



St John Fisher College
BRACKEN RIDGE

SUBJECT GUIDE

Year 8



ST JOHN FISHER COLLEGE

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OUR MISSION

The St John Fisher College Community

is inspired by God's Spirit and
the Catholic faith tradition

to live, to love and to learn

with respect for truth,
the courage to seek justice,
the gift of peace
and the grace to forgive

as we respond with equal dynamism
to society's challenges today and tomorrow.

MESSAGE FROM THE PRINCIPAL

Welcome to Year 8 at St John Fisher College.

As those of you who commenced with us in Year 7 are aware, we have very high expectations of our students and the first of these is that they work to the best of their ability. We expect that all our students will strive to do their best at all times in all they do in this wonderful community.

The John Fisher way of learning is to develop dispositions which will help our students with the language, skills and strategies to grow and learn with confidence. Those dispositions are to:

- Be inquisitive
- Be collaborative
- Be reflective
- Be courageous
- Be resilient

We are excited to see where your learning journey takes you, and Year 8 provides the first opportunity for you to make some choices in the electives you wish to study. Continue to explore your interests and also take chances to step into area you may not be familiar with, and by doing so you will expand your understanding of our learning areas and new horizons will open for you.

It is very important that you continue to take opportunities to become fully involved in the life of the College. There is much that happens here, and you will meet new people and grow socially more quickly when you are involved. When you are fully involved in our community you will gain more rewards and satisfaction and our community will be a far richer one for your contributions. All girls have special gifts and talents to share and every one of you is valued.

While you are at St John Fisher College, I encourage you to step out of your comfort zone, for it is here that you will have your greatest achievements. I also challenge you to become problem solvers. As you move into your years of secondary education you also need to become more responsible for the outcomes in your life. Take the initiative and ask the staff at the College to help you with your concerns. Help is available in many forms from our staff.

Our school curriculum, described briefly in this booklet, is designed to enable you as a student to choose the course of study that will allow you to achieve your best, enjoy your learning and to lay the foundation for more extensive studies in the coming years. The emphasis is on each individual taking responsibility for one's own progress.

I look forward to working with you, as together we strive to grow in *Goodness, Knowledge and Discipline* in 2023. I hope that your journey with us is both exciting and rewarding.



Ms Catherine Galvin
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

	<ul style="list-style-type: none"> • 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
- History/Geography/Economics and Business
- French

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

- Digital Technologies
- Design and Technologies: Food and Materials
- Design and Technologies: Engineering and Materials
- 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)	English (C) (G) Essential English (C) (A)	English (C) (G) Essential English (C) (A)
Mathematics (C)	Mathematics (C)	Mathematics (C)	Mathematics (C) Mathematics Extension (C)	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)	Science (C)	Biology (G) Chemistry (G) Physics (G) Cert II in Sampling & Measurement (V)	Biology (G) Chemistry (G) Physics (G) Cert III in Laboratory Skills (V)
History (C) Geography (C)	History (C) Geography (C)	History (C) Geography (C)	Legal Studies Modern History	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)	Legal Studies (G) Modern History (G) Cert IV in Crime & Justice (V)
Economics and Business (C)	Economics and Business (C)	Economics and Business	Economics and Business	Business (G) Cert III in Business (V)	Business (G) Cert III in Business (V)
Digital Technologies (C)	Digital Technologies (C)	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 – Engineering and Materials (C)	Design & Technologies - Food and Materials(C) Design & Technologies – Engineering and Materials (C)	Design & Technologies - Food and Materials Design & Technologies – Engineering & Materials	Design & Technologies - Food and Materials Design & Technologies – Engineering and Materials	Design (G) Food and Nutrition (G) Hospitality (A)	Design (G) Food and Nutrition (G) Hospitality (A)
Visual Arts (C) Drama (C) Music (C)	Visual Arts (C) Drama (C) Music (C)	Visual Arts Drama Music	Visual Arts Drama Music	Visual Art (G) Drama (G) Music (G) Visual Arts in Practice (A)	Visual Art (G) Drama (G) Music (G) Visual Arts in Practice (A)
Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education (C)	Health & Physical Education	Physical Education (G) Cert II/III in Sport & Recreation (V)	Physical Education (G) Cert II/III in Sport & Recreation (V)
French (C)	French (C)	French	French	French (G)	French (G)
Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)	Personal & Social Development (C)

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DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS

WHY STUDY DESIGN AND TECHNOLOGIES – FOOD AND MATERIALS?

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 and Materials

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 Skills. Students will be assessed through design challenges.

FURTHER STUDY

Students can elect to study Design and Technologies - Food and Materials in Year 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 – ENGINEERING AND MATERIALS

WHY STUDY DESIGN AND TECHNOLOGIES – ENGINEERING AND MATERIALS?

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 – Engineering and Materials

- 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 (using 3D printing or textile construction)
- Presenting a pitch

ASSESSMENT

Students will be assessed according to the following dimensions: Knowledge and Understanding and 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 (using 3D printing or textile manipulation).

FURTHER STUDY

Students can continue their study of Design and Technologies – Engineering and Materials as one of their elective subjects in Year 9 and Year 10. This subject prepares students for Design which can be studied in Year 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?

The Digital Technologies Curriculum 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 regional and global citizens capable of actively and ethically communicating and collaborating.

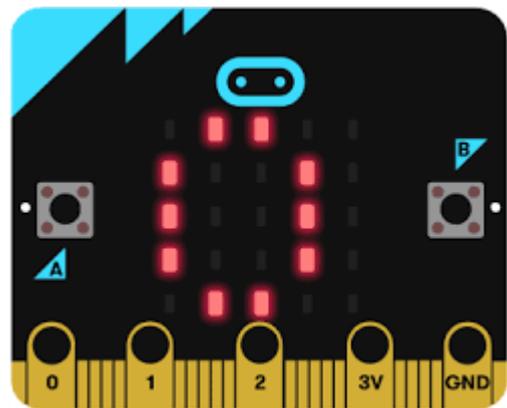
COURSE CONTENT

Digital Technologies is largely practical, but also incorporates some theory elements. Communication is also an essential aspect of the study and involves language education, therefore comprehension and composition skills are developed in various genres.

Year 8 – Digital Technologies

Programming Microcontrollers

- Acquiring and validating data
- Program a microcontroller to:
 - Display images eg 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
- Program microcontrollers using Makecode (like Scratch)
- Introduction to programming in Python



Welcome to the Internet

Investigate how data is transmitted and secured in wired, wireless and mobile networks.

Assessment

Students' work will involve practical and written elements. Results will be awarded on a balanced judgement of the student's assessment folio.

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 learnt 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 eg synchronized, 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 for 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.

ECONOMICS AND BUSINESS

WHY STUDY ECONOMICS AND BUSINESS?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. As every need and want cannot be satisfied with available resources, economic choices must be made as to how the resources are allocated most effectively. The market system, through the forces of demand and supply, allocates resources based on the actions of consumers, producers and government.

The nature of work has changed significantly in the last generation and the nature and type of jobs available to young people is changing faster than ever. To maximise opportunities for healthy, productive and rewarding futures, an understanding of the contemporary and changing work environment is vital. Consequently, the development of skills, attitudes and knowledge is essential to effectively manage and make informed decisions in life, learning and work roles.

Year 8 Economics and Business

The key inquiry questions:

- How do different businesses respond to opportunities in the market?
- How can an individual earn an income?
- How can individuals achieve their personal and financial goals?
- Why do we need to work? What are the different types of work? What influences the way in which we work? What will work look like in the future?

Unit One – It's Business Time

- Types of businesses and the ways that businesses respond to opportunities in Australia
- Comparing different forms of business ownership
- Explaining why a person or group of people would choose to establish one type of business rather than another
- Exploring different external factors that influence business opportunities, such as government and government policy, competitors in the market, demographics, technological innovations in production processes and product design, economic conditions, globalisation, and changing social attitudes and trends of the target market
- Identifying examples of the different ways businesses respond to opportunities in the market (for example, developing a new product to satisfy demand, changing the way they deliver their products or services to consumers)

COURSE CONTENT

ASSESSMENT

Students are assessed according to the following dimensions – Business Knowledge and Understanding and Business Skills. Various assessment techniques may be used throughout the course including: objective short answer response tasks, extended response tasks, practical application tasks, response to stimulus materials, assignments and presentations.

FURTHER STUDY

Students may choose to undertake studies in Economics and Business as part of their elective subjects in Years 9 and 10. In Years 11 and 12 students may study Business or Certificate III in Business as electives.

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.

Year 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 analyse, understand, communicate with and build relationships with others and with 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 a study on the importance of representation and voice. They consider how race, gender, class and place play a role in the construction of texts and perspectives. Students will further develop their skills in analytical expository writing.

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 women.	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	Truth, Voice, Treaty <ul style="list-style-type: none">Examine a range of representations of First Nations people through historical records, literature, poetry, film and prose, with a focus on the importance of voiceEngage with the Uluru Statement from the HeartRevise persuasive techniquesDevelop a persuasive speech in response to stimulus
Throughout the year students will engage in integrated Literacy lessons which will enable them to further develop their spelling, grammar and comprehension skills.		

ASSESSMENT

All student work is assessed using the ACARA English Achievement Standard Descriptors under two modes - Receptive modes (listening, reading and viewing) and Productive modes (speaking, writing and creating)

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 present their work and to perform a persuasive oral.

FURTHER STUDY

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

NOTE

In order to improve and develop their understanding and use of vocabulary, students will need a dictionary and a thesaurus. Students may use a combined dictionary/thesaurus.

FRENCH

WHY STUDY FRENCH?

Learning a second language broadens horizons, improves students' working memory, their ability to focus and also 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.

COURSE CONTENT

Year 8 Semester 1	Year 8 Semester 2
<p>Unit 1: Describing yourself and others</p> <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 <p>Unit 2: Food in France and Australia</p> <ul style="list-style-type: none"> Describe food Engage with French recipes Explore the topic of shopping Give orders 	<p>Unit 3: School subjects and daily routines</p> <ul style="list-style-type: none"> Describe school subjects Tell the time, describe timetable Follow classroom instructions Describe school and daily routines <p>Unit 4: Places and directions</p> <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: Listening, Reading, Speaking and Writing. They will engage with a range of assessment techniques to cater for different learning styles. These techniques include listening, reading and writing exams and an oral performance.

PREREQUISITES

In Year 8, all students learn French, however they can choose to take part in the Language Immersion Excellence Program. Students in this program study the same topics as the core classes, however with advanced vocabulary and grammar at a faster pace. 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.

In order to meet the academic demands of the Language Immersion Excellence Program, students must achieve a **minimum** of the following results in **Year 7**:

Term Three results		French – Term Three results	
English	A-	Speaking	B+
Religion	B+	Writing	B+

FURTHER STUDY

Students who participated in the Language Immersion Excellence Program 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.

Students who participated in the Core French program may have the possibility of choosing to continue to study French as an elective in Year 9.

Students will be required to meet prerequisites to be eligible for these offerings.

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.

The aims of Geography are to:

- develop a sense of wonder, curiosity, knowledge and interest about the variety of environments, peoples, cultures and places that exist throughout the world, providing students with a sound geographical knowledge of their own place, of Australia, and of the world
- enable students to explore and gain a good understanding of geographical thinking including its perspectives, concepts and ways of explaining
- enable students to become thoughtful and active local, national and global citizens, and to understand how they can influence the futures of places
- develop students' ability to ask geographical questions, plan an inquiry, collect and analyse information, (particularly through fieldwork and spatial technologies), reach conclusions based on evidence and logical reasoning, and communicate their findings in effective ways
- build the confident and creative use of geographical skills, and to enable students to use these skills to extend their knowledge, make sense of new situations, and to solve problems.

COURSE CONTENT

Year 8 Semester Course

The key inquiry questions for Year 8 are articulated below:

- ❖ How do environmental and human processes affect the characteristics of places and environments?
- ❖ How do the interconnections between places, people and environments affect the lives of people?
- ❖ What are the consequences of changes to places and environments and how can these changes be managed?

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: Natural Hazards

- The natural causes and spatial distribution of a geomorphological hazard (for example, volcanic eruption, earthquake, tsunami, landslide, avalanche)
- The extent to which human alteration of environments has contributed to the occurrence of the geomorphological hazard
- The effects caused by geomorphological hazards are influenced by social, cultural and economic factors (for example, where people choose to live, poverty, and lack of infrastructure and resources to prepare and respond)
- The application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphological hazards or bushfires

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

Year 8 HPE Semester One	Year 8 HPE Semester Two
<ul style="list-style-type: none">• Badminton• Slide Hockey / Lacrosse• Teamwork and safety• Personal identity and values• Dimensions of health - social, emotional, mental, spiritual and physical• Decision making regarding drugs and alcohol• Developing positive and respectful relationships• Making informed decisions that promote own and other's health, safety and wellbeing.	<ul style="list-style-type: none">• Mind, Body and Soul activities – Yoga & Pilates• Indigenous games and development of various sports skills based on these games• Cultural awareness• Game creation, design and development• Rules and safety considerations• Trial and evaluation of team games• Teamwork and leadership• Designing a training session• Planning a yoga routine to cater for a particular client's needs

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 7 and 8, students will complete one semester of History. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions which require the use and interpretation of sources.

Year 8 Semester Course

The key inquiry questions at this year level are:

- ❖ How did societies change from the end of the Ancient period to the beginning of the Modern age?
- ❖ What key beliefs and values emerged and how did they influence societies?
- ❖ What were the causes and effects of contact between societies in this period?
- ❖ Which significant people, groups and ideas from this period have influenced the world today?

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

- 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

Depth Study 2: Black Death

- 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
- The effects of the Black Death on European populations
- Other immediate and long term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility

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.

NOTE An opportunity for an excursion may arise which will be relevant to the content. The cost of the excursion is covered by levies. Students will be required to attend.

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 Semester One	Year 8 Semester Two
<p>Topic 1: Number and Algebra</p> <ul style="list-style-type: none"> Applying the four operations with Integers <p>Topic 2: Number and Algebra</p> <ul style="list-style-type: none"> Index Laws and Properties <p>Topic 3: Number and Algebra</p> <ul style="list-style-type: none"> Rational and Irrational numbers Financial Maths involving percentages <p>Topic 4: Number and Algebra</p> <ul style="list-style-type: none"> Rates, ratios and percentages <p>Topic 5: Number and Algebra</p> <ul style="list-style-type: none"> Simplifying algebraic expressions involving the four operations Expand and factorise algebraic expressions <p>Topic 6: Measurement and Geometry</p> <ul style="list-style-type: none"> Perimeter and area of parallelograms, trapeziums, and kites <p>Topic 7: Measurement and Geometry</p> <ul style="list-style-type: none"> The features of circles Area and Circumference of Circles. 	<p>Topic 8: Statistics and Probability</p> <ul style="list-style-type: none"> Techniques for collecting data (census, sampling, and observation) Means and proportions of random samples Effect of outliers on the mean and median <p>Topic 9: Statistics and Probability</p> <ul style="list-style-type: none"> Complementary events and probability Venn diagrams Two-way tables <p>Topic 10: Number and Algebra</p> <ul style="list-style-type: none"> Linear relationships <p>Topic 11: Number and Algebra</p> <ul style="list-style-type: none"> Solving Linear equations <p>Topic 12: Measurement and Geometry</p> <ul style="list-style-type: none"> Units of measurement Volume of prisms Problems involving time

ASSESSMENT

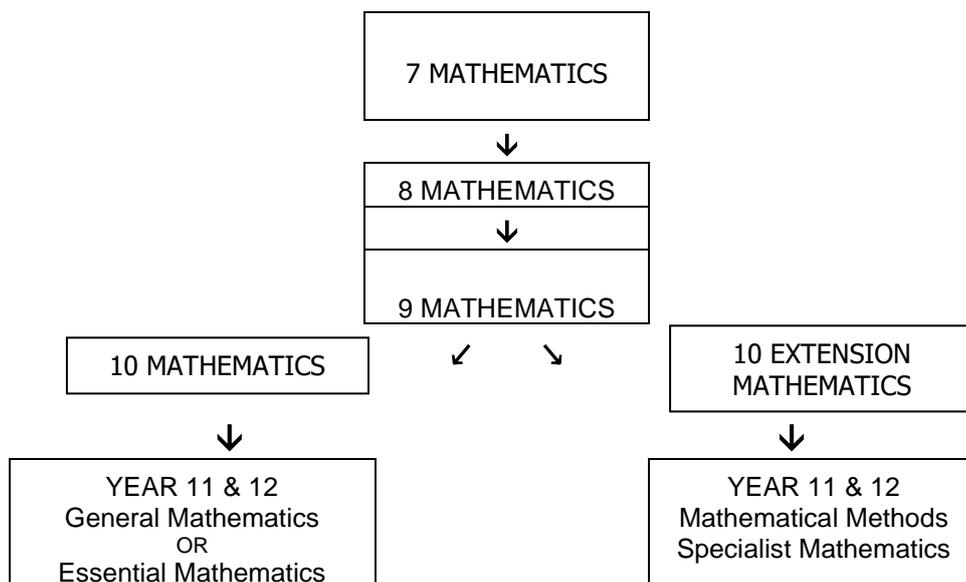
Student work will be assessed in the following dimensions: Understanding and Fluency, Problem Solving and Reasoning. Students will engage with a range of assessments which may include a mid-semester exam, end-semester exam as well as a Problem Solving and Modelling Task.

FURTHER STUDY

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

In Year 10 the Australian Curriculum Mathematics has two levels:

- 10 Mathematics is designed to help students make a successful transition from Year 10 to General Mathematics and Essential Mathematics.
- 10 Extension Mathematics is designed to prepare students to make a successful transition from Year 10 to Mathematical Methods and Specialist Mathematics.



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.

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 and 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: The Early Church

- Discipleship in the Early Church - Jewish practices and key events as described in Acts of Apostles
- Christians united by Baptism - the common elements of all Christian religions
- Christian Belief in Trinity - ideas and images of the Trinity in scripture and Church teachings
- Birth and Initiation rituals- how Baptism makes a difference to the way a person lives their life
- Baptism in Abrahamic traditions- similarities and differences in the core beliefs of the monotheistic religions

Topic 2: Movers & Shakers

- Old Testament calls to be faithful- the common themes of the Old Testament covenant narratives
- God's plan for creation- connections between scriptural texts and Christian belief in God's saving plan
- Reformers- motives & actions of Christian reformers who challenged the Church (c.650 CE - c.1750 CE)
- Time of great challenge & change- significant events & developments in the Church (c. 650CE – c.1750 CE)
- The Action of the Liturgy- the range of ways believers participate in liturgy
- Praying with the Liturgy of the Hours- personal and communal prayer experiences

Topic 3: Mission Matters

- The Church continuing Christ's mission- ways in which the Church is present and active in the world today
- Cardinal virtues - Church teachings, spiritual writings, 'living a virtuous life' using scripture,
- Moral Judgements – Catholic Social Teaching- social and economic structures informed by Church teaching
- Contemplative Prayer- ways to pray with scripture including Augustinian, Franciscan prayer

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

WHY STUDY 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 - Semester One	Year 8 - 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>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>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 • 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>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 • Energy causes change within systems • Energy transfers and conversions • Energy efficiency

ASSESSMENT

Students will be assessed according to the following dimensions: Science Understanding, including Science as a Human Endeavour, and Science 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 and/or Physics as electives in Years 11 and 12.

VISUAL ART

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 Art 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 Art

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 the area of 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 Art as part of their elective subjects in Years 9 to 12.

SUBJECT MATERIALS

Students are required to provide consumable materials for their subjects. Some subjects have items which are purchased in Year 7 and will continue to be used across the subsequent years. A College Planner and Catholic Youth Bible will be issued, the cost of which is covered by levies. Some subjects have specific material requirements. These requirements are listed below:

Design and Technologies – Food Specialisation	Display Book – A4 20 Pocket, Standard 12-hole Muffin Tray
Design and Technologies – Materials and Technologies	Artline 210 medium 0.6 black pen Artline 204 0.4 black pen Display Book – A4 20 Pocket
Digital Technologies	This subject is taught as a paperless class, all work is to be created and stored electronically.
Drama	A4 Exercise Book - 48 Page, Display Book - A4 20 Pocket
English	A4 Exercise Book - 96 Page, Display Book - A4 20 Pocket, 2 medium dry erase whiteboard markers
French	A4 Exercise Book – 128 Page
Humanities (Economics and Business, Geography and History)	A4 Exercise Book - 128 Page, Display Book - A4 20 Pocket
HPE	A4 Exercise Book – 48 Page
Mathematics	3 A4 Exercise Books - 128 Pages, A4 Grid Book - 5mm, 2 medium dry erase whiteboard markers, 360-degree protractor, Maths set, Scientific calculator – Casio FX100 AU Plus
Music	A4 Exercise Book – 64 Page, Display Book – A4 20 Pocket
Religious Education	A4 Exercise Book - 96 Page,
Science	A4 Exercise Book - 96 Page, Display Book - A4 20 Pocket
Visual Art	A4 Visual Art Diary, Pencils – 1 x 2B, 1 x 4B

General Requirements For All Subjects	
Plastic Sleeves – Pack of 10	Highlighter (5 mixed colours)
Pencil Case	Pens – 2 x Blue, 2 x Black, 2 x Red
Eraser	Pencils – 2 x HB
Pencil Sharpener	Coloured Pencils - 12's
30cm measuring Ruler	USB 16GB (minimum)
Scissors	Earphones/Earbuds for class use
Gluestick	Stapler & staples
White Out Tape	

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 three days per week - Monday, Wednesday and Thursday 3 - 4pm
- 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 as a result 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 – Monday, Wednesday and Thursday afternoons each week in Room 9 – 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 Ms Chapman about VET pathways.
- Consult with Ms Gurnett (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 daughter 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 daughter 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 daughter's education, this should not be at the expense of her 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 daughter's subjects. This would only occur in exceptional circumstances.

CONTACT DETAILS

Postal Address:	John Fisher Drive, Bracken Ridge 4017
Telephone:	3269 8188
Email:	sjfc@bne.catholic.edu.au
Website:	www.stjohnfishercollege.qld.edu.au
Office Hours:	7.45am – 4.00pm

Key Contacts:

Principal	Ms Catherine Galvin
Deputy Principal – Learning & Teaching	Ms Britt Gurnett
Assistant Principal – Wellbeing	Ms Deanna Turner
Assistant Principal - Religious Education	Mrs Geraldine Swindells
VET Coordinator	Miss Laura Chapman
Guidance Counsellor	Ms Amy Hodgkinson/Ms Kirsty Magarry
House Dean - Bridgeman	Ms Emily Sweeney
House Dean – McAuley	Mrs Jo Winlaw
House Dean – Rochester	Ms Jacqui Bell
House Dean – Quinn	Ms Bernie Toohey
Learning Growth Leader	Ms Isabella Blanch

Curriculum Leaders:

Technology	Mr Gregory Egan
English and Languages	Ms Jade Bricknell
Drama, Art and Music	Mrs Suellen Geran
Design & Technology/Health and Physical Education	Mrs Jodie Trounce
Mathematics	Ms Odette Pryor
Religious Education	Mrs Geraldine Swindells
Science	Mr Dan Leutton
Humanities and Business	Ms Sarah Kidd
Learning Enhancement	Ms Kerry Peacey
Teacher Librarian	Ms Kylie O'Brien