

8

Rosehill
Secondary College

EIGHT

2026

COURSE SELECTION HANDBOOK





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CURRICULUM STRUCTURE

Overview Years 7-9

Year 7 Units of Study

Core
English
Mathematics
Science
Literacy / Numeracy

Semester Core Units
Humanities
Languages
- Italian
- Japanese

Physical Education and Health
The Arts
- Art
- Visual Communication Design
- Classroom Music
- Drama
- Dance

Technology
- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology

Semester Elective Units
Money, Markets and Society
3D Art
Ceramics
Performance Studies
Band of Beginners
Active for Life
Sports Bag

Year 8 Units of Study

Core
English
Mathematics
Science
Literacy / Numeracy

Semester Core Units
Humanities
Languages
- Italian
- Japanese

Physical Education and Health
The Arts
- Art
- Visual Communication Design
- Classroom Music
- Drama
- Dance

Technology
- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology
- Jewellery Making

Semester Elective Units
Enterprise, Economics and Legal 3D Art
Ceramics
Performance Studies
Junior Band
Footy Codes
Good Sports
Advanced Food Technology
Advanced Materials Technology

Year 9 Units of Study

Core
English
Mathematics
Science
Interdisciplinary Studies

Semester Core Units
Humanities
Languages
- Italian
- Japanese

Physical Education and Health
The Arts
- Art
- Visual Communication Design
- Classroom Music
- Drama
- Dance
- Media Studies 1

Technology
- Food Technology
- Materials Technology
- Systems Technology
- Fashion and Design Technology
- Computer Applications

Semester Elective Units
Finance, Economics and Civics Studies
3D Art
Ceramics
Performance Studies
Band Class
Media Studies 2
Boot Camp
Thrills and Spills
Advanced Food Technology
Advanced Materials Technology
Advanced Systems Technology
Computer Programming
Web Design and Interactive Multimedia

Number of Periods
All units of study run for 3 periods per week, with the exception of Literacy, Numeracy and Interdisciplinary Studies which run for 2 periods per week.

ENRICHMENT

At Rosehill Secondary College, we offer a range of opportunities for enrichment where we deliver differentiated curriculum for rapid learners.

STEP (Selective Talent Enrichment Program)

STEP is designed for intellectually and academically capable students. This program runs from Years 7 to 9 where students study the core subjects together and embrace the social nature of learning. To balance the strong academic focus of STEP, our students are provided with opportunities to engage in a number of workshops each year which aim to develop skills in resilience, collaboration and leadership. Students apply and are selected for entry into STEP in Grade 6, however it is a flexible program and students may also apply for entry in Year 8 or Year 9.

Cost: $150 annual levy fee to be paid at the beginning of each school year.

RAMP (Rosehill Accelerated Mathematics Program) - Years 7-9

RAMP is an accelerated Mathematics program designed for high achieving students who wish to enhance their mathematical skills. Students extend their skills in problem solving, and logical and critical thinking by completing work which complements and extends the program followed in their Mathematics classes. Students are encouraged to express their interest in RAMP. Final selection for the program will be made by the Enrichment Program Leader based on a review of the student's academic progress through various sources of data. With a solid foundation in junior school Mathematics, students have the opportunity to explore accelerated pathways for future mathematical studies.

REAP (Rosehill English Accelerated Program) - Years 7 & 8

REAP is an accelerated English program in which students are introduced to more advanced concepts in Literature, such as close passage analysis, creative interpretations and literary critical lenses. REAP encourages students to think deeply about the construction of language and provides opportunities for analytical argument and individual critical thinking tasks. Students are encouraged to express their interest in REAP. Final selection for the program will be made by the Enrichment Program Leader based on a review of the student's academic progress through various sources of data.

RASP (Rosehill Accelerated Science Program) – Year 8

RASP is a specialised Science initiative designed to extend and enrich the learning of high-achieving students. The program provides opportunities to deepen scientific understanding through the advanced exploration of key concepts. Students will engage in hands-on projects, collaborative investigations, and activities that foster inquiry skills, critical thinking, and a passion for STEM. Final selection for the program will be made by the Enrichment Program Leader, based on a review of each student's academic progress using various data sources. RASP offers a challenging and stimulating environment to support future success in Science.

SPECIAL REQUIREMENTS

The Arts

Classroom Music
Due to the hands on approach in all music units, students are required to enrol in instrumental music classes at the beginning of the year and to continue learning the instrument for the entire year.

Dance, Drama, Performance Studies and Band
Students may be required to attend afternoon and school holiday rehearsals in preparation for school musicals.

Visual Communication Design
Due to the digital nature of this subject, students will need to have the Adobe suite of programs loaded onto their laptop at the beginning of the semester. This will be provided free of charge by the College IT Department. Students are also required to have printing credit on their PaperCut accounts.

Languages

The languages offered at Rosehill Secondary College are Italian and Japanese. Students study a languages unit each year from Year 7 to Year 10.

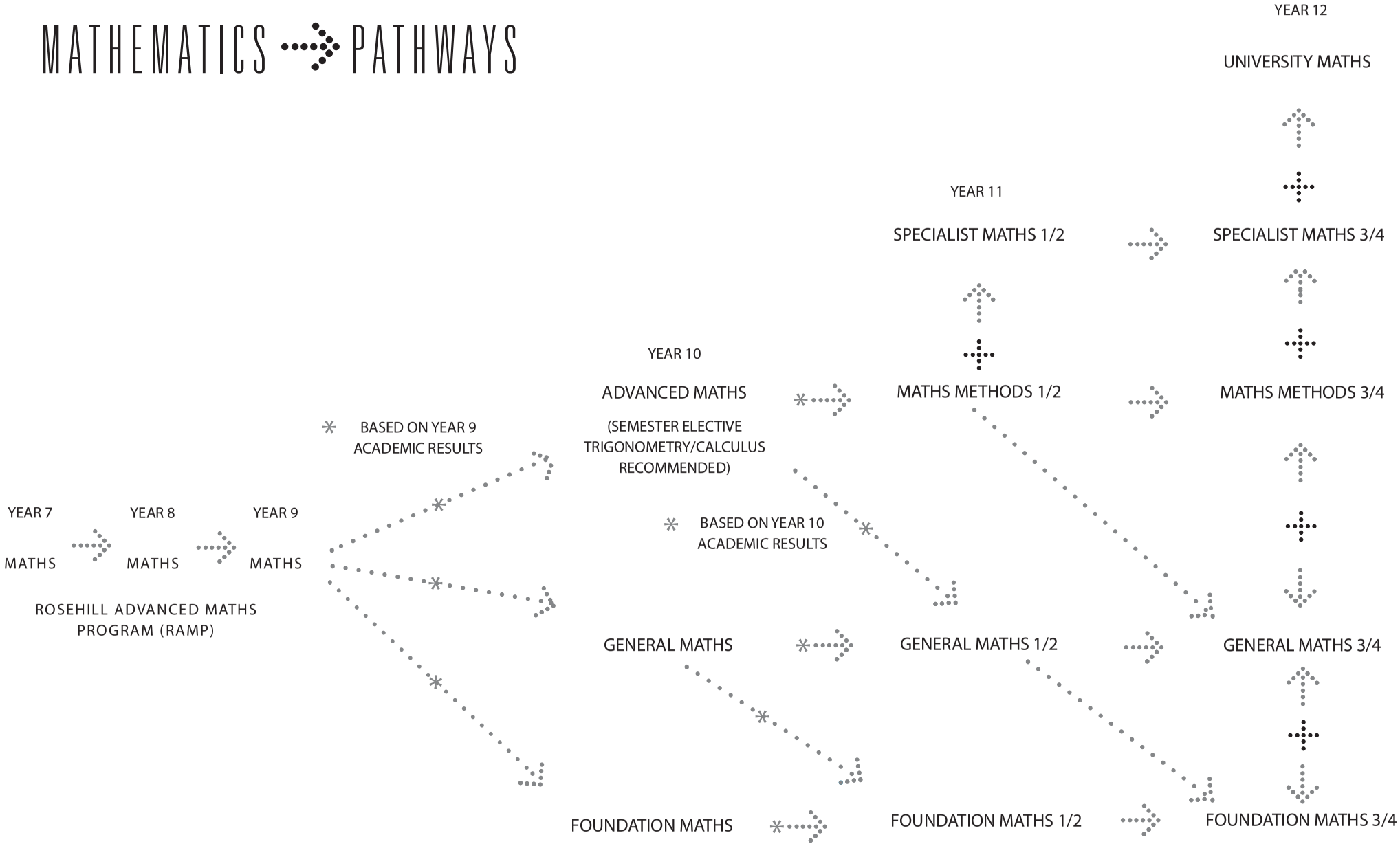
Students are required to study languages in a sequence from Year 7 to Year 10, so may not change their chosen language after Year 7, unless they are approved as having the required language skills by an appropriate language teacher.

Students who wish to study a VCE Language at Year 11 and 12 must complete two units of Language in Year 10. Students who do not wish to continue on to VCE Language may select either one or two units of Language at Year 10.

Languages Overview Year 7 - 10

Year 7	Year 8	Year 9	Year 10
7 Italian	8 Italian	9 Italian	10 Italian 1 10 Italian 1 + 10 Italian 2 (leads to VCE Italian)
7 Japanese	8 Japanese	9 Japanese	10 Japanese 1 10 Japanese 1 + 10 Japanese 2 (leads to VCE Japanese)

MATHEMATICS PATHWAYS



* YEAR 9 ACADEMIC RESULTS IN TESTS, EXAMS AND NAPLAN WILL BE USED TO DETERMINE ENTRY INTO YEAR 10 MATHEMATICS CLASSES.

* YEAR 10 ACADEMIC RESULTS IN TESTS, EXAMS AND APPLICATION TASKS WILL BE USED TO DETERMINE ENTRY INTO YEAR 11 MATHEMATICS CLASSES.

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 11

STUDENTS MAY ELECT TO STUDY NO MATHS AT YEAR 12

SCIENCE PATHWAYS

YEAR 7
SCIENCE

YEAR 8
SCIENCE

YEAR 9
SCIENCE

*Students complete one or two units of science at Year 10. Year 9 academic results in assignments, practical investigations, tests and exams will be used to determine which stream of science the student may select.

*Any combination of two Year 10 science units is possible, with the exception of Foundation Science, which runs as a single, standalone subject.

*Examples of two Year 10 science units include, but is not limited to:
Science 1 + Science 2, Science 1 + Biology (Advanced), Science 1 + Chemistry (Advanced),
Science 1 + Physics (Advanced), Biology (Advanced) + Chemistry (Advanced), Biology (Advanced) + Physics (Advanced)

*To complete VCE Biology, Chemistry or Physics at Year 11 students must complete two Year 10 science units, excluding Foundation Science.

YEAR 10
PHYSICS ADVANCED

YEAR 10
CHEMISTRY (ADVANCED)

YEAR 10
BIOLOGY (ADVANCED)

YEAR 10
SCIENCE 1

YEAR 10
SCIENCE 2

YEAR 10
FOUNDATION SCIENCE

*Year 10 academic results in assignments, practical investigations, tests and exams will be used to make recommendations for VCE Science subjects.

***Year 11 Biology, Chemistry and Physics require the completion of any two Year 10 science units, excluding Foundation Science.**

*Year 11 Environmental Science and Psychology do not have prerequisites and may be selected by students who have completed Year 10 Foundation Science.
*Year 11 Biology is a pathway to Year 12 Biology and Year 12 Environmental Science.

YEAR 11
PHYSICS

YEAR 11
CHEMISTRY

YEAR 11
BIOLOGY

YEAR 11
ENVIRONMENTAL SCIENCE

YEAR 11
PSYCHOLOGY

YEAR 12
PHYSICS

YEAR 12
CHEMISTRY

YEAR 12
BIOLOGY

YEAR 12
ENVIRONMENTAL SCIENCE

YEAR 12
PSYCHOLOGY

TECHNOLOGY OVERVIEW YEAR 7-9

Year Level	Technology Core Units Students must select one unit each year.	Technology Elective Units Students may select one elective unit in addition to a core unit. Elective units marked with an asterisk* may only be selected if the pre-requisite core unit is completed.
7	**Students choose 1 from:** • Food Technology • Materials Technology • Systems Technology • Fashion and Design Technology	Not applicable
8	**Students choose 1 from:** • Food Technology • Materials Technology • Systems Technology • Fashion and Design Technology • Jewellery Making	• Advanced Food Technology* • Advanced Materials Technology*
9	**Students choose 1 from:** • Food Technology • Materials Technology • Systems Technology • Fashion and Design Technology • Computer Applications	• Advanced Food Technology* • Advanced Materials Technology* • Advanced Systems Technology* • Computer Programming • Web Design and Interactive Multimedia

UNIT DESCRIPTIONS

ENGLISH 1 & 2

In Year 8 English, students explore different viewpoints, key events, situations and characters that embody a range of ideas within set texts which include horror short stories, a novel, and a range of short fiction and non-fiction texts. Through reading and selecting appropriate evidence, students show an understanding of text structure, purpose and audience. Students are required to create texts for different purposes and a range of styles, including creative, analytical, persuasive and informative, and select language to influence the audience's response. They should demonstrate a developing understanding of grammar, accurate spelling, punctuation and the ability to select vocabulary for effect. Students are required to listen to a range of text types to practise identifying and comprehending different styles. They also contribute to class discussions and make oral presentations to show their ability to communicate effectively to an audience. Students are assessed on the Victorian Standards: Reading and Viewing, Writing, Speaking and Listening.

School Assessed Coursework
- Text Response
- Writing and Language Development
- Oral Communication

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Secondary EAL students enter school in Australia with a diverse range of educational backgrounds and prior experience with English. Many will be encountering English for the first time. Others will have studied English in their primary or secondary schooling in their country of origin.

Some may have had no schooling related to their first language in written form. These students first need to acquire oral English and basic literacy in English, and will be assessed in Level C1 before moving to Level C2, C3 and C4. EAL teachers report that many of these students acquire oral English very quickly, because of the different aural and memory capacities they have developed through growing up without access to the written word.

School Assessed Coursework
- Text Response
- Writing and Language Development
- Oral Communication

MATHEMATICS 1

This unit covers content from the 'Number and Algebra' strand of the Victorian Curriculum. Students will complete the following topics:

Measurement – Students use geometric reasoning to perform transformations on shapes and develop 3D understanding.

Directed Number – Students order, add, subtract, multiply and divide with directed numbers.

Algebra – Students sketch and interpret graphs of linear and other simple relations, and investigate and use index laws.

Probability – Students explore complementary events, tree diagrams and two-way tables.

School Assessed Coursework
- Topic Tests
- Application Tasks

MATHEMATICS 2

This unit covers content from the 'Measurement and Geometry', 'Number and Algebra', and 'Statistics and Probability' strands of the Victorian Curriculum. Students will complete the following topics:

Algebra – Students add, subtract, multiply and divide algebra terms, expand and factorise expressions, and solve increasingly complex equations.

Statistics – Students present and analyse data using graphical techniques and technology.

Ratio – Students compare different qualities in money, food and nature.

Geometry – Students measure and draw angles in polygons. They find missing angles, complete shape transformations and perform isometric drawings.

School Assessed Coursework
- Topic Tests
- Application Tasks

During Year 8, students will undertake two semester units that aim to enhance Literacy and Numeracy skills. They will also be involved in a number of activities that focus on their personal development.

LITERACY

Literacy is a subject specifically designed to improve all students' skills in literacy. The study will cater to the needs of students, enabling all students to develop their skills in reading comprehension, writing, speaking and listening. In this course, students will be given opportunities to interpret, understand and create written, spoken and visual content for a variety of contexts and purposes. Students are required to research, plan and present a persuasive speech about a current issue in the media. Students select and sequence appropriate content and discover how to use vocal expression and body language to communicate with an audience. They learn how rhetorical devices are used to persuade. The course also aims to develop students' ability to read and write for enjoyment, as well as with purpose and confidence in a wide range of contexts.

School Assessed Coursework
- Oral Presentation
- Reading Response Assessment

NUMERACY

Numeracy involves recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. At Rosehill, students undertake Numeracy for one semester at Year 7 and Year 8. This is in addition to their study of Mathematics.

Year 8 Numeracy is conducted in Semester 2. It comprises the continuation of the Scaffolding Numeracy in Middle Years (SNMY) program, a program developed by RMIT University in conjunction with the Victorian Department of Education, for select students, and the study of the application of fractions, decimals, percentages, ratios and rates in the real world.

Scaffolding Numeracy in the Middle Years - This is a continuation of the program commenced in Year 7. An assessment identifies any potential gaps in students' learning and understanding of number. Students then work through a series of numeracy tasks that are designed to address their specific learning needs.

Fractions and decimals - Students consider everyday uses of fractions and decimals, and explore how to solve problems within a practical context. Skills applied include comparing, adding, subtracting, multiplying and dividing with fractions and decimals.

Percentages - Students explore the application of percentages in financial contexts, including discounts, markups, GST and simple interest.

Ratios and rates - Students learn how to construct, simplify and compare ratios and rates. They investigate the relationship between ratios, fractions and percentages.

School Assessed Coursework
- Topic Test
- Application Tasks

SCIENCE

In Year 8 Science, students will study three to four topics per semester across four different disciplines of Science. These disciplines include Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

First Semester

Chemical Change – Students differentiate between a physical and Chemical Change and list evidence that a chemical change has occurred. Students determine that the usefulness of a material based on its chemical and physical properties.

Dynamic Earth – Students learn to explain the rock cycle, including the formation of igneous, sedimentary and metamorphic rock. Students will also study how the earth is a dynamic system that is constantly changing due to geological processes that have occurred over billions of years. They are introduced to the theory of plate tectonics, which explains global patterns of geological activity and continental movement.

Thermodynamics - Students will understand and will be able to describe basics of heat transfer: conduction, convection and radiation. They will then be able to identify and provide examples of how heat energy is transferred in everyday situations.

Cells - Students will learn that living things are made of cells that have evolved to perform functions that enable the whole organism to survive and reproduce. With microscopes, students will examine the components that make up a cell.

Second Semester

Body Systems – Students will learn that multi-cellular organisms coordinate their functions using specialised tissues and organ systems. Students will look at cardiovascular, pulmonary and digestive systems and how they work together to keep an organism alive.

Electricity - Students study how electric circuits, electricity and magnetism are fundamentally related.

Sustainability – Students will learn how human actions impact the Earth's natural environment. Students will explore how they can help maintain an ecological balance and conserve natural resources to support the wellbeing of next generations.

Acids and Bases – Students will learn how to identify acids and bases using indicators and the pH scale. They explore their properties, reactions and real – life uses through experiments and practical investigation.

School Assessed Coursework
- Assignments
- Unit Tests
- Practical Work

HUMANITIES

This unit includes the study of both Geography and History.

In Geography, students examine the processes that influence the characteristics of differing environments, specifically urban areas. They consider the causes and patterns of urbanisation, the environmental, economic and social impacts, and management strategies, further developing their understanding of geographical concepts of space, place, interconnection, change and sustainability.

In History, students examine the key features of Medieval European society, including its social, political, and religious structures. They investigate the Black Death and how this event contributed to social and economic change. Students then investigate the social, political, and cultural features of Japan under the rule of the Shoguns and the factors that shaped Japanese society and contributed to significant developments and changes during this period. Students further develop their application of key historical skills, including sequencing chronology, developing historical questions to inform historical investigations, using historical sources of evidence, recognising continuity and change, analysing cause and effect, evaluating historical significance and constructing historical interpretations.

School Assessed Coursework
- Vikings Graphic Organiser Assignment
- Medieval History Test
- Urbanisation Test
- Japan Under the Shoguns Assignment

ITALIAN

This unit is a continuation of Year 7 Italian. All Year 8 students studying Italian must complete this unit. The course will introduce many new grammatical concepts as well as extend the use of the language learnt. This unit will incorporate the four areas of speaking, listening, reading and writing as well as viewed and multimodal texts. The unit will focus more on communicative tasks and students will be expected to participate in speaking activities, role-plays, dialogue readings, written activities and online activities. Students will be encouraged to produce ICT presentations. Themes will include Family, School, Personal preferences, Descriptions, Friendship, and Animals and nature. This course will also incorporate cultural aspects of Italy, for example, The importance of family, Stereotypes in different cultures, Beliefs about animals and the Italian school system.

School Assessed Coursework
- Listening and Reading Comprehension Tests
- Speaking Tasks
- Writing Folio

JAPANESE

This unit is a continuation of Year 7 Japanese. All Year 8 students studying Japanese must complete this unit. The content studied in this unit involves the topic of daily routines and extending self-introductions. These content areas include the vocabulary and sentence patterns for Days of the week, School subjects, Personal preferences, Eating out and Daily routines. By the end of this unit, students will be able to read and comprehend spoken, written and viewed texts about daily activities and detailed introductions. Students will be able to write a speech script on square paper using hiragana, some katakana and common kanji characters. Students will also be able to introduce themselves with more detail about their personal preferences.

School Assessed Coursework
- Listening and Reading Comprehension Tests
- Speaking Tasks
- Writing Tasks

PHYSICAL EDUCATION AND HEALTH

During practical activities students will continue to develop their skills in a variety of sporting activities. Students will also have the opportunity to develop their leadership and confidence through peer teaching. Students will be given the opportunity to design and teach a range of warm-ups, skills, drills and minor games.

Students will participate in the following activities:

- Netball
- Lacrosse
- Tennis
- Football
- Hockey

The health component will analyse topics such as harm minimisation, alcohol, reproductive health and bullying.

School Assessed Coursework
- Skill Development
- Health Assignment
- Harm Minimisation Test

ART

Students will learn about a selection of art-making forms, including pen drawing, printmaking and painting with watercolour and ink. They will investigate the work of artists from different eras and places and will continue to use their folio to document their development of skills. Students continue to learn to analyse and interpret the messages that are communicated within artworks, using art language to describe their experience. A variety of topics are created each year that complement the dynamic nature of this subject.

This subject can be selected in addition to, or instead of, 3D Art.

School Assessed Coursework
- Art Folio
- Art Literacy
- Final Presentations

CLASSROOM MUSIC

The focus of this unit is on the History of Rock. Much of the course is spent looking at music from the past 60 years and how musicians and styles have influenced the music of today. Students create a podcast to ascertain their understanding of a specific area in the History of Rock unit. Theory focuses on the relationship between notes, key signatures, scales and chords, which will assist them in their own playing on their chosen instrument. Students form bands and are involved in a school based performance. Students write a song based on an issue of interest to them, applying their theory skills to practice.

Due to the practical nature of the subject, it is compulsory for students to be enrolled in instrumental lessons either at school or through an external teacher.

School Assessed Coursework
- Performance
- Composition
- Podcast
- Tests

DANCE

In Year 8, students collaborate with each other to choreograph their own dance piece and are assessed according to criteria. They are encouraged to develop and refine their technique and performance skills through their participation in a range of technique classes. The students build on their theory knowledge by analysing different dance routines for their intention and movement vocabulary using appropriate dance terminology. Students are assessed on how they learn, interpret and perform a learnt dance work taught by the teacher. Students undertake a group task where they collaborate to choreograph their own dance piece and perform this to an audience.

School Assessed Coursework
- Group Work Performance
- Learnt Work Performance
- Research Project
- Theory Assessment

DRAMA

This unit will consolidate students learning in Drama, concentrating on devised and scripted performance. The unit is practical with participation in drama games and activities to develop performance skills. Students will study different theatre styles, including different styles of comedy and using theatre to explore social change. Acting technique, improvisation, stage craft and dramatic elements will also be developed. The unit will build student's confidence to perform to an audience and to develop their understanding of dramatic meaning. They will choose to perform either a solo or an ensemble performance. They will research a famous actor of our time. Students will also have the opportunity to see a professional theatre performance.

School Assessed Coursework
- Group Performance
- Comedy Performance
- Research Assignment – Actor's Studio

VISUAL COMMUNICATION DESIGN

Students will continue to develop their digital media skills as they use Adobe Illustrator to produce communication designs. They will undertake some research and analysis of design that will inspire their own work. They use their folio to document their development of skills and design process as they sketch and create designs for specific briefs. At Year 8, students learn technical drawing techniques with a focus on two-point perspective.

A significant amount of work in this subject is undertaken on the computer so sufficient printing credit is an essential requirement.

School Assessed Coursework
- Design Folio
- Design Literacy
- Final Presentations

FOOD TECHNOLOGY

Year 8 Food Technology adopts a closely related theoretical and practical approach to learning. In this unit, students will expand their knowledge, understanding and application of sensory analysis, safety and hygiene, measuring, tools and equipment, food preparation processes, Australian food models, nutrients and the nutrient needs required through the life span. They will develop the skills to examine social, ethical, economic and sustainability factors including an exploration of issues such as sustainable agriculture and the ethical treatment of animals. During weekly production sessions, students will produce a range of food items. They will have the opportunity to develop and improve their food preparation, cooking and presentation skills. Students will use the design process to investigate and define, generate and design, plan and manage, produce and implement and evaluate a range of designed solutions in response to specific design brief scenarios. These can vary in complexity depending on the student's ability.

School Assessed Coursework
- Activity Booklet: Let's Get Cooking!
- Test: Cook Safe Cook Smart
- Test: Adolescent Nutrition
- Design Brief: Investigating, Generating, Planning and Managing
- Design Brief: Production and Evaluation Test

MATERIALS TECHNOLOGY

In this unit of work, students will develop the ability to work with a range of materials such as wood, metal and plastics. They will implement a variety of skills relating to the design and investigation of products which will then be produced in later stages of the unit. During the semester, they will be instructed in the safe use of the tools, equipment and machines required to complete individual production models. On completion of the production tasks, students will be required to evaluate the design features, processes, tools and equipment used and make recommendations for future product modifications and improvement.

School Assessed Coursework
- Safety Test
- Design Folio
- Production Task/s

SYSTEMS TECHNOLOGY

In this unit, students will develop an understanding of simple electrical and mechanical processes and theory. Students will also gain exposure to design and construction methodologies and practices. An understanding of electrical and mechanical processes, will be developed through the investigation, design, production and evaluation of simple, easily built models. Students will develop a range of technological and manual skills and will be encouraged to work with a variety of materials as well as a range of tools and equipment.

School Assessed Coursework
- Safety Test
- Technology and Electronics Introduction
- Digital Clock Design
- Digital Clock Manufacture

FASHION AND DESIGN TECHNOLOGY

Through enquiry and investigation, students will deepen their knowledge and understanding of textile materials, processes and terminology. Students will investigate fabrics and finishes in detail and use this knowledge to select and process materials. They will investigate a range of fastenings and ways to join materials, discussing suitability. Students will explore both CAD and CAM to make links to mass production. Practical skills will be enhanced through a range of focused practical tasks. Students will revisit the design process and complete a major design brief where they will use the design process to investigate, generate, plan and manage, produce and evaluate a jumper. This task can vary in complexity depending on the competence of the student.

School Assessed Coursework
- Developmental Folio
- Specification sheet
- Product and Evaluation
- Cotton Report

JEWELLERY MAKING

In this new and exciting unit, students will be introduced to the world of jewellery making. Through collaborative and individual activities, they will follow the stages of the design process, to develop essential skills such as design, creativity, collaboration, and critical thinking. The unit will begin with a focus on practical skill development and safety in the workshop environment. Students will gain confidence in using various tools and machinery while learning about metalworking and woodworking processes. Throughout the unit, students will be introduced to a range of diverse techniques, including but not limited to, laser cutting, resin pouring, pewter casting and clay modelling. These hands-on experiences will expand their technical abilities and develop their understanding of craftsmanship and design principles. Central to the unit is the incorporation of student voice. Each student's skill level and interests will be considered and will influence the learning experience. Overall, this unit offers an introductory exploration of jewellery making, providing students with the skills, knowledge, and inspiration to express themselves artistically and creatively.

School Assessed Coursework

- Safety Test
- Developmental Folio
- Production Skills
- Product and Evaluation

ELECTIVE UNITS

ENTREPRENEURSHIP, WORK AND LAW

In Year 8 Entrepreneurship, Work and Law, students identify examples of entrepreneurs and the entrepreneurial knowledge, skills and capabilities that contribute to business success. They describe the reasons businesses exist, accurately categorise businesses and explain how businesses take advantage of market opportunities.

Students consider the reasons people work and the ways in which work can contribute to individual and societal wellbeing. They investigate the changing nature of work and make logical predictions about the future of work.

Students are introduced to the key features of Australia's system of government and the democratic values that enable active participation in Australia's democracy. They also examine the key principles and features of the Australian legal system, how laws are made in Australia through parliaments and through the courts, and the types of law including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law.

School Assessed Coursework
- Work Futures Assignment
- Business Investigation
- Democracy and the Law Test

3D ART

Students may work with a selection of 3D art making forms such as clay, plaster, wire and cardboard construction to create a variety of three dimensional sculptures. They will investigate the work of artists from different eras and places with a focus on culture and will continue to use their folio to document their research and development of skills. Students continue to learn to analyse and interpret the messages that are communicated within artworks, using art language to describe their experience. A variety of topics are created each year that complement the dynamic nature of this subject.

This subject can be selected in addition to, or instead of, Art.

School Assessed Coursework
- Art Folio
- Art Literacy
- Final Presentations

CERAMICS

Students will be introduced to a selection of ceramic processes and practices and the ways in which these can be used in making a range of products and artworks. They will develop an understanding of the histories, conventions, traditions, and contemporary applications of ceramics to inform their own practice. The ceramics program will encourage students to explore and develop a wide range of skills and technical knowledge. The Ceramics Studio and workshops will be equipped in line with professional recommendations, including a purpose-built studio, large kiln and glazes.

This subject can be selected in addition to, or instead of, Year 9 Art and 3D Art.

School Assessed Coursework
- Art Folio
- Art and Design Literacy
- Final Presentations

PERFORMANCE STUDIES

This unit's aim is to introduce students to a wide variety of performance skills. This unit caters for students with different levels of experience and skills; it aims to engage students in active learning and build their confidence. Students will study acting, dancing and singing in preparation for the annual school production which may be a musical or cabaret. Students will get to experience what it means to be in a real production. The main aspect of the class is the rehearsal process for the production but there is also a theory component which is rotated between the history of the musical, the history of performance and the history of technical theatre. Students will be expected to complete a research assignment, a journal and a review of the school production.

School Assessed Coursework
- Acting Better
- Choreographer's Challenge
- Live Performance
- Research Assignment

JUNIOR BAND

This unit has been designed for students learning an instrument either at school or privately. The main goal of this elective is performance. Students will be required to participate in a minimum of two performances throughout the semester, with two of the three classes allocated to ensemble rehearsals. The remainder of classes will be divided between music theory, investigation and an appreciation of works.

A prerequisite of this unit is that students must have knowledge on an instrument, and are taking weekly instrumental lessons.

School Assessed Coursework
- Investigation
- Solo Performance
- Ensemble Performance

FOOTY CODES

This unit has been designed for lovers of all things football. Throughout this unit students will develop their understanding of strategies, training, game play, game day preparation, coaching and umpiring. During the theoretical component students will review the rules and tactics associated with the various football codes.

Students will have an opportunity to participate in:
- Australian Rules Football
- Rugby
- Soccer
- Gaelic
- Gridiron
- Tag Football
- Touch Rugby

School Assessed Coursework
- Skill Development
- Musculoskeletal Assignment
- Sport Coaching Assignment

GOOD SPORTS

This exciting unit has been designed for students with a competitive edge. Throughout the unit students will be exposed to the tactics, game play, scoring, umpiring and coaching skills required in a range of sporting situations. The objective for this unit is to develop the skills, leadership and sportsmanship required to represent the school during interschool sports. Students that select this unit will be expected to try out for a number of school sporting teams.

Students will have an opportunity to participate in:
- Netball
- Volleyball
- Basketball
- Soccer
- Tennis
- Football
- Minor Games
- Invasion Games

School Assessed Coursework
- Skill Development
- Musculoskeletal Test
- Sport Coaching Assignment

ADVANCED FOOD TECHNOLOGY

Prerequisite – Successful completion of Year 8 Food Technology.

Year 8 Advanced Food Technology adopts a closely related theoretical and practical approach to learning. Students who select Year 8 Advanced Food Technology should display a genuine interest in this area and a willingness to improve their skill level in order to attempt more creative and complex food products. The ability to work in a focused, independent manner is required. Students will enhance their knowledge of the principles of nutrition with a focus on Australian food models, while using problem solving skills and planning strategies for creating healthy meal solutions. Students will explore the history and development of food patterns in Australia and will consider the positive influence that migration has had on our changing food habits. During weekly production sessions, students will produce a range of food items. They will have the opportunity to further develop and refine their food preparation, cooking and presentation skills.

Students will use the design process to investigate and define, generate and design, plan and manage, produce and implement and evaluate a range of designed solutions in response to specific design brief scenarios. These can vary in complexity depending on the student's ability.

School Assessed Coursework
- Test: Nutrition
- Investigation: Food in Australia
- Design Brief: Investigating, Generating, Planning and Managing
- Design Brief: Production and Evaluation Test

ADVANCED MATERIALS TECHNOLOGY

Prerequisite - successful completion of Year 8 Materials Technology.

In this unit, students will build on the skills developed during the core unit of Materials Technology. They will be required to increase their level of competence of design and manufacturing skills and improve their understanding of materials and their uses at a basic level. Students will also be instructed in the use of simple computer design software in order to enhance their design skills. During the course of the unit, they will be instructed in the safe use of the tools, equipment and machines required to complete production models. On completion of the production tasks, students will be required to evaluate the processes, tools and equipment used for production. They will also analyse design features and suggest improvements and recommendations for their own product, as well as others.

School Assessed Coursework

- Safety Test
- Design Folio
- Production Task/s

UNIT COSTS

Year 8

Subject	Unit Charges	Additional Costs
English	$30	
English as an Additional Language	$30	
Mathematics	$30	
Numeracy	$30	
Literacy	$30	
Science	$50	
Humanities	$30	
Italian	$20	
Japanese	$20	
Physical Education & Health	$30	
Art	$50	
Classroom Music	$50	+$300 Yearly Instrumental Music Lessons*
Drama	$50	
Dance	$50	
Visual Communication Design	$50	
Food Technology	$70	
Materials Technology	$70	
Systems Technology	$70	
Fashion and Design Technology	$70	
Jewellery Making	$70	
Entrepreneurship, Work and Law	$20	
3D Art	$50	
Ceramics	$50	
Performance Studies	$50	
Junior Band	$50	+$300 Yearly Instrumental Music Lessons *
Footy Codes	$30	+ $10 (booklet)
Good Sports	$30	+ $10 (booklet)
Advanced Food Technology	$70	
Advanced Materials Technology	$70	

*Note - students completing Instrumental Music lessons who are in Junior Band pay one annual $300 fee.