</i> <i>Music</i> <i>Visual Art</i></p>	<p>ENRICHMENT SUBJECTS:</p> <p>The Arts: <i>Dance</i> <i>Music</i> <i>Drama</i> <i>Visual Art</i></p> <p>Mathematics: Specialist Mathematics</p> <p>Languages: <i>French</i> <i>Japanese</i></p> <p>Science: <i>Physics</i> <i>Biology</i> <i>Chemistry</i></p> <p>Health and Physical Education: <i>Physical Education</i></p> <p>Technologies: <i>Accounting</i> <i>Business</i> <i>Legal Studies</i> <i>Design</i> <i>Food and Nutrition</i> <i>Information and Communication Technology</i> <i>Fashion</i></p> <p>Humanities: <i>Ancient History</i> <i>Modern History</i> <i>Geography</i></p> <p>Vocational Education and Training</p> <ul style="list-style-type: none"> - CUA31120 Certificate III in Visual Art (Brigidine College RTO Code 30239) - SIS30321 Certificate III Fitness (Binnacle RTO code 31319) - BSB50120 Diploma of Business (Barrington RTO Code: 45030)

4 ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/carer's choice.

Access arrangements:

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable adjustments:

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs and, therefore, may not be listed in this handbook

Under the Australian Government's [Disability Standards for Education 2005](#), educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA.

Students identified as needing to access AARA by the Learning Enhancement Centre will be indicated to all teachers on the College intranet. This information is updated each semester. Teachers are aware of these students and cater for their needs when assessment is to be completed

Please be aware that AARA provisions cannot be provided for family holidays or events. The College Policy is that most written exams cannot be completed early, due to authenticity of assessment instruments. This means any students who leave prior to the end of a term and the completion of all examinations, will be required to complete them when they return at the start of the following term. Any assignments would be required prior to the student going on holidays.

We would request that students not be taken out of the College during term time, unless there are exceptional circumstances.

5 ASSESSMENT

The Brigidine College community provides students with an assessment program that is fair and just. This policy has been developed in accordance with the College's Catholic heritage, the ethos of the Brigidine Sisters and the relevant College policies and administrative procedures. The College provides for students with special needs in accordance with all Education Queensland, Queensland Curriculum & Assessment Authority (QCAA), Queensland Catholic Education Commission and Brisbane Catholic Commission Policies and Guidelines.

The primary focus of assessment at Brigidine College is on 'what the student is able to do..... achieve.'

'Assessment is the purposeful, systematic and ongoing collection of evidence and its use in making judgments about students' demonstrations of learning outcomes.'

(QCAA, October 2010)

College assessment tasks provide for a range of learning styles (visual, kinaesthetic, auditory) and include a variety of traditional and 'alternative' modes of assessment. The overall aim of all assessment is to remain authentic to the learning process and are appropriately **structured** for a student to demonstrate their learning.

Assessment tasks may include:

Exams — Response to Stimulus, Knowledge Tests
Assignments — Essays, Reports
Oral Presentations—Debates, Group Forums
Practicals—Field Reports, Demonstrations of Skills
Multimodal Presentations—Integrating ICTs
Integrated Learning—Rich Tasks

Leaders of Learning initiate, monitor and review all assessment items to ensure balance and appropriate assessment programs are in place for each year level and in each subject in the department. Teaching staff in consultation with the Leader of Learning provide innovative, challenging and appropriate assessment items that cater for all student learning.

Student performance and Achievement Standards are determined according to Australian Curriculum, QCAA Syllabus requirements, and Brigidine College Unit guidelines (Years 8 – 10). Distinguishing features of assessment, such as the use of explicit criteria and the discriminating use of + / - to finalise Achievement Standards is at the discretion of the Leader of Learning and the Dean of Learning.

Students are expected to complete all assessment items during a course of study.

Students must take responsibility for organising and structuring their learning and complete assessment by the due dates according to instructions.

The **College Assessment Policy** is available on the Assessment Portal in SEQTA Engage.

6 REPORTING

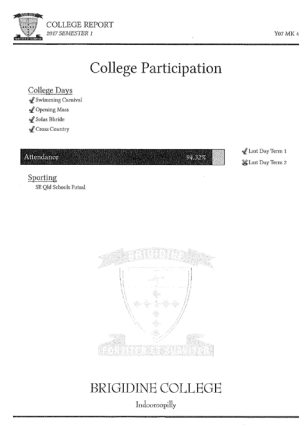
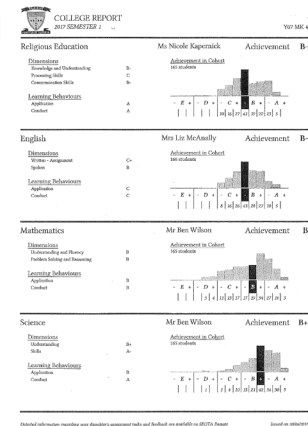
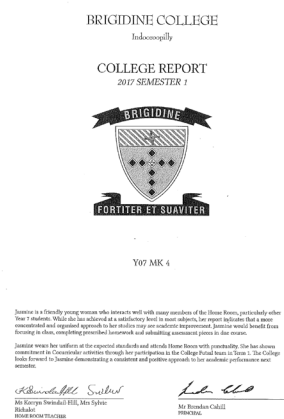
Brigidine College reporting combines relevant, up to date data regarding a student’s academic progress, as well as their involvement in pastoral or cocurricular areas of the College.

Reporting takes the form of:

- Informal discussions – parents and teachers
- Formal meetings – academic/learning progress
- Parent/Teacher interviews – College event
- Communication to parents from teachers
- SEQTA Engage – Brigidine College website
- Interim Reports – Term 1
- Formal End Semester/Year Reports

End of Semester Reports include:

- Achievement Standards
- Criteria Descriptions
- Teacher comments regarding progress/changes and advice for improvement



7 ACCESS AND DIVERSE LEARNING

The Access and Diverse Learning (ADL) at Brigidine College is a partnership between staff, parents/guardians, the student and outside professionals. A team of qualified Access and Diverse Learning teachers, which includes an English as a Second Language (ESL) specialist, identify students with diverse learning needs as they enrol in the College.

Relevant information is gathered from parents and primary schools. Other information, provided by secondary classroom teachers and teacher aides, is used to provide ongoing, relevant curriculum adjustments in order for students to reach their potential.

In Year 8, students who are identified as requiring additional literacy and numeracy support are offered a place in *Learning Connections* as an alternative to studying Japanese or French. *Learning Connections* allows students to build literacy and numeracy skills and receive support with time management, organisational skills and assignments. Working with students in *Learning Connections* provides Access and Diverse Learning staff with a valuable opportunity to liaise with classroom teachers across all curriculum areas in relation to individual student needs.

The College endeavours to continue to support the needs of both students and classroom teachers by sharing relevant information, teaching strategies, adjustments and modifications that allow students with diverse learning needs to access the curriculum.

8 HOMEWORK GUIDELINES

These guidelines are to be used by students to assist with their organisation and completion of homework.

Year 8	
Students should complete 5 x 45 – 60 minute sessions per week	
Homework and Study Skills	
This may include:	
<ul style="list-style-type: none">• the completion of classroom activities – daily or weekly homework may be set• revision of concepts learnt to link learning from classroom• planning and completing assessment tasks• reading	
When making notes about homework or requirements for study, students need to clearly identify:	
<ul style="list-style-type: none">• what is to be completed• how (strategies to be used) to complete the tasks• skills to be reinforced and revised• connections to other subjects/topics—extend understanding – extension to other subjects/topics, including cross-curricular connections	
Homework needs to be checked and reviewed as it is considered an invaluable part of the teaching and learning process.	
Preparation for Classwork	
Each night students should ensure that they have organised themselves for their classes.	
<ul style="list-style-type: none">• Check that all required homework has been completed.• Check that the tablet has been fully charged.• Check that any assessment items have been submitted online and/or printed to be handed in.• Check that has all necessary stationery and equipment for classes.	
Stationery:	
<ul style="list-style-type: none">• notebooks / loose leaf paper• display / plastic sleeves• folder per subject• pens / pencils• rulers / stapler• calculator• liquid paper NOT permitted.	
<i>Students are responsible for having all equipment for each lesson</i>	

9 SUBJECT GUIDE

Core Subjects	Enrichment Choices
<p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Humanities</p> <p>Science</p> <p>Health & Physical Education</p> <p>Languages French <i>or</i> Japanese</p>	<p><i>Students will choose 1 subject from each of the following areas:</i></p> <p>The Arts Art and Media Dance Drama Music</p> <p>Technologies Business Design and Digital Technology Food and Textiles Technology</p> <hr/> <p><u>Subjects by application:</u></p> <p><i>LASER – Learning and Advancement in Science, Engineering and Research (STEM)</i></p>

10 LEARNING AREAS

CURRICULUM	Dean of Learning	Ms Swindail-Hill (Acting)
TEACHING AND LEARNING	Middle School Program Leader	Mrs Niesha Hart
CAREERS INFORMATION	Careers Counsellor (Acting)	Mrs Elyse Purser
SUBJECTS:		
RELIGIOUS EDUCATION	Leader of Learning	Mr Jonathon Staples
ENGLISH	Leader of Learning	Ms Romany Smith
MATHEMATICS	Leader of Learning	Mr Adam Juang
SCIENCE	Leader of Learning	Ms Rebecca Harris
HUMANITIES	Leader of Learning	Ms Lucia Varela (Acting)
HEALTH & PHYSICAL EDUCATION	Leader of Learning	Ms Kate Nankivell
LANGUAGES FRENCH JAPANESE	Leader of Learning	Mrs Catherine de Vos
THE ARTS DANCE DRAMA MUSIC ART & MEDIA	Leader of Learning	Ms Riane Ryan
TECHNOLOGIES BUSINESS DIGITAL DESIGN AND TECHNOLOGY FOOD AND TEXTILES TECHNOLOGY	Leader of Learning	Ms Jenna Burke
PROGRAMS OF EXCELLENCE LASER	Program Leader	Ms Renee Dunne

11 RELIGIOUS EDUCATION

Subject Description

Religious Education is an integral part of the College curriculum and is studied by all students in Years 7-12. The unit topics are underpinned by the Archdiocesan Religious Education Guidelines which state: *“Religious Education aims to form students who are literate in the Catholic and broader Christian tradition so that they might participate critically and effectively in faith contexts and the wider community.”*

The learning areas are organised into four strands and sub-strands at Brigidine College. These include:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality)

Knowledge and Understanding

The units of work have been designed to develop the **religious knowledge** and **deep understanding** of students. These two components aim to improve the student’s familiarity with facts about religious matters, learnt through study, observation and personal experience, and their ability to distinguish and make critical judgments between and about things. Religious Education also places great importance on communication and group skills, especially the ability to listen and respond sensitively to others.

Learning Skills

The following skills will be developed during the course of study:

- defining
- research and note-taking
- interpreting and comprehending
- comparing/contrasting
- evaluating
- decision-making
- oral competencies
- multimodal competencies i.e. Digital tools

Assessment Tasks

A wide range of assessment tools will be used to assess students’ knowledge and understanding, processing and communication skills. A wide range of assessment items will be used, including written assignments, multimodal presentations, and exams.

12 ENGLISH

Subject Description

In the study of English students explore different relationships with audiences and personal, group and national identities in a range of literary and non-literary texts. They explore and appreciate the stories of their own and other cultures through accessible but challenging subject matter in spoken, written, visual and multimodal texts. Through literary and non-literary texts, they understand how people, places, events and things are represented to position audiences. They know and understand that the personal and cultural background, experiences and relationships of an author influence the subject matter and bias in texts.

Knowledge and Understanding

Students learn about English through the integration of the processes of **ways of working** with the concepts and practices of **knowing and understanding**. Units of work are designed to cater for the diverse range of learning styles, interests and abilities of students. They may include:

- individual, small group and whole class activities which encourage students to talk, to discuss, to be articulate and to be effective communicators
- workshops, conferencing
- simulated contexts, e.g. improvisations
- real life contexts
- guest speakers, theatre performances
- experts, e.g. tutorial sessions by other teachers, writers' visits
- English encourages the use of computer-based technology as a tool for learning. It enriches students' culture and leisure pursuits and develops their awareness of media in their lives.

Learning Skills

These include:

- speaking and listening (which involves selecting and interpreting language resources to establish and identify the roles and relationships of participants)
- reading and viewing (which involves the identification of multiple purposes, perspectives and the positioning of audiences through the use of language resources across a wide range of texts)
- writing and designing (which involves the development of literary and non-literary texts that elaborate and extend main ideas and points of view to appeal to certain groups, and that establish and identify the roles and relationships of participants)

Assessment Tasks

Students will be assessed on both their written and spoken skills.

13 MATHEMATICS

Subject Description

The Mathematics program is designed to ensure that students are confident, creative users and communicators of Mathematics. Students will consolidate many concepts which they should have encountered in primary school and will then build on their existing understanding of mathematical concepts to develop the ability to investigate, represent and interpret situations in their own lives.

Through engagement with mathematical investigations, students will come to understand that mathematics is a way of thinking and reasoning that is used to develop solutions to questions, problems and issues posed by themselves and others.

Students will demonstrate evidence of their learning over time in relation to the following content strands:

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

The units of work have been designed so that students may access knowledge of mathematical concepts and procedures to solve problems, make informed decisions and conduct quantitative investigations.

Assessment Tasks

Assessment will include formal examinations, reports on investigations and problem-solving tasks. These will be graded in three proficiencies:

1. Understanding and Fluency

Students build understanding by making connections between related mathematical concepts, representing concepts in different ways and progressively applying them to new ideas. Students are fluent when they can recall and use definitions and facts, choose appropriate methods, and manipulate expressions and equations to find solutions.

2. Problem Solving and Reasoning

Students demonstrate proficiency in problem solving when they use Mathematics to represent unfamiliar situations, design investigations, plan their approach to a problem, apply their strategies to seek solutions and verify their answers are reasonable. Students are reasoning mathematically when they explain their thinking, justify strategies used and deduce conclusions.

These are the proficiency strands from the Australian Curriculum which are similar to the criteria used in the Senior Mathematics subjects.

14 SCIENCE

Subject Description

The Science program aims to present students with opportunities to develop:

- an **interest in Science** – as a means to expanding their curiosity and willingness to explore and develop their ability to speculate on the changing world in which we live
- an ability to use the **methods of scientific inquiry** – questioning; planning and conducting investigations; collecting and analysing data; evaluating results; drawing critical conclusions
- an ability to **evaluate and debate** scientific arguments and claims
- skills in **solving problems** and making **informed evidenced-based decisions**, while taking into account **social and ethical implications**
- an understanding of the **historical and cultural contributions** to Science
- depth of **knowledge** in the Biological, Chemical, Physical and Earth/Space Sciences

Knowledge and Understanding

The students study the content outlined by the Australian Curriculum under the Science Understanding strand. This includes content descriptors relating to Biological Science, Chemical Science, Physical Science and Earth Science.

Learning Skills

The Australian Curriculum also identifies the specific Science Inquiry Skills that are expected of students. These include:

- questioning and predicting
- planning and conducting a range of investigation types
- processing and analysing data and information
- evaluating and reflecting on scientific knowledge and findings from investigations
- communicating ideas, findings and solutions to problems using scientific language
- using digital technologies as appropriate

Assessment

Assessment tasks include tests, experimental reports and assignments. Students demonstrate evidence of their learning in relation to the following assessable criteria:

- Understanding
- Skills

15 HUMANITIES

Subject Description

Humanities is the study of History, Geography and Civics and Citizenship and it is a core subject for all students in Year 8. Students investigate important and challenging issues from the past, present and future and learn about the way people interact with their environments. Such an approach is an essential preparation for Year 11 and 12 Humanities subjects as well as developing inquiry and literacy skills transferrable across other curriculum areas.

Knowledge and Understanding

The History content develops historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability.

The Geography content focuses on investigating geomorphology through a study of landscapes and their landforms and investigating the changing human geography of countries, as revealed by shifts in population distribution.

The Civics and Citizenship content provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

Learning Skills

Students will develop a range of skills that interrelate with the curriculum content, including:

- questioning and research
- analysis, synthesis and interpretation
- problem solving and decision making
- communication, reflection and responding
- observing, questioning and planning
- collecting, recording, evaluating and representing
- interpreting, analysing and concluding
- analysis and use of sources
- perspective and interpretations
- explanation

Assessment Tasks

The following tasks allow students to demonstrate their abilities:

- Short Response Instruments
- Essay responses
- Source Investigations
- Practical investigations & field work

They will be assessed in the dimensions of:

- Knowledge and Understanding
- Analysing and Interpreting
- Communicating

16 HEALTH & PHYSICAL EDUCATION

Subject Description

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

Knowledge and Understanding

Students will gain knowledge and understanding from the following content descriptors:

- Personal, Social and Community Health
 - Being healthy, safe and active
 - Communicating and interacting for health and wellbeing
 - Contributing to healthy and active communities
- Movement and Physical Activity
 - Moving our body
 - Understanding movement
 - Learning through movement

Learning Skills

Student should be able to:

- investigate
 - strategies and resources to manage changes and transitions and their impact on identities.
 - strategies and practices that enhance their own and others' health and wellbeing
- evaluate the impact on wellbeing of relationships and respecting diversity.
- analyse factors that influence emotional responses.
- investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- examine
 - the cultural and historical significance of physical activities and
 - how connecting to the environment can enhance health and wellbeing.
- apply
 - personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
 - movement concepts and strategies to suit different movement situations.
 - elements of movement to compose and perform movement sequences.
- demonstrate skills to make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing.
- demonstrate control and accuracy when performing specialised movement skills.

Assessment Tasks

Students will complete a range of practical and written tasks that will demonstrate their learning.

17 LANGUAGES

FRENCH OR JAPANESE

Subject Description

Year 8 students will continue to study the language that they studied in Year 7.

Studying a language is a means of communicating across cultures and promoting inter-cultural understanding and competence.

Languages prepare learners for meaningful, productive lives in a culturally and linguistically diverse society. In a global community, they help learners relate positively to the richness of human diversity. This is reflected in languages programs when students communicate by engaging in purposeful and active use of language in tasks that contribute to students' understanding of many diverse issues and concepts and that involve negotiation and socialisation with peers.

Learning a language also promotes:

Communication skills – using process skills and strategies to deploy linguistic features in culturally appropriate ways.

Cognitive development – using an alternative linguistic system to make explicit comparisons between languages means students are better able to solve problems, to think logically and to express themselves with clarity.

Appreciation of cultures – critically appreciating different ways of perceiving and expressing reality gives students a wider perspective from which they might view the world and their place in it.

Knowledge and Understanding

Understanding - Students will be able to:

- understand a range of familiar statements and questions with visual support, controlled language and key words in short, spoken authentic texts.
- understand short simple utterance and the gist of longer passages.
- identify some key explicit cultural references to familiar aspects of the French/Japanese culture in texts and determine meaning by interpreting culturally specific gestures, intonation and other visual or auditory cues.

Communicating - Students will be able to:

- make requests, initiate and respond promptly to speech in familiar scenarios, substitute language items in well-rehearsed patterns to vary questions or statement to present a simple story or reports.
- write phrases or short sentences and produce posters, stories or class books.

Students select and use cutting-edge tools and technologies, in purposeful ways.

Learning Skills

Students will gain knowledge from the above by engaging in the following comprehending and composing skills:

- gather and exchange information (reading stories and cartoons)
- organise and interpret information (design graphs, tables and puzzles)
- extend and create exchanges of information (role plays, letters and emails)
- observe new conventions of linguistic and cultural behaviours (YouTube/Media player/TV programs)

Assessment Tasks

Task will assess the following skills:

- Listening
- Speaking
- Reading
- Writing (project / task in class)

Assessment will be supported by regular in-class quizzes to inform students of their progress.

18 THE ARTS

Students will elect one of the following subjects which will be studied for one semester:

- *Art and Media*
- *Dance*
- *Drama*
- *Music*

Not all students may be placed in their first choice, due to resourcing constraints.

ART AND MEDIA

Subject Description

The course designed for Year 8 offers a diverse range of experiences in the practical aspects of both the visual art and media arts strands of the Australian Curriculum Arts curriculum.

Within Art and Media, students will experiment with various 2D, 3D, and media artforms by developing and reflecting on processes, techniques, materials, and productions. Their inquiry will lead them to generate concepts, document their process, and apply Visual and Media Arts knowledge, frameworks, and practical skills to develop meaningful representations that engage audiences. Students will also be encouraged to explore different perspectives and learn about visual techniques, technologies, skills and media of First Nations Australian and local and global artists, craftspeople, and designers. They will then use this knowledge to develop their own artworks that demonstrate integrity and understanding of distinctions between art and culture.

Knowledge and Understanding

Students will gain knowledge and understanding from the following content descriptors:

- experimenting with visual art conventions and techniques to represent a theme, concept or idea
- developing ways to enhance their intentions as an artist through exploration of how artists use material, techniques, technologies and processes
- developing planning skills for art-making by exploring techniques and processes used by different artists
- practising techniques and processes to enhance representation of ideas in their art-making
- presenting artworks demonstrating consideration of how the artwork is displayed to enhance the artist intention to the audience
- analysing how artist use visual conventions in artworks
- identifying and connecting specific features and purposes of visual artworks from contemporary and past times to explore viewpoints
- investigating the diversity of First Nations Australians' artworks and arts practices, considering respectful approaches to creating and/or responding to artworks.

Learning Skills

Learning in Art and Media involved students making and responding to artworks, drawing on the world as a source of ideas.

Through this course students should be able to:

- extend their thinking, understanding and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- document the evolution of selected art styles and associated theories and/or ideologies
- reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks

- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.

Assessment Tasks

Students will complete a range of assessment tasks, both making and responding. Making in Art and Media 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, three-dimensional, and time-based forms. The responding component of the course 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.

DANCE

Subject Description

In Year 8 Dance, students individually and collaboratively choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore and practise choreographic, technical and expressive skills for choreography and performance. Through these practices, students examine dance from diverse viewpoints to build their knowledge and understanding of dance, movement and the body. They respond to their own and others' dances using physical and verbal communication to recognise and represent ideas, thoughts and feelings. Active participation as dancers, choreographers and audiences promotes positive artistic, creative, cognitive, aesthetic and cultural benefits that can impact students' lifelong health, wellbeing and social inclusion.

Knowledge and Understanding

Students will gain knowledge and understanding from the following content descriptors:

- combining elements of dance and improvisation by making literal movements into abstract movements
- developing their own choreographic intent by applying the element of dance to select and organise movement
- practicing and refining technical skills in style specific techniques
- structuring dances using choreographic device and form
- rehearsing and performing focusing on expressive skills appropriate to style and or choreographic intent
- analysing how choreographers use elements of dance and production elements to communicate intent
- identifying and connecting genre specific features and for specific purposes, to explore viewpoints
- investigating the diversity of dance created and/or performed by First Nations Australians, considering respectful approaches to creating, performing and/or responding to dance.

Learning Skills

Learning in Dance involves student exploring elements, skills, and processes through the integrated practices

of choreography, performance and responding.

Through this course students should be able to:

- make and respond to dance both independently and collaboratively
- extend their understanding and use of space, time, dynamics and relationships
- extend on technical and expressive skills, increasing in confidence, accuracy, clarity of movement and projection
- analyse and evaluate dance from various times and locations
- explore meaning and interpretation, forms and elements, and various contexts for dance
- evaluate choreographers' intent through manipulation of dance concepts and skills in dances they view and perform.

Assessment Tasks

Students will complete a range of assessment tasks, both making and responding. Making in Dance involves improvising, choreographing, comparing, and contrasting, refining, interpreting, rehearsing and performing. Viewing, describing, reflecting on, analysing, appreciating, and evaluating are skills used when responding in Dance.

DRAMA

Subject Description

In Year 8 Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

Drama is central to the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through drama, First Nations Australians celebrate and express connection to and responsibility for Country/Place.

Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.

Knowledge and Understanding

Students will gain knowledge and understanding from the following content descriptors:

- combining elements of drama in devised and scripted drama to explore and develop issues, ideas and themes
- developing roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
- planning, structuring and rehearsing drama to explore ways of communication and dramatic meaning
- developing and refining expressive skills in voice and movement to communicate ideas and dramatic meaning
- performing devised and scripted drama
- analysing and evaluating how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
- identifying and connecting specific features and purposes of drama from contemporary and past times to explore viewpoint, starting in Australia
- investigating the diversity of drama created and/or performed by First Nations Australians, considering respectful approaches to creating, performing and/or responding to drama.

Learning Skills

Learning in Drama involves making, performing, analysing, and responding to drama which draws on human experience as a focus of ideas. Through Drama students learn to reflect critically on their own experiences and respond and further their own aesthetic knowledge.

Through this course students should be able to:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language, ideas and devices to create dramatic meaning
- explore, analyse and evaluate drama from a range of cultures, times and locations
- consider social, cultural, and historical influences on drama.

Assessment Tasks

Students will complete a range of assessment tasks, both making and responding. Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, rehearsing, and performing. Being an audience member, listening, reflecting on, analysing, appreciating, and evaluating their own and others dramatic works are skills required in responding tasks.

MUSIC

Subject Description

As independent and collaborative learners, Year 8 Music students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Music is a significant element in the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through music, First Nations Australians express connection to Country/Place, challenge the impact of other cultures on their ways of knowing, being, doing and becoming, contribute to the global music community, and advocate for change.

Knowledge and Understanding

Students will gain knowledge and understanding from the following content descriptors:

- experimentation with texture and timbre in sound sources using aural skills
- developing musical ideas, such as mood, by improvising, combining and manipulating the elements of music
- rehearsal of a variety of music, including Australian music, to develop technical and expressive skills
- structuring compositions by combining and manipulating the elements of music using notation
- performing and presenting a range of music, using techniques and expression appropriate to style
- analysing composer's use of the elements of music and stylistic feature when listening and interpreting music
- identifying and connecting specific features and purposes of music from different eras to explore viewpoints
- investigating the diversity of music composed and/or performed by First Nations Australians, considering respectful approaches to composing, performing and/or responding to music.

Learning Skills

Learning in Music is centred around musicology, performing, and composing. Students learn about the music elements comprising timbre, duration, pitch, expressive devices, texture, and form.

Through this course students should be able to:

- build on their aural skills by identifying and manipulating the elements of music in their listening, composing and performing
- aurally identify layers with texture
- sing or play a range of repertoire
- recognise rhythmic, melodic and harmonic patterns and beat grouping
- identify a variety of audiences for which music is made
- explore meaning and interpretation as they make and respond to music
- consider social, cultural, and historical contexts of music.

Assessment Tasks

Students will complete a range of assessment tasks, both making and responding. Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, refining, interpreting, recording and notating, practising, rehearsing and performing. Responding in Music involves students being audience members listening to, enjoying, reflecting on, comparing, and contrasting, analysing, appreciating and evaluating their own and others' musical works.

19 TECHNOLOGIES

Students will elect one of the following subjects which will be studied for one semester:

- Business
- Digital and Design Technology
- Food and Textiles Technology

Not all students may be placed in their first choice, due to resourcing constraints.

BUSINESS

Subject Description

Business gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups.

- Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success.
- Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.
- The emphasis in Year 8 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

Knowledge and Understanding

A framework for developing students' economics and business knowledge, understanding and skills is provided by the following key questions:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for both consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Assessment Tasks

Assessments

Students will complete tasks that will assess their development in the dimensions of:

- Knowledge and Understanding
- Business Skills

DIGITAL DESIGN & TECHNOLOGY

Subject Description

Digital Design and Technology draws together the distinct but related subjects of Design and Technologies, and Digital Technologies. It ensures that all students benefit from learning about, and working with, traditional, contemporary and emerging technologies that shape the world in which we live. In creating solutions, as well as responding to the designed world, students will have the opportunity to create, prototype and reflect.

Knowledge and Understanding

Whilst utilising the design process, student will have the opportunity to:

- generate, develop and evaluate ideas and design
- produce (make) and evaluate products, services and environments in a range of technologies contexts
- make ethical decisions about technologies, considering legal, economic, environmental and social implications
- use digital systems, digital information and computational thinking to create solutions
- develop understanding of the relationship and interconnectedness between the components of digital systems in authentic situations
- use computational thinking methods and strategies to understand and solve information problems.

Learning Skills

Students will be able to:

- develop drawing, sketching and prototyping skills to represent ideas – using Laser Cutting Machines, , and prototyping materials
- develop digital skills to respond to a problem – using programs including Sketchup, and Adobe Illustrator
- develop problem solving and critical skills through coding and programming solutions.

Assessment Tasks

Students will complete a range of practical and written tasks that will demonstrate their learning in the following criteria.

- Knowledge and Understanding
- Processes and Production Skills

FOOD AND TEXTILES TECHNOLOGY

Subject Description

Food and Textiles Technology is multidimensional and dynamic and influenced by actions and environments.

- The interaction between personal, social, cultural and environmental factors influences health behaviours and nutrition.
- Individual, group and community actions, that enable people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety.
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines.

Knowledge and Understanding

Students will know and:

- discuss the social importance of food
- explain the importance of good hygiene and safety in the kitchen
- demonstrate a range of basic food preparation skills
- explain the importance of a balanced diet
- identify the parts of the Australian Guide to Healthy Eating and use it to plan a balanced meal
- understand safe practices in the kitchen and sewing room
- acquire basic knowledge of textile construction and properties related to use
- understand how to care for textile products
- evaluate design ideas against success criteria

Learning Skills

Students will be able to:

- participate in food workshops
- demonstrate safe and hygienic kitchen practices
- use a range of technology found in the kitchen and textiles rooms
- demonstrate the ability to use basic patterns in the construction of a textile article
- participate in practical sewing sessions using a range of equipment
- demonstrate safe procedures during practical workshops
- demonstrate fashion illustration skills

Assessment Tasks

Students will complete a range of practical and written tasks that will demonstrate their learning in the following criteria:

- Knowledge and Understanding
- Processes and Production skills.

20 EXCELLENCE SUBJECT

LASER

LASER - *Learning and Advancement in Science, Engineering and Research* - is a transdisciplinary subject, drawing on the curriculum areas of Science, Technologies, Engineering and Mathematics (STEM). A selective entry Excellence Program, LASER is an yearlong program for Year 8 students that provides academic rigour and challenge. With a focus on problem solving and critical and creative thinking, LASER students are exposed to topical global, national, and local challenges to respond to using the skills and knowledge from the disciplines of Science, Mathematics and Technologies to design innovative solutions. A hands-on approach to inquiry, LASER actively works to provide opportunities to test and challenge ideas, engage with exciting technologies and design solutions. Students will have opportunities to engage with:

- Coding and Computer Science to develop challenging and enriching games
- Environmental sustainability and Climate Science to investigate BioDomes
- Programming, robotics and engineering to support space exploration and colonisation
- Mathematical and engineering skills to support mechanical and civil construction

To be considered for the LASER Programs of Excellence, students must complete the application process via the College Website. The application process will assess students' existing problem solving and creative thinking skills.

LASER units of work are developed around the Knowledge and Understanding requirements of Science, Mathematics and Digital Technologies, including:

Knowledge and Understanding -

- Science: Science understanding (Biological, Earth and Space, Physical and Chemical)
- Digital Technologies: Digital systems and data representations
- Mathematics: number, algebra, measurement, space, statistics, probability

Learning Skills -

- Design Thinking
- Decision making
- Justification and evaluation
- Empathy
- Acquiring, managing and analysing data
- Machinery use and safety
- Ethical use of resources
- Science as a human endeavour
- Science inquiry
- Mathematical modelling

Assessment Task

LASER assessment - both formative and summative - takes the form of written submissions including: project proposals, evaluation responses, and design briefs; and oral and practical presentations including: constructing prototypes, and pitching ideas. Students will also engage in peer and self-reflections to inform assessment across the course work.



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