



St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 8



2026

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OUR MISSION

At St John Fisher College we deliver an education that embraces our Catholic Mercy heritage by:

empowering young women to lead with courage and act justly;

recognising, nurturing, and celebrating the unique gifts of every individual;

committing to excellence and innovation in learning;

respecting the dignity of all;

and valuing the diversity of our community and ensuring all are welcome.

MESSAGE FROM THE PRINCIPAL

Welcome to Year 8 at St John Fisher College!

Year 8 is a big step forward. It's your chance to build on everything you learned in Year 7 and start shaping the pathway to your future.

At St John Fisher College, we believe in aiming high. Our first expectation is simple: **always give your best effort**. When you do, you'll discover just how much you're capable of achieving.

We follow the **John Fisher Way of Learning**, which helps you grow with confidence and develop the skills you need for success. These five qualities will guide you:

- **Be inquisitive** – Ask questions and explore new ideas.
- **Be collaborative** – Work together and learn from each other.
- **Be reflective** – Think about what you've learned and how to improve.
- **Be courageous** – Try new things, even when they feel challenging.
- **Be resilient** – Keep going, even when it's tough.

This year, you'll continue exploring elective subjects, which will help you make informed choices for Year 9, when you'll dive deeper into four electives. These decisions are important—they're the first steps toward your future goals!

But learning isn't just about what happens in the classrooms. **Get involved!** Join clubs, take part in events, and say "yes" to new opportunities. The more you participate, the more connected and confident you'll feel in your learning environment. Every one of you has unique talents, and when you share them, our community becomes stronger.

Don't be afraid to **step outside your comfort zone**, after all that's where the magic happens! Challenge yourself, take initiative, and remember you're not alone. Our teachers and staff are here to support you every step of the way. If you need help, just ask.

Your Year 8 curriculum is designed to give you choice, challenge, and a strong foundation for the years ahead. Success starts with you: your effort, your attitude, and your willingness to take responsibility for your learning.

We can't wait to see what you achieve this year. Let Year 8 be a year of growth and discovery!

"We must strive to do ordinary things extraordinarily well." – Catherine McAuley



Ms Britt Gurnett
PRINCIPAL



PASTORAL CARE

Wellbeing is defined as an ongoing experience of wholeness and hope that is integral to learning and ultimately, to overall health and life success. It relates to the interconnectedness of emotional, physical, cognitive, social and spiritual dimensions within the person. Wellbeing encompasses nurturing the self, giving to others, and building and celebrating community (Brisbane Catholic Education). At St John Fisher College we promote wellbeing through our Pastoral Care program, encouraging growth in each person to help them realise their giftedness.

Our Pastoral Care program centres around the three pillars of Gratitude, Empathy and Mindfulness (GEM). St John Fisher dedicates two lessons per fortnight to GEM to build a sense of identity and community. Lessons informed by research and best practice are devoted to developing positive and respectful relationships, personal organisation, a positive growth mindset, Sister Activities, community service to others and connectedness to our Mercy charism and the Gospel of Jesus.

Pastoral Care is the responsibility of all staff members at St John Fisher College. Our Pastoral Care program is integrated throughout the school program through the teaching and practicing of our College values of *Respect, Care, Integrity, Service, Inclusiveness and Excellence*. In Year 8, the program explores identity and encourages students to discover who they are in light of their own gifts and talents.

Pastoral Care at St John Fisher College permeates all that we say and do to give students the opportunity to flourish and become the people that God has called them to be. Together we are all working to assist our girls to develop into confident, resilience, independence and help them to succeed in an ever-changing world.

The Year 8 Pastoral Care program is currently under review. Elements may be altered to best serve the interests of the students. For up-to-date information please refer to the Portal.

Year 8: Identity and Self-discovery Encourages students to discover who they are in light of their own gifts and talents.	
Personal organisation	<ul style="list-style-type: none"> daily/weekly school routines use of Student Planner use of Assessment Calendar creation of a study timetable use of study skills and strategies forming effective homework habits
Respect and healthy relationships	<ul style="list-style-type: none"> allowing students opportunities to demonstrate skills and actions that support the rights and feelings of others learning about communication styles recognising and appreciating their own and others' achievements evaluating the influence of self-esteem on their own and others' behaviour learning how to show tolerance, respect and empathy to others learning about bullying and empowering students to respond appropriately to it understanding the role of bystanders in bullying importance of feeling safe cyber safety and using social networking sites appropriately preparation for the GR8 Race (life skills)

Positive Growth Mindset	<ul style="list-style-type: none"> • encouraging students to unleash their personal potential • learning about the importance of grit and resilience • teaching positive habit creation
Friendships and self esteem	<ul style="list-style-type: none"> • discovering the qualities of friendship • helping students decide on the most important characteristics of a friend, clarify which are realistic expectations and helping students to develop these characteristics themselves • changing friendship groups • diversity and difference • evaluating the influence of self-esteem on their own and others' behaviour • identifying feelings using a feelings thermometer • wellbeing issues for adolescents • preparation for St John Fisher Day
Service and giving to others	<ul style="list-style-type: none"> • community service initiatives • discovering and experiencing the importance of thankfulness • random acts of kindness

GENERAL SUBJECT INFORMATION

Year 8 Subjects

Students in Year 8 study subjects that have been developed from the [Australian Curriculum](#).

The following subjects are studied for the whole year in Year 8:

- Religious Education OR Religious Education (Language Immersion)
- English
- Mathematics
- Science
- Health and Physical Education
- Humanities: History/Geography/Economics and Business/Civics & Citizenship
- French

The following subjects are each studied on a rotational basis across the year:

- Digital Technologies
- Design and Technologies: Food Specialisation
- Design and Technologies: Materials and Technologies
- Drama
- Music
- Visual Arts

Language Immersion Program

Language Immersion is an engaging and innovative way for students to learn another language and improve their self-discipline and motivation as a learner by studying the curriculum of a subject in the French language. Students who have performed well in Year 7 French may be invited into the Immersion Program whereby they will study Religious Education in the French language. These students will continue to study French grammar and vocabulary in their standard French language class.

Language Immersion students will follow the same curriculum as other students but will complete the subject, including assessment work and examinations, in the French language. Students who have a passion for learning, a desire to expand their intellect and develop their skills as a learner and who are prepared to work hard, should consider Language Immersion.

While the Language Immersion Program provides students the opportunity to strengthen their French language skills, perhaps the most significant benefits extend beyond language learning. Learning any language through immersion provides benefits that are the building blocks for a successful learner. Some of these benefits include:

- Improved study skills, self-discipline and motivation
- Greater mental flexibility
- Enhanced listening and thinking skills
- Creative problem-solving skills
- An improved understanding of the English language
- Faster language acquisition
- The confidence and enrichment that comes from success

For more information about the Language Immersion Program please contact the College.

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General (A) – Applied (C) – Compulsory

(V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Religious Education (C)	Religious Education (C)	Religious Education (C)	Religious Education (C)	Study of Religion (C) (G) Religion and Ethics (C) (A)	Study of Religion (C) (G) Religion and Ethics (C) (A)
English (C)	English (C)	English (C)	English (C) Literature (C) Essential English (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)	English (C) (G) Literature (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C) (G) Mathematical Methods(C) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)	General Mathematics (C) (G) Mathematical Methods (C) (G) Specialist Mathematics (C) (G) Essential Mathematics (C) (A)
Science (C)	Science (C)	Science (C) STEM	Science (C)	Biology (G) Chemistry (G) Physics (G) Psychology (G)	Biology (G) Chemistry (G) Physics (G) Psychology (G)
History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Legal Studies History Geography	Legal Studies (G) Modern History (G) Business (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support Diploma in Business (V)	Legal Studies (G) Modern History (G) Business (G) Social & Community Studies (A) Cert IV in Justice Studies (V) Cert III in School Based Education Support Diploma in Business (V)
Digital Technologies (C)	Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (G)	Digital Solutions (G)

SUBJECT PATHWAYS YEARS 7 TO 12

(G) – General

(A) – Applied

(C) – Compulsory

(V) – VET Certificate

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design & Technologies - Food Specialisation (C) Design & Technologies – Materials and Technologies (C)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)	Design (G) Food and Nutrition (G) Cert III in Hospitality (+ Cert II in Hospitality) (V)
Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Drama in Practice (A) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)	Physical Education (G) Cert III in Fitness (+ Cert II in Sport and Recreation)
French (C)	French French Immersion	French French Immersion	French French (G)	French (G)	French (G) French Extension (G)

Last updated September 2025

DESIGN AND TECHNOLOGIES – FOOD SPECIALISATION

WHY STUDY DESIGN AND TECHNOLOGIES – FOOD SPECIALISATION?

This unit of work introduces students to the principles of Food Technology, nutrition, diet, and how food and lifestyle impacts health. It investigates the food system, functions of food in our diet and the impacts it has on our health, food groups, Australian Guide to Healthy Eating, food nutrients and healthy diet planning. The students design food formulations to improve food futures and continue to develop practical food technology skills.

COURSE CONTENT

Year 8 Design and Technologies - Food Specialisation

Unit: Food for Life

- The impact of diet and lifestyle on our health
- Introduction to nutrition
- Australian Guide to Healthy Eating
- Planning for healthy food choices
- Designing food solutions and exploring new food ideas
- Food preparation and techniques
- Food safety
- Risk management in the kitchen
- Collaboration
- Organisational skills

ASSESSMENT

Students will be assessed according to the following dimensions: Knowledge and Understanding and Production Skills.

Students will be assessed through design challenges.

FURTHER STUDY

Students can elect to study Design and Technologies - Food Specialisation in Years 9 and/or 10 as one of their electives. The subject prepares students for the study of Food and Nutrition and/or Hospitality in Years 11 and 12.

DESIGN AND TECHNOLOGIES – MATERIALS AND TECHNOLOGIES

WHY STUDY DESIGN AND TECHNOLOGIES – MATERIALS AND TECHNOLOGIES?

This unit actively engages students in creating designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design thinking and design processes to generate ideas, test through prototyping possible solutions, refine and iterate ideas and propose designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative design concepts.

COURSE CONTENT

Year 8 Design and Technologies – Materials and Technologies

- Solving a design challenge – Television/movie character design task
- Design thinking – divergent and convergent thinking strategies
- Ideation sketching - visual representation
- Creative problem solving
- Decision making
- Project management
- Creating prototypes
- Presenting a pitch

ASSESSMENT

Students will be assessed according to the following dimensions: Knowledge and Understanding and Production Skills.

Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include: written assignments and the production of prototypes.

FURTHER STUDY

Students can continue their study of Design and Technologies –Materials and Technologies as one of their elective subjects in Years 9 and Year 10. This subject prepares students for Design which can be studied in Years 11 and 12. This is a pathway for further education and employment in the fields of architecture, industrial design, product design, interaction design, interior design, fashion design and landscape architecture.

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be global citizens capable of actively and ethically communicating and collaborating.

COURSE CONTENT

Digital Technologies is largely practical but also incorporates theory elements. Communication is also an essential aspect of the study and involves the use and production of visual, audio and written texts.

Year 8 Digital Technologies

The Internet and interactive websites

Investigate how data is transmitted and secured in wired, wireless and mobile networks and learn how to make an interactive website by programming mini games and animations.

Microcontrollers and networks

- Acquiring and validating data
- Program a microcontroller to:
 - Display images e.g., a Flashing Heart
 - Show messages like road signs
 - Simulate rolling a dice or flipping a coin
 - Create games like rock, paper scissors
 - Communicate with other microcontrollers using radio frequencies
- Investigate the operation and use of robotic process control systems to come up with the idea for a smart device.
- Program microcontrollers using the [Makecode](#) website.

Assessment

Students' work will involve practical and written elements. Results will be awarded on a balanced judgement of the student's assessment folio. In addition, students may elect to study STEM in year 9 which incorporates digital technology in practical ways in combination with science, engineering and mathematics.

DRAMA

WHY STUDY DRAMA?

Drama at St John Fisher College provides opportunities for students to express themselves creatively and develop skills which prepare them to be effective communicators and critical thinkers in the future.

Year 8 Drama is not just for students who love performing. The course has been designed to introduce students to the subject in a safe and supportive environment helping them to develop their creativity, confidence, interpersonal skills and greater self-awareness - all valuable skills for both in and beyond the classroom.

COURSE CONTENT

Year 8 students have the opportunity to study Drama for one semester. The course of study will provide students with learning experiences that continue to develop skills learned in Year 7. Students may choose to continue studying Drama and further develop their skills in Years 9 and 10 and in fact through to Senior Drama. Throughout the unit of study, the students will work both individually and as a member of a group.

Year 8 Drama

Elements of Drama

- Explore Elements of Drama e.g. role, mood, tension, place and symbol

Storytelling Through Movement

- Experiment with a variety of movement techniques e.g. synchronised, repetition, cannon
- Work as an ensemble
- Bring to life a children's storybook using narration and movement
- Reflect on performances
- Respond to recorded live performances

ASSESSMENT

Students will be assessed within the Forming, Presenting and Responding dimensions.

Students will have the opportunity to demonstrate the dimensions through small group performances. This technique allows students to perform as a group whilst being assessed individually. Students will also individually complete written reflections on performances and classwork and respond to a short excerpt from a recording of a live theatre performance.

FURTHER STUDY

Students may choose to study Drama as one of their elective subjects in Years 9 to 12.

NOTE

Students will require theatre blacks - conservative black pants and shirt which allows for movement and in which the student will be comfortable.

ENGLISH

WHY STUDY ENGLISH?

Junior English at St John Fisher College provides a foundation for successful, lifelong learning and participation in the Australian community and equips students to face the challenges that will continue to shape their learning in the future.

Years 7-10 English is designed to create confident communicators, imaginative thinkers and informed citizens and aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts. To become effective communicators in Australian society, secondary students need to learn to understand, communicate and build relationships with others and the world around them.

COURSE CONTENT

The Year 8 English course centres on the idea that we can learn about ourselves through our language, our history and our stories. Students explore texts and the ways in which individuals and groups are represented. They engage with inspirational stories about overcoming adversity, a Shakespearean play, and 'rich texts' showing the impact of technology on human development. They consider how language and context play a role in the construction of texts and perspectives. Students will continue to develop their skills in creating a range of text types.

Topic One	Topic Two	Topic Three
Rebel Girls <ul style="list-style-type: none">View and analyse a range of texts which explore the representations of successful womenDiscuss how narratives and figurative language shape how we see individuals.Prepare a slice of life narrative about a turning point in the life of an inspirational woman.	Romeo and Juliet <ul style="list-style-type: none">Read, discuss and analyse the playEngage in activities on characters and themesEngage in activities on characters and themesExamine essay structureDevelop an expository response	Humanity vs Technology <ul style="list-style-type: none">Explore humanity's relationship with technologyIdentify stakeholders and examine viewpointsEngage with 'rich texts' about techRevise persuasive techniquesResearch an issue to present a point of view
Throughout the year students will engage in integrated Literacy lessons which will enable them to further develop their writing, vocabulary and reading comprehension skills. The year will culminate in students completing Reader's Circles.		

ASSESSMENT

Students' work will be assessed using the ACARA Australian Curriculum English Achievement Standard Descriptors under three modes – writing and creating; listening, speaking and interacting; and reading, viewing and comprehending – and across 4 assessment items. Students will engage with a range of assessment tasks, including both spoken and written tasks. There is a focus on analytical expository writing, with students producing essay responses to a text. They will also have opportunities to create a narrative and to perform a persuasive oral. Students also engage in discussing texts.

FURTHER STUDY

Students undertake studies in English as part of their core subjects in Years 7 to 12.

FRENCH

WHY STUDY FRENCH?

Learning a second language broadens horizons, improves students' working memory and their ability to focus; and deepens their understanding of how all languages work. It fosters cross-cultural understanding and empathy with people of other languages and cultures, whether they be members of the multicultural Australian society or from other countries. Note: In Year 8, all students learn French, however they may be identified to take part in the Language Immersion Program. They are exposed to advanced vocabulary and grammar. Their religion lessons are delivered in the French Language, and students are required to complete assessment in French. Further information about the Language Immersion Excellence Program can be found on the College website.

COURSE CONTENT

Year 8 French	
Unit 1: Describing yourself and others <ul style="list-style-type: none"> Describe appearance and personality Describe likes and dislikes Talk about family members and friends Explore sport and leisure activities 	Unit 3: Travelling around Paris <ul style="list-style-type: none"> Identify places around town Ask directions Understand directions Use prepositions of place
Unit 2: Clothing and fashion <ul style="list-style-type: none"> Describe clothing Give opinions Talk about cost of clothing Talk about when/where to wear items 	Unit 4: Eating in Paris <ul style="list-style-type: none"> Describe food Meals of the Day Explore the topic of shopping Ordering in a café/restaurant

Year 8 French Immersion	
Unit 1: Describing yourself and others <ul style="list-style-type: none"> Describe appearance and personality Describe likes and dislikes Talk about family members and friends Explore sport and leisure activities 	Unit 3: Food in France and Australia <ul style="list-style-type: none"> Describe food Engage with French recipes Explore the topic of shopping Give instructions
Unit 2: School subjects and daily routines <ul style="list-style-type: none"> Describe school subjects Tell the time, describe timetable Follow classroom instructions Describe school and daily routines 	Unit 4: Places and directions <ul style="list-style-type: none"> Understand directions Ask questions Identify places around town Use prepositions of place and time

ASSESSMENT

Students will be assessed according to the following dimensions: Communicating Meaning in French and Understanding Language and Culture. They will engage with a range of assessment techniques to cater for different learning styles. These techniques include listening, reading, writing and speaking.

FURTHER STUDY

Students who participate in the Language Immersion Excellence Program in Year 8 may choose to continue in the program in Year 9. Students are required to pick French as an elective, and they continue to study the Religious Education curriculum in the French language. Students begin the Senior General French Syllabus in Year 10 with the option to complete French Extension in Year 12. Due to the accelerated progress of the Language Immersion program, it is not possible to enter French after the Year 8 intake. Core French will continue to be offered up to Senior where numbers allow.

GEOGRAPHY

WHY STUDY GEOGRAPHY?

Geography nurtures students' curiosity about places and the differences between them. It responds to their wonder about the world and its diversity and teaches them how to explore this world directly through field work and indirectly through other types of investigation. It develops a geographical imagination that enables students to relate to other places and people, and to appreciate the cultures and perspectives of others.

Geography aims to foster a sense of wonder, curiosity, and knowledge about the diverse environments, peoples, cultures, and places around the world. This subject provides students with a solid understanding of their own place, Australia, and the broader world. It encourages students to delve into geographical thinking, exploring its perspectives, concepts, and explanatory methods. Geography aims to cultivate thoughtful and active citizens at local, national, and global levels, helping them understand how they can shape the future of various places. It also develops students' abilities to ask geographical questions, plan inquiries, collect and analyse information (especially through fieldwork and spatial technologies), draw evidence-based conclusions, and effectively communicate their findings. Additionally, Geography builds students' confidence and creativity in using geographical skills, enabling them to extend their knowledge, make sense of new situations, and solve problems.

COURSE CONTENT

In year 8 students will complete 14 weeks of Geography.

Year 8 Semester Course in Geography

Unit One: Landforms and Landscapes

- The different types of landscapes and their distinctive landform features
- The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- The geomorphic processes that produce landforms, including a case study of at least one landform
- The human causes and effects of landscape degradation
- The ways of protecting significant landscapes

Unit Two – Changing Nations

- Causes of urbanisation and its impacts on places and environments.
- Differences in the distribution of urban settlements and urban concentration.
- Reasons for, and effects of, internal migration and international migration.
- Strategies to manage the sustainability of Australia's changing urban places.

ASSESSMENT

Students will be assessed according to the following dimensions: Geographical Knowledge and Understanding and Geographical Skills. Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including presentations, demonstrations and exhibitions, writing on demand, fieldwork, inquiry tasks and short response tests.

FURTHER STUDY

Students undertake studies in Geography as part of their compulsory core subjects in Year 9. In Year 10 Geography is a year-long elective.

NOTE Students are required to attend the compulsory fieldwork component of the course. The cost of the excursion is covered by levies.

HEALTH AND PHYSICAL EDUCATION

WHY STUDY HEALTH AND PHYSICAL EDUCATION?

Health and Physical Education provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. The aim of Health and Physical Education is to promote health and wellbeing, actively engage students in physical activity and to enhance personal development.

COURSE CONTENT

Unit 1	Unit 2	Unit 3
Risk Taking: My Decisions, My Life + Badminton/Pickleball or Hockey/Lacrosse	Mind, Body & Soul (with nutrition) + Meditation/Yoga/Zumba/Aerobics	Breaking Down the Barriers + Inclusive Games <i>i.e. adaptive games- blind cricket, wheelchair basketball etc. cultural and first nations games, modified games</i>

ASSESSMENT

Students will engage with a range of assessment techniques including: written exams, research reports, reflections, and practical performance.

FURTHER STUDY

Students continue to study Health and Physical Education as part of their core subjects in Year 9 and can elect to study Health and Physical Education in Year 10 as one of their electives. Students can choose to study Physical Education or Certificate II/III in Sport and Recreation in Years 11 and 12.

NOTE

Students are required to wear supportive cross trainers that are predominantly white in colour. Canvas shoes are not appropriate for physical activity.

HISTORY

WHY STUDY HISTORY?

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. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively.

COURSE CONTENT

In Year 8 students will complete 14 weeks of History.

Year 8 Semester Course in History

Overview: The Ancient to the Modern World

- The transformation of the Roman world
- Key features of the medieval world - feudalism, trade routes, voyages of discovery, contact and conflict

Depth Study 1: Medieval Europe and the Early Modern World

- Way of life in Medieval Times.
- Roles and relationships of different groups in Medieval European society.
- The changes from the end of the Ancient period to the beginning of the Modern age.
- Key beliefs and values that emerged in this time and the influence on society.
- Significant people, groups and ideas from this period that influenced the world today.
- Living conditions and religious beliefs.
- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease.
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease.

Depth Study 2: Empires and Expansions

- Significant events, developments, turning points or challenges that contributed to continuity and change in related to the empire and/or expansion.
- The significant social, religious, cultural, economic, environmental and/or political features of different groups related to the empire and/or expansion.
- The experiences and perspectives of rulers and of subject peoples, and how the interaction between power and/or authority relations the empire and/or expansion.
- The role and achievements of a significant individual and/or group connected to the empire and/or expansion.

ASSESSMENT

Students will be assessed according to the following dimensions: Historical Knowledge and Understanding and Historical Inquiry Skills. Students will engage with a range of assessment techniques to cater for different learning styles. These techniques include formal and informal tasks including a written inquiry task and a short response test.

FURTHER STUDY

Students undertake studies in History as part of their core subjects in Year 9. Students may choose to study Modern History as an elective in Years 10, 11 and 12.

MATHEMATICS

WHY STUDY MATHEMATICS?

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Learning Mathematics provides all students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of Mathematics are built. The Mathematics curriculum provides students with carefully paced in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

COURSE CONTENT

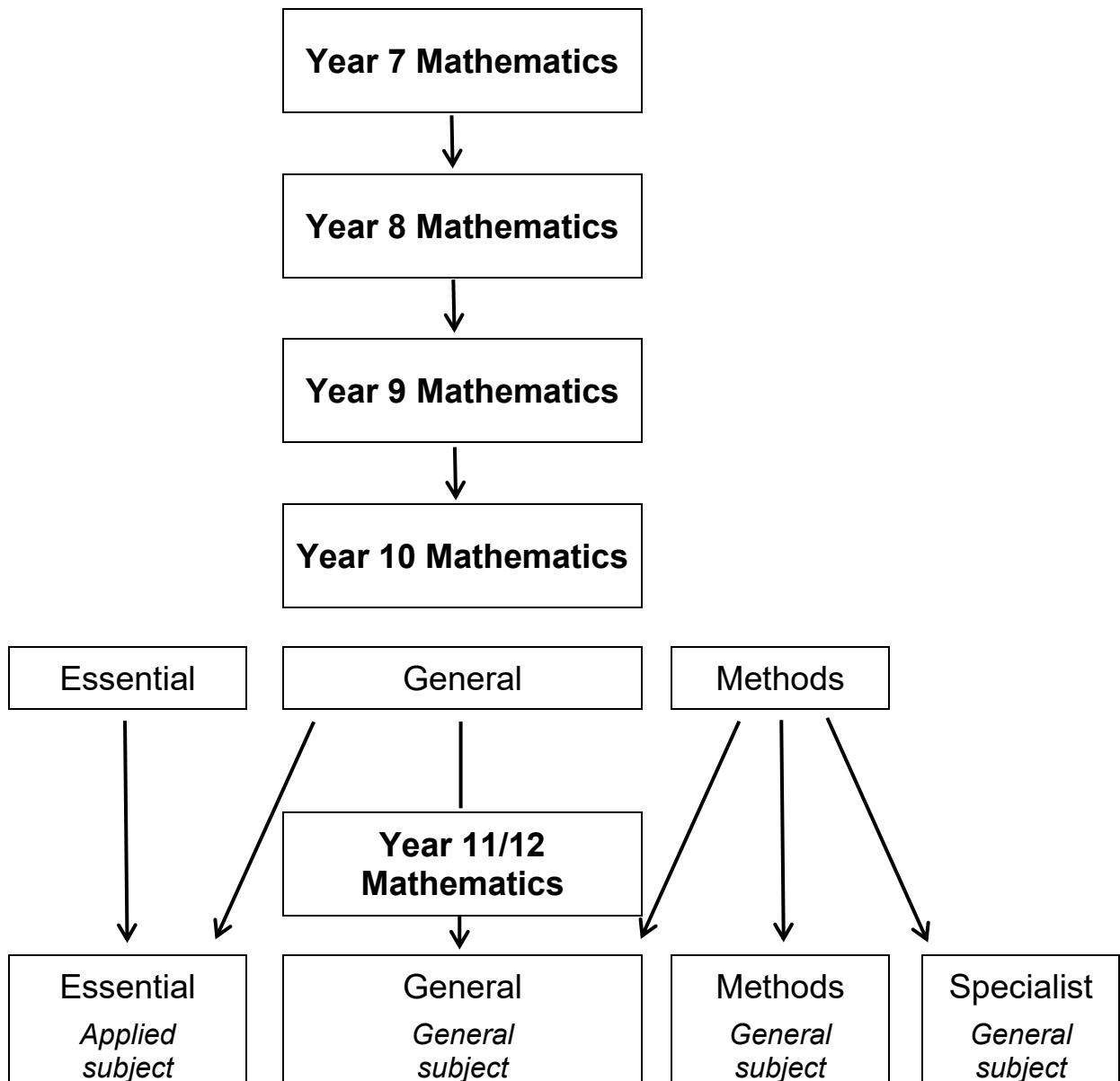
Year 8 Mathematics Semester One	Year 8 Mathematics Semester Two
<p>Topic 1: Number</p> <ul style="list-style-type: none"> Integers and rational numbers Indices Percentages The real number system <p>Topic 2: Proportion</p> <ul style="list-style-type: none"> Rates and ratios <p>Topic 3: Algebra</p> <ul style="list-style-type: none"> Linear expressions <p>Topic 4: Measurement</p> <ul style="list-style-type: none"> Perimeter Area Volume Circles <p>Topic 5: Space</p> <ul style="list-style-type: none"> Congruence Similarity 	<p>Topic 6: Linear Relationships</p> <ul style="list-style-type: none"> Graphing linear relations Solving linear relations Developing linear models <p>Topic 7: Measurement II</p> <ul style="list-style-type: none"> Pythagoras Time 3D Cartesian plane <p>Topic 8: Probability</p> <ul style="list-style-type: none"> Complementary events Venn diagrams Two-way tables Tree diagrams <p>Topic 9: Statistics</p> <ul style="list-style-type: none"> Sampling methods Types of data Measures of centre and spread Sampling to investigate populations

ASSESSMENT

Student work will be assessed in the following dimensions: Understanding and Fluency, Problem Solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as a Problem Solving and Modelling Task.

FURTHER STUDY

Students undertake studies in mathematics as part of their core subjects in Years 9 to 12.



To get an ATAR you need to do at least **5 General** subjects
 OR
4 General subjects + 1 Applied subject/Cert III or above

MUSIC

WHY STUDY MUSIC?

Music is an art which pervades all human life and has a significant role to play in personal, social and cultural identity. Whether actively engaged in music by listening, performing or composing or through incidentally encountering music, students each have their own individual experience on a day-to-day basis. By singing, playing instruments, listening, moving, improvising and composing, within the music classroom, students experience satisfaction and enjoyment as they learn. Through aspects such as memory, coordination, concentration and creativity, the classroom music program will help the holistic development of the individual.

COURSE CONTENT

Students will study Music for one rotation in Year 8, and the unit is divided into theory and practical sections. Students will study a variety of popular music from the 1960s to now and will further develop their performance skills. This course focuses upon students making music and developing the ability to think and express themselves in sound. Through the immersion of repertoire from various cultural and historical contexts, students will learn to respond to the elements of music aurally and visually. Music students in Year 8 will ultimately study music as an art form and develop the ability to hear what is seen and see what is heard.

Year 8 Music - Popular Music from the 1960s to Now	
Theory: <ul style="list-style-type: none">• Introduction to Music and Popular Music• Explore and analyse the Musical Elements• Explore the history of popular music from the 1960s to now• Examine and evaluate how popular has evolved and changed throughout history• Evaluate the key features and characteristics from each decade• Identify the main artists and famous songs from each decade and evaluate their importance to music history• Analyse, compare, and contrast popular music songs from a range of cultures, times and locations using the seven musical elements• Complete a responding analysis exam on popular music from the 1960s to now	Practical: <ul style="list-style-type: none">• Perform in small ensembles a popular music song from the 1960s to now• Develop their technical skills on an instrument (including voice) of their choosing• Work collaboratively and evaluate their individual and group performance choices within a performance statement• Compose an original pop song with lyrics for a range of instruments• Explore recording devices and computer programs to develop their compositional skills• Develop vital musicianship and performance skills

ASSESSMENT

Students are assessed within the three dimensions of music in Year 8:

- Presenting (musicianship skills)
- Responding (responding and analysing music and music history using the musical elements)

Students may not have strength in both areas; however, each strand is weighted equally.

FURTHER STUDY

Students may choose to study Music as one of their elective subjects in Years 9 to 12.

NOTE

The program is currently under review and an element could change in response to the changes implemented for the new senior schooling system.

RELIGIOUS EDUCATION

WHY STUDY RELIGIOUS EDUCATION?

Religious Education is at the heart of the Saint John Fisher College curriculum. It aims to develop students' religious literacy in the Catholic tradition, so that they may participate as active lifelong learners within Church and wider community contexts. Through an engaging Religious Education program, students are encouraged to participate critically and authentically in contemporary culture; they are challenged to live the gospel of Jesus Christ in their everyday lives and to be a religious voice in the world.

Religious Education also requires students to employ a wide range of higher thinking strategies to analyse, synthesise and evaluate information and ideas. It links directly with one of the key goals of the Australian Curriculum that requires students to become "active and informed citizens who are committed to equity and justice, while working for the common good, in particular sustaining and improving social environments." In this sense Religious Education is holistic as its central purpose is to develop the personal and social skills of students in addition to their academic engagement with complex and diverse religious and secular ideas.

COURSE CONTENT

Topic 1: SJFC – The Place to Be!

In this unit, students will explore the beliefs that are central to life at St. John Fisher College. They will learn about the Trinity through an examination of the creeds of the Church, including the Apostles Creed and the Nicene Creed. They will learn about the life, death and resurrection of Jesus through exploring the Church's liturgical calendar, the Sacraments of the Church and learning key prayers in the Christian tradition. They will learn about important figures in the life of the College including St. John Fisher and Catherine McAuley by examining their writings and key messages. Finally, they will learn about the Catholic Church and the role it plays at both SJFC and throughout Australia.

Topic 2: Sharing Similarities, Celebrating Differences

In this unit, students will learn about the shared beginnings of Christianity, Judaism and Islam by learning about the patriarchs and matriarchs, Moses and the prophets that are central to all three religious traditions. They will gain a deeper understanding of the Tanakh (Old Testament) by exploring the context of its creation and recognising the religious truths about God contained within the text. They will explore the way the Decalogue affirms the relationship between God and humankind.

Topic 3: Worthy of Belief

In this unit, students will gain a deeper understanding of the New Testament by exploring the context of its creation. They will recognise that the Gospels contained within the New Testament are not simply eyewitness accounts of the life of Jesus but are post-resurrection texts intended for different audiences which each depict Jesus in a particular way. They will discover the way that early Church communities came to understand Jesus, as well as their role in the world, in the centuries immediately following Christ's life, death and resurrection. They will explore the role the Church in Australia plays today in continuing work of early Church communities.

Topic 4: Inspired to Act

In this unit, students will learn about the way beliefs inform Christian understandings of morality. In particular, they will explore how concern for the common good of the community is a basic principle of Christian morality. They will examine meditative prayer, and explore how concepts around stillness, listening and being receptive to God and others can enhance connection to God and others in pursuit of the common good. They will end the year by looking at the season of advent and how actions performed by Christians at this time of year can highlight and celebrate notions of the common good.

Assessment

Students' work will be assessed in the following dimensions: Knowledge and Understanding, Processing Skills and Communication Skills.

Year 8 Religious Education Assessment is designed to engage students with text types used in Senior subjects, *Study of Religion* and *Religion and Ethics*. Students will engage with a range of assessment tasks including: a research report, a visual text response and short answer examination.

SCIENCE

Science is a 'way of answering questions' about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from exploring, investigating, making predictions and solving problems. The study of Science under the Australian Curriculum provides opportunities for students to develop their understanding of Science and its processes, the scope of its contributions to our culture and society, and its application in our daily lives.

In addition to its practical applications, learning Science is a valuable pursuit, providing opportunities for critical and creative thinking, challenge and leisure.

COURSE CONTENT

Year 8 Science - Semester One	Year 8 Science - Semester Two
<p>Topic One – Multiply by Dividing</p> <ul style="list-style-type: none"> • Introduction to the Lab- Safety, Equipment and Bunsen burners • Measuring and recording data; Scientific Method, report writing • Cells specialised structures and functions • Multi-cellular organisms • Systems of organs that carry out specialised functions • Digestive, Respiratory, Excretory and Reproductive systems <p>Students develop an understanding of living things, including animals, plants and microorganisms, and their interdependence and interactions within ecosystems. They explore life cycles, body systems, structural adaptations, and behaviours; how these features aid survival; and how characteristics are inherited from one generation to the next. They consider the interdependence of biological systems at a range of scales and identify how these systems respond to change.</p> <p>In this sub-strand, the following core concepts are developed:</p> <ul style="list-style-type: none"> • a diverse range of living things have evolved on Earth over hundreds of millions of years; this process is ongoing • biological systems are interdependent and interact with each other and their environment • the form and features of living things are related to the functions that their body systems perform. 	<p>Topic Three - We Will Rock You!</p> <ul style="list-style-type: none"> • Sedimentary, igneous and metamorphic rocks • These contain minerals and are formed by processes that occur within Earth over a variety of timescales • Weathering • Resources in rocks <p>Students develop an understanding of Earth's dynamic structure and its place in the cosmos. They learn to view Earth as part of a larger celestial system. They explore how changes on Earth such as day and night and the seasons relate to Earth's rotation and its revolution around the sun. Students explore the interactions and interdependencies of the systems that comprise the Earth system: the geosphere, biosphere, hydrosphere and atmosphere. They appreciate that living things depend on sustainability of the Earth system and investigate the influence of human activity on key processes, cycles and relationships.</p> <p>In this sub-strand, students develop the core concepts that:</p> <ul style="list-style-type: none"> • Earth is part of an astronomical system; interactions between Earth and celestial bodies influence the Earth system • the Earth system comprises dynamic and interdependent systems; interactions between these systems cause continuous change over a range of scales • all living things are connected through Earth's systems and depend on sustainability of the Earth system.
<p>Topic Two – What's the Matter?</p> <ul style="list-style-type: none"> • The properties of the different states of matter can be explained in terms of the motion and arrangement of particles 	<p>Topic Four – Energy for my Lifestyle</p> <ul style="list-style-type: none"> • Energy in different forms including movement (kinetic energy), heat and potential energy

<ul style="list-style-type: none"> • Density • Differences between elements, compounds and mixtures can be described at a particle level • Chemical change involves substances reacting to form new substances • Chemical equations <p>Students develop an understanding of the composition and behaviour of substances. They classify substances based on their properties, such as solids, liquids and gases; or their composition, such as elements, compounds and mixtures. They explore physical changes, such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms, and that chemical reactions involve atoms in substances being rearranged and recombined to form new substances. They explore chemical systems at a range of scales, from sub-atomic to macroscopic, to examine relationships between atoms, properties of substances and energy.</p> <p>In this sub-strand, students develop the core concepts that:</p> <ul style="list-style-type: none"> • the chemical and physical properties of substances are determined by their structure at a range of scales • substances change and new substances are produced by rearranging atoms; these changes involve energy transfer and transformation. 	<ul style="list-style-type: none"> • Energy causes change within systems • Energy transfers and conversions • Energy efficiency <p>Students develop an understanding of forces and motion, and matter and energy. They investigate how an object's motion is influenced by a range of forces, such as frictional, magnetic, gravitational and electrostatic, and learn how to represent and predict these interactions. They develop an increasingly rich concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.</p> <p>In this sub-strand, students develop the core concepts that:</p> <ul style="list-style-type: none"> • forces affect the motion and behaviour of objects • energy can be transferred and transformed from one form to another and is conserved within systems.
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ASSESSMENT

Students will be assessed according to the following dimensions: Science Understanding, including Science as a Human Endeavour, and Science Inquiry Skills.

Students will engage with a range of assessment techniques to cater for different learning styles and to give students opportunities to demonstrate progress. These techniques include: Student Experiments, Research Investigations, Data Tests and Exams (multiple choice/short answer and practical).

FURTHER STUDY

Students undertake studies in Science as part of their core subjects in Years 9 and 10.

They may also choose to study Biology, Chemistry, Psychology and/or Physics as electives in Years 11 and 12.

VISUAL ARTS

WHY STUDY VISUAL ART?

The focus of this subject is on the appreciation and the enjoyment of art. Students are urged to use their imagination and to create artworks that are expressive of their emotions, intellect, society and individuality. Students are given the opportunity to experience and explore a variety of media to help them understand the possibilities and limitations of the materials used. All students are encouraged to be creative and to solve problems in an atmosphere of acceptance and understanding.

Visual Arts offers students the opportunity to develop skills that are both specific to the subject as well as being valuable to the development of lifelong learning. This is achieved through engagement in art experiences such as:

- planning and organising
- solving problems
- working collaboratively with others
- using tools and technology
- making, displaying and appraising art works
- communicating ideas and information
- expressing ideas, feelings and experiences

COURSE CONTENT

In Year 8 students have the opportunity to complete one semester of Visual Art.

Year 8 Visual Arts

Topic - Patterns in Nature and Architecture

- Explore patterns and designs in Eastern and Western cultures
- Explore patterns found in man-made and natural environments
- Create traditional and abstract representations in art making
- Develop skills in watercolour and mixed media
- Research and analyse the work of other artists
- Develop language to write and talk about art

ASSESSMENT

Students in Year 8 will be assessed according to the following dimensions: Making and Responding.

FURTHER STUDY

Students may choose to study Visual Arts as part of their elective subjects in Years 9 to 12.

LEARNING ENHANCEMENT

The curriculum at St John Fisher College offers a diverse range of subjects to cater for the needs, interests and abilities of all students. Classroom teachers employ a wide range of effective learning and teaching strategies to help all students achieve success.

In addition, learning support is offered to identified students to help them achieve to the best of their ability. This occurs under the direction of the Support Teacher – Learning Enhancement.

Learning Enhancement programs may include:

- Assessment Access Arrangements and Reasonable Adjustments (AARA) for students with additional needs
- Development and implementation of a Personalised Learning Plan and Curriculum Access Plans in each subject for a student with a disability
- Consultation and collaboration between the Support Teacher, parents of students with additional needs and their external carers/ medical supports
- Provision of strategies for teachers of students with additional needs
- Teacher Aide or co-teaching support in the classroom (English as an Additional Language or Dialect, Literacy, Numeracy)
- Assignment help – by appointment with a Support Teacher
- Homework Club: Monday 7.45am to 8.30 am (in C1) and 3.00pm to 4.00pm (in the Library) and Thursday 3.00pm to 4.00pm (in the Library)
- Maths support: Monday 3.00pm to 4.00pm (in Quinn block) and Friday 7.30am to 8.30am (in Quinn block)
- Curriculum support: Thursday 10.55am to 11.35am, week B only (in Bridgeman 1)
- Learning Enhancement Acceleration Program (LEAP)
- Involvement in co-curricular enrichment / extension activities and competitions

Some students may find they have specific educational needs who may apply for Access Arrangements & Reasonable Adjustments (AARA). AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment because of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

Each case will be considered on an individual basis and decisions reached through consultation involving the student, their parents/ caregivers and appropriate staff members depending on the circumstances. At all times, the school will maintain respect for the dignity, privacy and confidentiality of the student and their family.

WHERE TO GO FOR HELP

Students experiencing challenges with their studies are encouraged to seek help. The following options are available:

- Ask the subject teacher for help. This is the first and most important step in seeking help.
- Attend subject tutorials if these are available e.g. Mathematics, Science.
- Attend Homework Club Teachers and a Teacher Aide are available to assist with homework.
- Consult with a Support Teacher – by appointment in the Student Services Centre.
- Approach some older students for assistance or peer mentoring.
- Consult with the Curriculum Leader of the subject if needing advice about continuing in a subject.
- Consult with the Guidance Counsellor, who can provide careers and subject advice.
- Go to the Careers Office and talk to the VET Coordinator about VET pathways.
- Consult with the Deputy Principal regarding problems that you are experiencing.

HOMWORK GUIDELINES

Homework is an important part of the student's schoolwork. Homework may appear in the following formats.

1. Homework: arises from work done in class that day — usually to be finished for the next lesson.
2. Revision: going over the work completed in a week to make sure it is understood. This can mean:
 - a. Making summaries of work done in class
 - b. Working some examples, drawing diagrams, etc.
3. Study: usually done in preparation for exams. Students should start early, not the night before, by reviewing weekly revision notes. Study is an active process, not just reading. Make study notes, complete revision sheets, set your own practice tasks (e.g. Mathematics problems or essay topics), rehearse exam strategies and then work at remembering information and applying skills.

Recommended time spent on homework for students in Year Eight is 1 hour each night.

If your student is regularly spending more than one hour on homework, it may be necessary to contact the relevant subject teacher/s. Write a note in the College Planner to indicate that your student has done enough homework. We recognise that students need to have appropriate rest and relaxation time and to spend time on family activities. Whilst homework is important to your student's education, this should not be at the expense of their overall wellbeing.

PLANNING FOR SUCCESS

College Planner: Students are issued with College Planners for the purpose of recording homework and other information. These Planners will be subject to checking by teachers and are to be signed each weekend by parents.

Assessment Calendars: Each semester, an Assessment Calendar is published on the Student and Parent Portal, indicating the due date for all assessment tasks. The purpose of this is to assist students with planning and time management. Hence, students should transfer relevant dates into their Planner. Parents will be notified if there are changes to the Assessment Calendar in any of their student's subjects. This would only occur in exceptional circumstances.