Curriculum Handbook

2027

Year 8

Gandel Campus:
87-89 Station Street
Burwood Vic 3125
Ph: 9834 0000
www.scopus.vic.edu.au

INTEGRITY COMPASSION INCLUSION CURIOSITY

This handbook provides an overview of the philosophy and practice of the curriculum in the Secondary School at Mount Scopus Memorial College. It aims to be of particular interest to parents and guardians, but is also vital to students in that it contains information about all of the courses open to them from Years 7 to 9.

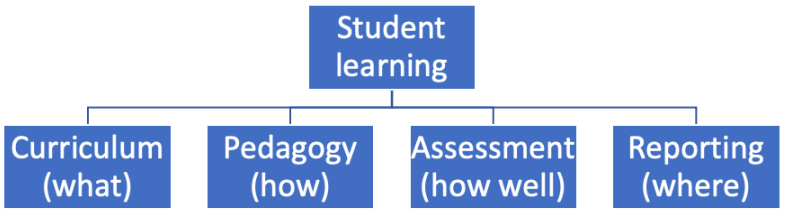
Contents

Curriculum Policy
The Australian Curriculum
Organisation of Curriculum
A Summary of Course Options: Years 7 – 9
Curriculum (Years 7 – 9) 2027
Assessment and Reporting Policy
Work Completion and Homework Policy
Susie and Norman Rockman Library
English
Hebrew
Humanities
Jewish Studies
Mathematics
Performing Arts
Health and Physical Education
Design and Technology
Science
Visual Arts
Transdisciplinary Learning
Subject Descriptions Year 8

Because of the dynamic nature of any healthy curriculum, some of the details may change before the start of the 2027 school year. Enquiries about changes in Year 8 should be referred to the relevant faculty leaders.

Curriculum Policy
Mount Scopus Memorial College provides a comprehensive curriculum, which is constantly evolving in response to advances in educational research and changes in the local and global communities.

The curriculum is the statement of the purpose of schooling. It defines what it is that all students have the opportunity to learn. Enabling students' learning progress is the role of teachers and the College. It is enabled through effective pedagogy, assessment and reporting, as illustrated here. Engaging in this learning process is the responsibility of students.



In this representation, student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

- The first is the curriculum that defines what it is that students should learn, and the associated progression or continuum of learning.
- The second is pedagogy that describes how students will be taught and supported to learn.
- The third is assessment that identifies how well a student has (or has not) learnt specified content.
- The fourth is reporting that explains to the student and the teacher where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers.

This handbook focuses on the first component: curriculum. Mount Scopus delivers the Australian Curriculum in Years 7-10 and the Victorian Certificate of Education (VCE) curriculum in Years 11-12**.** The Australian Curriculum is implemented using the Victorian Curriculum as a model as the latter incorporates the Australian Curriculum and reflects Victorian priorities and standards, as well as is aligned with VCE studies.

The Australian Curriculum
The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling. It is designed to prepare young people for the future world in which they will learn, and prepares them to respond to the challenges that will continue to shape their world. It sets out the priorities and aspirations we hold for all our young people.

The curriculum has 3 dimensions: learning areas, general capabilities and cross-curriculum priorities. The learning areas constitute the essential knowledge, understandings and skills that students should learn in 8 learning areas. General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. These capabilities are developed through the content of the learning areas. Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. These priorities are addressed through learning area content.

The curriculum is presented as a progression of learning in 8 core learning areas:

- English
- Mathematics

- Science
- Health and Physical Education
- Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business)
- The Arts (Drama, Media Arts, Music, and Visual Arts)
- Languages
- Technologies (Design and Technologies, and Digital Technologies)

The 7 general capabilities are:
- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social capability

The general capabilities are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. The teaching of learning area content will be strengthened by the application of relevant general capabilities, as will the development of the general capabilities through appropriate learning area contexts.

In the Victorian Curriculum, digital literacy, literacy and numeracy are embedded in student learning across the curriculum and hence are not treated as discrete capabilities against which student progress is reported. The four general capabilities in the Victorian Curriculum are thus: Critical and Creative Thinking, Ethical, Intercultural, and Personal and Social. The Critical and Creative Thinking capability is organised into three strands: Questions and Possibilities, Reasoning and Meta-Cognition. The Ethical capability curriculum consists of two strands: Understanding Concepts and Decision Making and Actions. The Intercultural Capability curriculum is organised into two interrelated strands: Cultural Practices and Cultural Diversity. The Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management, and Social Awareness and Management.

The 3 cross-curriculum priorities are:
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Judaic Studies and Hebrew

JudaicStudies and Hebrew at Mount Scopus gives the school its distinctive character. A serious encounter with the main disciplines of Jewish Studies, including: Hebrew Language and Literature, Tanach, Jewish History, Israel Studies and Toshba (the Oral Tradition), is crucial for the fulfilment of the school's aims as a Jewish school. The College's Mission Statement is to "promote excellence in learning and provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enables each student to make an informed choice as to the meaning of their Jewish identity."

Hebrew Bilingual Program
The Hebrew Bilingual Program is offered to students at Levels 7 through 8. Students are taught approximately 85% of all their subjects in Hebrew, including Science, Judaic Studies, Humanities, Art, and Design Technology. Experience and evidence has shown that participation in the program in no way diminishes from the student's level of achievement. The program aims to enable the students to achieve a high level of fluency in both spoken and written Hebrew.

Organisation of Curriculum
The formal curriculum is organised under a series of faculties, each with a faculty leader who has the responsibility for overseeing continuity, review and change. Each faculty is responsible for conducting a core of compulsory studies, whilst also offering a selection of elective subjects at various year levels.

A Summary of Course Options: Years 7 – 9
Year 7
Year 7 students undertake a common course of study which lays the foundation for six years of secondary schooling. Subjects studied include Hebrew, Judaic Studies, English, Mathematics, Science, Humanities, Design and Technology, Visual Art, Music, Health and Physical Education and Sport. Special assistance through Student Services is available to cater for the needs of neurodiverse students, with particular attention to literacy and numeracy. All students participate in the Mechanech/Pastoral Care programme. Students undertake a Community Service component with a focus on people in crisis.

Year 8
Year 8 students choose two semester-long electives to study in conjunction with the common core, which includes Hebrew, Judaic Studies, English, Mathematics, Science, Humanities, Design and Technology, Visual Art, Health and Physical Education and Sport. Elective choices including offerings from the Humanities, Music, Performing Arts, Science and Jewish Studies Departments. Special assistance through Student Services is available to cater for the needs of neurodiverse students, with particular attention to literacy and numeracy. All students participate in the Mechanech/Pastoral Care programme.

By the end of Year 8, all students are expected to have a basic grounding in the key competency areas for English, Mathematics and Hebrew, and to have experienced a broad range of studies in other subject areas. Students undertake a Community Service component with a focus on serving the needs of various communities and exploring issues such as disability, old-age, homelessness, food insecurity and sustainability.

Year 9
Students at Year 9 begin to exercise a greater degree of choice in their course of study. The common core subjects are Hebrew, Judaic Studies, English, Mathematics, Science, Humanities, Health, Physical Education and Sport, where Health is a semester-length core subject. In addition to the core subjects, students also choose 3 semester-length electives from an extensive list.

Special assistance through Student Services is available to cater for the needs of neurodiverse students, with particular attention to literacy and numeracy. All students participate in the Mechanech/Pastoral Care programme and in workshops on wellbeing. Students undertake a Community Service component with a focus on being active members of society and volunteering with organisations in line with their personal interests.

Curriculum (Years 7 – 9) 2027

Year 7 Compulsory	Year 8 Compulsory	Year 9 Compulsory
Hebrew Judaic Studies English/EAL Mathematics Science Humanities Design and Technology Visual Art Music Health and Physical Education Sport	Hebrew Judaic Studies English/EAL Mathematics Science Humanities Design and Technology Visual Art Health and Physical Education Sport	Hebrew Health (1 semester) Judaic Studies English/EAL Mathematics Science Humanities Physical Education Sport Kehilla Project
Year 7 Elective	**Year 8 Electives**	**Year 9 Electives**
Master Talmud	**Students select 2 electives, with one elective from each block.** **Elective Block A (exploratory)** Forensic Science Literacy Skills Master Talmud **Elective Block B (creative core)** Drama Music Performance Navigating Tomorrow: Thriving in a Changing World	**Students select 3 electives, with at least one elective from each block.** **Elective Block A (exploratory)** Climate Change Activist@Scopus Coaching and Performance Israel Studies Literacy Skills Literature Master Talmud Me'midrash La'migrash - Connecting Torah with the World of Athletics Money Management Outdoor Education The Ghost in the Machine What on Earth? When Disaster Strikes … Yorta Yorta Beyachad **Elective Block B (creative core)** Drama Music Performance Robotics and Coding Script and Production Textiles and Fashion Design Visual Art: 3D Art and Sculpture Visual Art: Painting and Drawing Visual Communication Design

Assessment and Reporting Policy

Assessment and reporting are an integral part of teaching and learning.

ASSESSMENT

Assessment is the process of gathering and evaluating evidence of a student's learning and development. It is ongoing, multimodal and inclusive in nature, allowing diverse learners to demonstrate what they can do, know and understand in various contexts according to their capabilities. Assessment is used both to improve student learning outcomes, and to monitor student progress and learning outcomes. Formative assessments seek to inform and enhance teaching and improve learning. Summative assessment gives final judgement on a student's performance on a given unit of work and allows teachers to report effectively to parents on their child's progress and development.

Assessment strategies and development

The design and development of assessments are underpinned by the principles of quality assessments which ensure that assessments

- are integral to the learning process
- are aligned with the curriculum outcomes and achievement standards
- enable students to demonstrate their learning in a range of realistic contexts and tasks
- provide evidence that accurately represents a student's knowledge, understanding and skills

Assessment strategies and tasks in Years 7-10 aim to develop the skills and capacities students need to be successful for their VCE studies. A variety of assessments will be used as no single approach can assess all the content, skills, understandings, processes and attitudes in a given course. They may include observation, peer discussion, work sample, selected response, open-end task, performance, presentation and project. Assessment activities can generally be categorised into 5 types.

Assessment types in Years 7-10

	Assessment types and examples				
Types	**Student work**	**Research and investigation**	**Multimedia production (product)**	**Presentation or Practical activity (performance)**	**Written test**
Examples	Folio, Journal, Class work	Case study, Modelling or simulation task, Investigative task, Review, response and analysis of an issue or topic	Visual product, Multimedia product, Artwork, 3-D model	Scientific experiment, Aural, oral, visual, physical, musical, theatrical performance	Test on knowledge and skills, Semester exam

Assessment activities, progressive reporting and overall subject grade

Each subject in Years 7-10 will conduct at least 4 assessment activities covering at least 3 assessment types in a semester, with at least 2 assessment activities in a term. The assessment activities can have different weightings and at the end of a semester, an overall subject grade is calculated based on the scores and weightings of all assessment activities.

After an assessment is completed, assessed and cross-marked, students and parents receive prompt feedback including a grade based on the percentage scored in the assessment. This applies for all summative assessments and constitutes progressive reporting.

At the end of each semester, an overall subject grade for each subject is calculated and reported in the semester report. The overall subject grade is calculated by using the scores for all assessment activities in the semester and the weightings assigned to the assessments.

Students who missed assessments
Students studying VCE Units 1-4 subjects are required to produce a medical certificate when they are absent for a School-assessed Coursework (SAC), and a make-up SAC will be scheduled as soon as possible.

Students studying Years 7-11 subjects who missed an assessment due to absence from school will be required to sit a make-up assessment at the earliest opportunity upon their return to school, failing which they will be given 0 mark unless they have a School Approved Exemption (SAE).

Years 7-11 make-up assessments in the first instance will be organised and supervised by the subject teacher. If a suitable time for both subject teacher and student cannot be found, the make-up assessment will be scheduled for lunchtime to be supervised by a Head of Year. Should the student miss the scheduled lunchtime appointment with the Head of Year, the student will have to complete the make-up assessment during Homework Club on Tuesday or Thursday after school.

Students who achieved below 50% in assessments
The College's expectation is for students to achieve at least 50% in any assessment. When a student achieved below 50% in an assessment, the student will be given another opportunity to demonstrate their understanding of the required knowledge and skills in the form of a supplementary assessment. The following process will be followed:

- Parents are notified of the result and the area of concern, and informed that the student is given another opportunity in the form of a supplementary task to demonstrate a satisfactory level of understanding and skills.
- The student and parents are informed of the date, time, venue and format of the supplementary task.
- The original assessment grade will remain unchanged but a comment will be updated in TASS to reflect the performance of the supplementary task, including if the student did not complete the supplementary task.

REPORTING
Reporting is the process used to communicate knowledge gained from assessing student learning and development. The purpose of reporting is to provide relevant information about a student's progress to the student, parents, teachers and support staff.

Our learning ambitions extend beyond content knowledge and skills in the curriculum. We also want to emphasise, develop and reflect values, attitudes, attributes, and beliefs about learning – which collectively will be called learning dispositions. To provide a holistic view of student learning and development, academic results are complemented with student developmental levels in their learning dispositions.

Progressive Reporting
At the beginning of each term, parents and students will be able to see an outline of upcoming assessments including a short description of the knowledge, skills or outcomes to be tested. Students will be able to plan and prepare for upcoming assessments.

After an assessment is completed, assessed and cross-marked, students and parents will receive prompt feedback including a grade based on the percentage scored in the assessment and the areas for improvement so that students can reflect on their learning and develop further. This applies for all summative assessments and constitutes progressive reporting.

Semester Reports
A report is issued at the end of each semester in addition to progressive reporting which happens throughout the year. The semester report provides a snapshot of the student's performance in their holistic development. It includes a summary of the student's academic results and learning dispositions, reports on individual subjects, participation in leadership and co-curricular activities, and pastoral comments. Assessment and reporting procedures are in line with the Federal Government National Safe Schools Framework (NSSF).

Parent–Teacher Interviews
Parent–Teacher Interviews are scheduled for all students in Semester 1 and Semester 2. Students are encouraged to be part of this interview process.

Contact at other times
In addition to the regular reporting structure, parents are encouraged to maintain close contact with teachers, especially if they have some cause for concern. Sometimes a student's situation is such that a formal Support Group is set up to review the student's progress and establish an individual learning plans and goals.

Academic results
The College reports student academic achievements against the achievement standards set out in the Victorian Curriculum. After an assessment is completed, assessed and cross-marked, students and parents receive prompt feedback including a grade based on the percentage scored in the assessment. A consistent grading system based on a range of percentage scores is used from Years 7-12.

Key: Assessment scores and grades

Percentages	0-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-89	90-100
Grade	UG	E	E+	D	D+	C	C+	B	B+	A	A+

Grade	Description
A+	Working significantly above the expected level of achievement
B+ to A	Working above the expected level of achievement
C to B	Working at the expected level of achievement
D to D+	Working towards the expected level of achievement
E+ and below	Working significantly below the expected level of achievement
UG	Ungraded

SAE	School-approved exemption (applies to absence from assessment with valid reasons approved by the College)

At the end of each semester, an overall subject grade for each subject is calculated and reported in the semester report. The overall subject grade is calculated by using the scores for all assessment activities in the semester and the weightings assigned to the assessments. For subjects with semester exams, the overall subject grade does not include the semester exam which is reported separately as an outcome on its own.

Learning dispositions

Learning dispositions are desirable attitudes and competencies that empower students to be better learners at school and in a changing world. Our learning dispositions are made up of a suite of 4 complex competencies – agency in learning, collaboration, communication and quality thinking. These competencies are drawn from the New Metrics for Success designed by the University of Melbourne. We value these competencies through purposeful teaching, accurate assessment of development and recognition of attainment of these competencies. At the end of each semester, a student's learning dispositions in each core subject are indicated by their achievement level in the four competencies, each on a progression from Level 1 to Level 5. The achievement levels for different subjects are then aggregated to form a summary of the learning dispositions for a student.

Key: Learning dispositions, competency descriptions and level statements

Competency	Level 1	Level 2	Level 3	Level 4	Level 5
Agency in learning Knowing what to learn, and how to learn and who and with to learn it from to attain expertise in an area of interest	**The directed learner** *Learners at this level use guidance from others to support participation in learning.*	**The diligent learner** *Learners at this level learn by interpreting and following instructions, looking for guidance on what they should learn and how they should learn it.*	**The self-regulated learner** *Learners at this level are skilled achievers who aspire to reach standards, making informed and deliberate decisions about their learning.*	**The extended learner** *Learners at this level are motivated to learn independently and from others, engaging with ideas and challenges to deepen their own understandings and competence.*	**The unbound learner** *Learners at this level apply themselves relentlessly to their learning and are creative producers of knowledge, seeking to deepen and expand what they know and can do in domains of interest.*

Collaboration Working with others to achieve a common goal	**The guided collaborator** *Learners at this level follow the guidance of others to contribute to group goals.*	**The engaged collaborator** *Learners at this level participate in activities to address common goals.*	**The responsible collaborator** *Learners at this level actively contribute to identifying, shaping and achieving common goals.*	**The orchestrating collaborator** *Learners at this level initiate and take responsibility for organising collaborative activities to achieve common goals.*	**The amplifying collaborator** *Learners at this level take responsibility for the outcomes of collaborative activities, harnessing the talents and diversity of the group.*
Communication Transmitting, receiving and interpreting information, ideas, arguments, feelings and beliefs to support the purposes of the individual or group	**The functional communicator** *Learners at this level are adept at expressing their needs and wants explicitly or implicitly, transmitting and receiving information, and participating in social interaction in their community.*	**The transactional communicator** *Learners at this level share information, converse easily in familiar contexts, and are aware of their audience.*	**The active communicator** *Learners at this level focus on interpreting and conveying meaning, checking their own and their audience's understandings, and adapting their choice of style and content as required.*	**The attuned communicator** *Learners at this level work effectively to build and share complex, nuanced meaning and achieve their communication purposes by generating impactful responses in their audiences.*	**The influential communicator** *Learners at this level are creative users of their communication skills, exploring and negotiating new ideas and meanings to influence others and inspire action.*
Quality thinking Thinking things through to achieve better outcomes for the individual or group	**The structured thinker** *Learners at this level apply routine learned processes to solve familiar problems, accepting obvious, straightforward solutions.*	**The inquisitive thinker** *Learners at this level are curious about ideas and representations of the world, using questions to get a clearer understanding and arrive at possible solutions.*	**The investigative thinker** *Learners at this level are interested in investigating how and why things work, posing questions and actively engaging in problem solving.*	**The analytical thinker** *Learners at this level develop explanations based on reasoning and evidence to understand, test, adapt and challenge ideas or representations.*	**The innovative thinker** *Learners at this level can engage deeply with a topic, using systematic processes, judgement, reasoning and creativity to understand and explore ideas and generate novel solutions.*

Work Completion and Homework Policy

Completion of Assessment Activities
The College requires students to complete all summative assessment activities in each of their subjects. Progressive reports provide feedback on assessed work during the semester. Teachers use various methods to follow up incomplete work with parents, including phone and email correspondence. Students will be required to complete work outside of timetabled classes, including lunchtime and after school detentions, as scheduled by the school.

Homework Policy
Regular homework is a necessary part of a student's holistic development. Students can hone discipline-specific skills and conceptual understanding through assigned tasks, assume responsibility for their learning, and develop as lifelong learners. Furthermore, the development of organisation, time-management, affective and reflection skills can equip them for VCE, tertiary study and future work. Homework tasks may include completing prescribed tasks, consolidating learning activities, test preparation, essay and project work, reviewing the day's lessons, and preparing for the next day's work. It may also include additional reading, research, studying, and organising one's study notes.

The role of the school is to:
- Craft tasks that efficiently enhances classroom learning experiences, challenge and extend each learner's thinking and conceptual understanding
- Ensure that all assigned homework tasks are acknowledged
- Communicate with parents if the quality or timeliness of submitted homework or assessment task is of concern
- Communicate task due dates
- Support students to use planning tools such as a Google classroom, Google calendar or a planning diary
- Explicitly model and develop organisation, time management, reflection and affective skills within Mechanech, subject classes and individual student counselling where necessary.

The role of the student is to:
- Ensure that instructions and assignments are clearly understood, and to ask for help from teachers where appropriate and in a timely manner
- Note details of homework and to complete all assigned tasks to the best of one's ability
- Practise the skills of organisation, time management, reflection and affective skills
- Liaise with teachers to determine which tasks have been missed when absent from school
- Maintain a workspace free from distractions.

The role of the parent is to:
- Maintain an ongoing dialogue with their child in relation to their learning
- Communication with the teacher as soon as concerns arise

Guidelines for weekly working time:
- 5-7 hours for Year 7-9
- 6-9 hours for Year 10
- 10+ hours for Year 11-12, not including timetabled study periods

Susie and Norman Rockman Library

Services and Programs

Aims

- To assist students to develop lifelong independent learning skills which will readily transfer to other learning environments.
- To nurture a love of literature and reading.
- To provide students and staff with the opportunity to access a range of resources to fulfil their educational and personal information needs.

Collections

Library resources are selected, in consultation with subject teachers, to support the curriculum of the Secondary School as well as to provide some recreational material. To encourage informed decision-making, material is selected to present a variety of points of view.

Collections include:

- Digital resources – ClickView digital videos, reviewed websites, eBooks, PDF files, images, digital audio books, podcasts.
- Print resources – books, journals, newspapers, and an extensive fiction collection ranging from popular to classic, in a range of genres, to suit a variety of reading abilities.
- Online subscription databases – newspaper and journal articles, encyclopaedias, subject-based teaching and learning resources.

Facilities

Students have access to the library before and after school, at recess and lunchtime, as well as during class time. Facilities offered include:

- On-campus and remote access to information and resources at all campuses of the College through the automated library system.
- A variety of spaces for learning activities ranging from whole class tuition, research and reading to individual private study. Dedicated areas include a Seminar Room, a silent study room, a fiction reading area and small meeting rooms.
- ICT equipment, such as scanners, printers, photocopiers and interactive smartboards are available to staff and students.

Curriculum Development and Resourcing

Teacher-Librarians are fully qualified teachers who work closely with all teachers to support all areas of teaching and learning in the College.

Inquiry Learning and Information Literacy

The Teacher-Librarians play a leading role in the development of Information Literacy skills. Learning how to assess information and use it wisely is increasingly important. Students need to learn how to use the library and other media as well as to understand the research process (from finding and selecting information to judging it critically).

Information Literacy: Finding, interpreting, judging and creating information

- Access information to be informed and inform others.
- Make connections between various sources of information.
- Understand the benefits and limitations of sensory learning preferences when accessing, processing and recalling information..
- Present information in a variety of formats and platforms.
- Collect and analyse data to identify solutions and make informed decisions.
- Evaluation and select information sources and digital tools based on their appropriateness to specific tasks.
- Understand and use technology systems.
- Use critical-literacy skills to analyse and interpret media communications.
- Understand and implement intellectual property rights.
- Create references and citations,and construct a bibliography according to recognised conventions.
- Identify primary and secondary sources.
-

Teacher-Librarians provide timely tuition for classes as well as on-going coaching for small groups and individual students.

Research tools and resources are produced and promoted across the curriculum for all year levels. These include Research Starter Packs, scaffolding and strategies for Information Literacy skills, and online referencing tools.

Literature Programs

The library promotes a reading community that appreciates and loves literature through a range of activities and events including:

- The selection of quality young adult fiction and its organisation into accessible themes for Middle Years students;
- Wide Reading classes in which Teacher-Librarians promote fiction and assist individual students with the selection of engaging novels;
- The integration of literature units into the broader curriculum, such as historical fiction in History, Jewish literature in Jewish Studies, picture books in Art, and Visual Literacy activities;
- Lunchtime literature activities;
- Visiting authors, book talks and writers workshops;
- The development of recommended reading lists.

Library Displays and Exhibitions

- Student work, including projects, paintings, sculptures, models, posters.
- Special events and celebrations.

Faculty Overview

English

The English faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	English	C	Year
8	English	C	Year
9	English Literature	C E	Year Semester
10	English Language Unlocked: The Science of Human Communication Literacy Lens: Exploring the World of Literature	C E E	Year Semester Semester
11	English Units 1/2 Literature Units 1/2	VCE VCE	Year Year
12	English Units 3/4 Literature Units 3/4	VCE VCE	Year Year

Hebrew

The Hebrew faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Hebrew Bilingual Hebrew Extension Hebrew Mainstream Hebrew Support Hebrew Study Skills	C C C C C	Year Year Year Year Year
8	Hebrew Bilingual Hebrew Extension Hebrew Mainstream Hebrew Support Hebrew Study Skills	C C C C C	Year Year Year Year Year
9	Hebrew Accelerated Hebrew Extension Hebrew Mainstream Hebrew Support Hebrew Study Skills	C C C C C	Year Year Year Year Year
10	Hebrew Support Hebrew Study Skills Hebrew Units 1/2 Certificate II in Applied Language (Hebrew)	C C VCE VET	Year Year Year Year
11	Hebrew Units 3/4 Certificate III in Applied Language (Hebrew)	VCE VET	Year Year
12	Certificate III in Applied Language (Hebrew) Tertiary Hebrew	VET VCE	Year Year

Humanities

The Humanities Studies faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Humanities	C	Year
8	Humanities	C	Year
9	Humanities Money Management	C E	Year Semester
10	Humanities Introduction to Legal and Economics The World of Business	C E E	Year Semester Semester
11	Accounting Units 1/2 Business Management Units 1/2 Economics 1/2 History Units 1/2 Legal Studies Units 1/2 Philosophy, Ethics, Power & Reality	VCE VCE VCE VCE VCE VCE	Year Year Year Year Year Year
12	Accounting Units 3/4 Business Management Units 3/4 Economics 3/4 History Units 3/4 Legal Studies Units 3/4	VCE VCE VCE VCE VCE	Year Year Year Year Year

Judaic Studies

The Judaic Studies faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Judaic Studies Judaic Studies Bilingual Master Talmud	C C E	Year Year Year
8	Judaic Studies Judaic Studies Bilingual Master Talmud	C C E	Year Year Year
9	Judaic Studies Judaic Studies Text Israel Studies Master Talmud Me'midrash La'migrash - Connecting Torah with the World of Athletics	C C E E E	Year Year Semester Year Semester
10	Judaic Studies Judaic Studies Text Holocaust Studies Master Talmud	C C E E	Year Year Semester Year
11	Religion and Society Units 1/2	VCE	Year
12	Religion and Society Units 3/4	VCE	Year

Mathematics

The Mathematics faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Maths Maths Support Maths Extension	C C C	Year Year Year
8	Maths Maths Support Accelerated Maths	C C C	Year Year Year
9	Maths Maths Support Accelerated Maths	C C C	Year Year Year
10	Maths (Pre-General) Maths (Pre-Methods) Foundation Mathematics Units 1/2 Mathematical Methods Units 1/2	C C VCE VCE	Year Year Year Year
11	General Mathematics Units 1/2 General Mathematics Units 3/4 Mathematical Methods Units 1/2 Mathematical Methods Units 3/4 Specialist Mathematics Units 1/2	VCE VCE VCE VCE VCE	Year Year Year Year Year
12	General Mathematics Units 3/4 Mathematical Methods Units 3/4 Specialist Mathematics Units 3/4	VCE VCE VCE	Year Year Year

Performing Arts

Aims

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both the artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Performing Arts faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Classroom Music	C	Year
8	Drama Music Performance	E E	Semester Semester
9	Drama Music Performance Script and Production	E E E	Semester Semester Semester
10	Drama Music Performance	E E	Semester Semester
11	Music Performance 1/2 Theatre Studies 1/2	VCE VCE	Year Year
12	Music Contemporary Performance 3/4 Music Repertoire Performance 3/4 Theatre Studies 3/4	VCE VCE VCE	Year Year Year

Health and Physical Education

The Health and Physical Education faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) Elective (E) VCE	Duration
7	Health and Physical Education	C	Year
8	Health and Physical Education	C	Year
9	Physical Education Health Coaching and Performance Outdoor Education	C C E E	Year Semester Semester Semester
10	Physical Education PE - Exercise Physiology (Semester 1) PE - Peak Performance (Semester 2) HHD - Step up to Health and Human Development (Semester 1) HHD - Global Health and Human Development (Semester 2)	C E E E E E	Year Semester Semester Semester Semester Semester
11	Health and Human Development 1/2 Health and Human Development 3/4 Physical Education Units 1/2 Physical Education Units 3/4	VCE VCE VCE VCE	Year Year Year Year
12	Health and Human Development 3/4 Physical Education Units 3/4	VCE VCE	Year Year

Design and Technology

The Design and Technology faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Design Technology	C	Semester
8	Design Technology	C	Semester
9	Robotics and Coding Textiles and Fashion Design Visual Communication Design	E E E	Semester Semester Semester
10	Software Development Visual Communication Design	E E	Semester Semester
11	Visual Communication Design 1/2	VCE	Year
12	Visual Communication Design 3/4	VCE	Year

Science

The Science faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Mainstream Science Bilingual Science	C C	Year Year
8	Mainstream Science Bilingual Science Forensic Science	C C E	Year Year Semester
9	Mainstream Science Climate Change Activist@Scopus What on Earth?	C E E	Year Semester Semester
10	Mainstream Science Biotechnology Earth Sciences: The Origin of Everything! Psychology - Forensic and Social Psychology (Semester 1) Psychology - Sport and Clinical Psychology (Semester 2) STEM: Prototype & Fabricate	C E E E E E E	Year Semester Semester Semester Semester Semester Semester
11	Biology 1/2 Chemistry 1/2 Physics 1/2 Psychology 1/2	VCE VCE VCE VCE	Year Year Year Year
12	Biology 3/4 Chemistry 3/4 Physics 3/4 Psychology 3/4	VCE VCE VCE VCE	Year Year Year Year

Visual Arts

The Visual Arts faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
7	Visual Art (Including Painting and Drawing, Ceramics and Design)	C	Semester
8	Visual Art (Incorporating Printmaking, Design, Painting and Drawing and Sculpture)	C	Semester
9	Visual Art: 3D Art and Sculpture Visual Art: Painting and Drawing	E E	Semester Semester
10	Media Studies: Film Photography Visual Art	E E E	Semester Semester Semester
11	Art Creative Practice 1/2 Media Studies 1/2	VCE VCE	Year Year
12	Art Creative Practice 3/4 Media Studies 3/4	VCE VCE	Year Year

Transdisciplinary Learning

The Transdisciplinary Learning program integrates real-world problem solving, design thinking, and community engagement, aligned with the College's values of compassion, curiosity, inclusion and integrity.

The Transdisciplinary Learning faculty offers the following programmes in Years 7-12.

Year	Programmes	Core (C) / Elective (E) / VCE	Duration
8	Navigating Tomorrow: Thriving in a Changing World	E	Semester
9	Me'midrash La'migrash - Connecting Torah with the World of Athletics	E	Semester
	The Ghost in the Machine	E	Semester
	What on Earth?	E	Semester
	When Disaster Strikes …	E	Semester
	Yorta Yorta Beyachad	E	Semester
10	Critical Research	E	Semester
	Software Development	E	Semester
	STEM: Prototype & Fabricate	E	Semester
11	Extended Investigation 3/4	E	Semester
12	Extended Investigation 3/4	VCE	Year

Subject Descriptions

Year 8

English
Literacy Skills
Hebrew
Humanities
Judaic Studies
Mathematics
Health and Physical Education
Sport
Science
Design and Technology
Visual Art
Master Talmud
Drama
Music Performance
Forensic Science
Navigating Tomorrow: Thriving in a Changing World

English Year 8 (Core)

Faculty: English

Rationale

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia's links to Asia.

Aims

The English curriculum 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 across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Structure

The English curriculum is organised by language modes and strands. There are three language modes which are interrelated and these are Reading and Viewing, Writing, and Speaking and Listening. The three strands are Language, Literature, and Literacy.

Achievement Standards

Reading and Viewing

By the end of Level 8,

- Students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- Students interpret texts, questioning the reliability of sources of ideas and information.
- Students select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

- Students understand how the selection of language features can be used for particular purposes and effects.
- Students explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.
- Students create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, students take into account intended purposes and the needs and interests of audiences.
- Students demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

- Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.
- Students understand how the selection of language features can be used for particular purposes and effects.
- Students explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.
- Students create texts for different purposes selecting language to influence audience response.
- Students make presentations and contribute actively to class and group discussions, using language patterns for effect.

Year 8 Literacy Skills
Faculty: Student Services

Rationale
Literacy Support will be offered to those students who have significant difficulties acquiring English skills. These selected students will attend mainstream English classes with their Year 8 class, in addition to four Literacy Skills lessons per fortnight. These additional English classes will be in place of an alternative Year 8 elective. The students will continue to learn Hebrew.

The Literacy Skills elective provides students with an opportunity to review, practise, consolidate and improve their written, comprehension, thinking, grammar and punctuation skills.

Aims
- Practice writing skills using the creative and analytical genres.
- Interpret and analyse texts, especially those being studied in mainstream English classes. This will involve comprehension, vocabulary extension, writing about the texts and spelling key words from the texts.
- Improve oral reading and reading comprehension skills and practice higher order thinking skills. The student will practice inferring information from the text, forming and expressing opinions and drawing conclusions from information in the text.
- Develop a wider vocabulary.
- Revise and practise English grammar, spelling and punctuation rules and conventions.
- Develop positive listening and oral skills.
- Provide more time to explore the class texts being studied in regular English class.

Structure
The English curriculum is organised by language modes and strands.

Content
- Having the background knowledge needed to understand texts.
- Developing a far deeper understanding of writing conventions.
- Being able to work out the meanings of a text by inferring, questioning and summarising.
- Linking language and developing academic language.
- Expanding vocabulary and parts of speech.
- Structuring an analytical writing piece.
- Understanding the conventions of descriptive writing.
- Developing editing and proofreading skills.

Hebrew Year 8 (Core)

Faculty: Hebrew

Rationale

Hebrew is the official language of the state of Israel, the homeland of the Jewish people. Learning Hebrew is a priceless intellectual challenge for the students; it deepens students' knowledge and broadens their horizons as thinkers and creators. In the Hebrew department we concentrate on developing the students' communication skills in Hebrew, reflecting the importance of the contribution of the Hebrew language to building strong connections to Israel and Jewish identity. Our curriculum targets the same general criteria of learning languages.

Aims

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Structure

The Hebrew curriculum recognises that there are different entry points into language learning across F–10, which reflects current language teaching practice.
There are two possible learning sequences:

- **F–10 sequence** for students who begin to learn the language in primary school and continue to Year 10.
- **7–10 sequence** for students who begin to learn the language in Year 8.

The content descriptions of the Languages curriculum F–10 are organised through two interrelated strands. The two strands are Communicating and Understanding. Each strand contains several sub-strands.

Achievement standards:

For F–10 Sequence:

- By the end of Level 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities. Students use key grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives.
- By the end of Level 6 students use spoken and written Hebrew to exchange personal information and describe people, places and ideas related to their personal experiences and social activities. Students use patterns of Hebrew pronunciation and intonation when interacting.

7–10 Sequence

- By the end of Level 2, students interact with the teacher and peers to exchange information about themselves, their family and friends and initiate interactions by asking and responding to questions. Students identify letters of the Hebrew alphabet and join some letters to form simple sentences.

By the end of Level 4, students interact with the teacher and peers to share personal information about aspects of their lives, such as experiences, everyday routines and leisure activities. Students use key grammatical forms and structures in simple spoken and written texts, such as word order, singular and plural forms of regular nouns and adjectives.

Humanities Year 8 (Core)

Faculty: Humanities

The Humanities provide a framework for students to examine the human-related systems and processes that have shaped the world. Through the Humanities, students investigate people's interconnections with society, groups and other individuals and with built and natural environments. Humanities is composed of four different areas of studies: namely History; Geography; Economics and Business; and Civics and Citizenship.

Rationale

- History:
  - Investigates the past to build curiosity and a fundamental understanding of humanity, society, and ourselves.
  - Highlights how the world has changed over time alongside significant continuities to the present day.
- Geography:
  - Explores the world and human-environment relationships using concepts like place, space, and sustainability across personal to global scales.
  - Integrates sciences and humanities to foster spatial thinking and responsibility for a socially just, sustainable future.
- Civics & Citizenship:
  - Empowers students to actively participate in and sustain Australia's secular, multicultural democracy and understand its federal and legal systems.
  - Fosters appreciation for diversity, global interconnectedness, and the contemporary identities of Aboriginal and Torres Strait Islander peoples.
- Economics and Business:
  - Develops crucial skills in economic and financial literacy, business operations, and entrepreneurship.
  - Equips students to lead productive, financially stable lives as informed consumers, voters, and participants in the Australian economy.

Aims

- History:
  - Foster a lifelong interest in the past and the forces shaping Australian and global societies.
  - Develop critical historical inquiry skills, including sequencing chronology, source analysis, and evaluating cause, effect, and significance.
- Geography:
  - Cultivate curiosity and deep geographical knowledge of local, national, and global environments.
  - Develop the capacity to think geographically and use spatial skills to contribute to an environmentally and economically sustainable world.
- Civics & Citizenship:
  - Instil a lifelong commitment to active citizenship, democratic values, and legal systems within Australia's diverse society.
  - Build skills to investigate contemporary civic issues and participate responsibly at local, regional, and global levels.
- Economics and Business:
  - Understand resource allocation, business environments, and the critical role of entrepreneurship and financial literacy.

    - Develop reasoning, problem-solving, and inquiry skills to navigate contemporary economic issues and global market interdependence.

Structure

- History:
    - Organised into two strands: Historical Concepts and Skills, and Historical Knowledge.
- Geography:
    - Organised into two strands: Geographical Concepts and Skills, and Geographical Knowledge.
    - Driven by four conceptual sub-strands: Water in the world, Landforms and landscapes, Place and liveability, and Changing nations.
- Civics & Citizenship:
    - Organised into three strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.
- Economics and Business:
    - Organised into four strands: Economic Literacy, Business and Entrepreneurship, Work, and Consumer and Financial Literacy.

Achievement Standards

- History:
    - Sequence events chronologically, identify patterns of continuity and change, and analyse causes, effects, and historical significance.
    - Critically evaluate, compare, and use historical sources to construct evidence-based explanations and analyse different perspectives.
- Geography:
    - Explain processes influencing place characteristics and analyse spatial interconnections and their implications.
    - Collect, represent, and analyse geographical data using maps, digital technologies, and spatial tools to draw reasoned conclusions.
- Civics & Citizenship:
    - Explain Australia's representative democracy, the Constitution, and how the legal system is based on the principle of justice.
    - Analyse national identity and shared values, and identify practical ways to take action as informed, active citizens.
- Economics and Business:
    - Explain market resource allocation, business operations, income derivation, taxation, and the legal/ethical rights of consumers.
    - Use economic data, graphs, and models to investigate financial issues, analyse cause-and-effect trends, and identify potential costs and benefits.

Judaic Studies Year 8 (Core)
Faculty: Jewish Studies

Rationale
The Jewish Studies faculty is committed to engaging students, fostering a love of Judaism and creating a sense of belonging within the community for each student, with an emphasis on respect and care for others. The school's philosophy and practice is driven by the importance of developing a positive sense of Jewish identity with the vision to imbue within students a desire to further their Jewish learning. Learning is an overriding priority and students are encouraged to deepen their understanding and appreciation of the diversity, riches and complexities of Jewish history, traditions, core beliefs and practices. The approach to Jewish Studies is to empower students to be active members of the community. Jewish education must be both relevant and practical with a respect for past and present.

The Jewish Studies Faculty pursues high academic standards while taking into account individual student needs. Approaching traditional Jewish study in a modern way relies on using a wide range of resources and creating a wide variety of experiences to engage and extend students. The Jewish Studies curriculum is dynamic, up to date with technology and demonstrates best teaching practice.

Aims
The College's Mission Statement is to "provide Jewish learning, values and experiences, within a Modern Orthodox and Zionist framework, that enable each student to make an informed choice as to the meaning of their Jewish identity". The school's philosophy and practice reflect the belief of the Jewish tradition that learning is an overriding priority for a full Jewish life and is necessary for students to arrive at their own understanding of their Jewish identity in the modern world.

Structure
The curriculum is organised by four main disciplines of Jewish study: Tanach, Jewish History, Israel Studies and Toshba (Jewish Law).

Content
Tanach: Sefer Shmuel
- The Tanach component of the curriculum aims at familiarising students with the range of literature contained in the Bible. The importance of Tanach education lies in its unique place as the foundational text of the Jewish people's religion, history and culture. Through the study of Tanach students can learn the norms, values and ethics which make up the basis of the Jewish religious tradition. They learn the narratives that expose them to the major personalities, and the nation-forming events of the Jewish people.
- Emphasis is placed on the acquisition of skills necessary to examine and analyse Biblical texts in an in-depth and engaging manner.
- Selected chapters from the Book of Samuel Aleph will be studied.

Toshba: Life Cycle and Roots Project
- Toshba is an acronym of the Hebrew words "Torah she b'al Peh", which means the Oral Law. This term refers to the vast body of law and lore, which has developed alongside the Written Law of the Bible. Toshba is therefore concerned with the living tradition of Judaism.
- The Toshba component of the curriculum is intended to begin to acquaint students with the great texts of the oral tradition, to develop the skills necessary for reading and analysing them, and to enable students to make use of Jewish learning in developing their own perspectives on important life issues.
- Short extracts from the oral tradition such as Talmud, Midrash and Codes of Jewish Law form the basis of a close analysis of texts relevant to the particular topic being studied.

- Topic studies include: the Jewish Life Cycle: Birth, Marriage, Divorce and Family. These topics will be explored through Biblical and Rabbinic texts, significant rituals and values in Judaism.
- Students will also undertake their Roots Project, which aims for students to invest in relationships with their family and uncover valuable family documents and memories. They will learn new information about family members through asking questions about significant experiences, achievements and challenges. Stories from the past help us understand who we are today. Students will take on the important role of recording their family's story for future generations and will improve their investigative skills and agency along the way.

Jewish History: Ancient Judea II: Jewish Life under Foreign Rule

- The Jewish History component of the curriculum aims to develop pride in the Jewish identity of students through studying the history of the Jewish people. It is intended to impart to students an awareness and appreciation of the Jewish past, and an understanding of the Jewish life today.
- Students will be encouraged to develop research skills using primary and secondary sources. The analysis and interpretation of evidence and understanding different perspectives is central to the course.
- Topics include: Jewish Life in Judea under Roman Rule Rival Factions in Judea; The Jewish War against the Romans; Josephus, Destruction of the Second Temple; Masada; Yochanan Ben Zakkai and Yavneh, Bar Kochba Revolt

Israel Studies: Faces of Israel

- The Israel Studies component of the curriculum aims to deepen the personal identification of our students with the State of Israel. It is recognised that students need to gain insight into, and understanding of, the many complexities of Israeli society in order to be able to participate in a meaningful engagement with the modern state. An understanding of the sociological make-up of the people living in Israel is an important part of those complexities.
- The Faces of Israel unit examines different groups in Israeli society through various learning experiences.

Mathematics Year 8 (Core)
Faculty: Mathematics

Rationale
Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Aims
The Mathematics curriculum aims to ensure that students:
- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Structure
The curriculum is organised by the six strands of Number, Algebra, Measurement, Space, Statistics and Probability.

Achievement standards
Number
- Students recognise irrational numbers as numbers that cannot develop from the division of integer values by natural numbers and terminating or recurring decimals.
- Students apply the exponent laws to calculations with numbers involving positive integer exponents.
- Students solve problems involving the 4 operations with integers and positive rational numbers.
- Students use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts.

Algebra
- Students apply algebraic properties to simplify, rearrange, expand and factorise linear expressions.
- Students graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically.
- Students plot linear and non-linear relations on the Cartesian plane, with and without the use of digital tools.
- Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context.
- Students make and test conjectures involving linear relations by developing algorithms and using digital tools.

Measurement

- Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms.
- Students use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angled triangles.
- Students use formulas to solve problems involving the area and circumference of circles.
- Students solve problems of duration involving 12- and 24-hour cycles across multiple time zones.

Space

- Students use 3 dimensions to locate and describe position.
- Students identify conditions for congruency and similarity in triangles and other common shapes, and design and test algorithms to test for congruency and similarity.
- Students apply the properties of quadrilaterals to solve problems.

Statistics

- Students conduct statistical investigations and explain the implications of obtaining data through sampling.
- Students analyse and describe the distribution of data.
- Students compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range

Probability

- Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems.
- Students conduct experiments or simulations using digital tools to determine related probabilities of compound events.

Health and Physical Education Year 8 (Core)
Faculty: Health and Physical Education

Rationale
Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

Aims
Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Structure
The Physical Education curriculum focuses on the Movement and Physical Activity strand.

Achievement standards
- They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.
- Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.
- Students demonstrate control and accuracy when performing specialised movement skills.
- They apply and refine movement concepts and strategies to suit different movement situations.
- They apply the elements of movement to compose and perform movement sequences.

Sport Year 8 (Core)

Faculty: Sport

Aims

- To challenge the student body through physical individual and team activities;
- To provide a program designed to cater for the student's physical needs;
- To develop social and communication skills;
- To provide students with an organised program that will give them a worthwhile and structured alternative to their academic studies;
- To provide a program that will positively impact upon the student's health and well-being and therefore directly improve their ability to concentrate while studying;
- To experience the inherent benefits of being a member of a team;
- To experience the responsibilities associated with being a member of a team;
- To present students with the opportunity to represent their school; and
- To develop camaraderie between students and schools within the Eastern Independent Schools of Melbourne Sporting Association.

Content

House Sports conducted during Term 4 are selected from the following sports:

• Athletics • Aussie Handball • Basketball • Cricket • Football	• Handball • Soccer • Swimming • Table Tennis • Touch Rugby • Volleyball

EISM sports available to students for Terms 1, 2 and 3:

• Basketball • Football • Hockey • Indoor Cricket • Netball • Lawn Bowls • Indoor Soccer	• Softball • Soccer • Table Tennis • Tennis • Touch • Ultimate Frisbee • Volleyball

Structure of Program

Students are involved in two compulsory periods of Sport each week. During Terms 1-3 they are expected to 'try out' and play in one of the EISM sports on offer. All students will be allocated to a training squad for each sport. During Term 4, all students will participate in a weekly House Sport Competition across a range of sports.

Science Year 8 (Core)

Faculty: Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Aims

The Science curriculum aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

Structure

Science comprises 3 interrelated strands:

- Science as a Human Endeavour
- Science Understanding
- Science Inquiry.

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

Achievement standards

- Students investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems.
- They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound.
- They analyse the relationship between structure and function at cell, organ and body system levels.
- Students compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.
- They use science investigations to identify patterns and relationships and to respond to questions.
- They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge.
- They discuss ways to conduct investigations and suggest why a test was fair or not.
- Students safely use equipment to make and record formal measurements and observations.
- They use provided tables and column graphs to organise and identify patterns and trends in data.

Design and Technology Year 8 (Core)
Faculty: Design and Technology

Rationale
In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Aims
Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students

- become critical users of technologies, and designers and producers of designed solutions
- can investigate, generate and critique designed solutions for sustainable futures
- use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
- create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
- learn how to transfer the knowledge and skills from design and technologies to new situations
- understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Structure
The Design and Technologies curriculum is organised by the three related strands of Technologies and Society, Technological Contexts, and Creating Design Solutions.

Achievement standards
- Students explain factors that influence the design of solutions to meet present and future needs.
- They explain the contribution of design and technology innovations and enterprise to society.
- Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.
- Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.
- They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.
- They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.
- Students apply project management skills to document and use project plans to manage production processes.
- They independently and safely produce effective designed solutions for the intended purpose.

Visual Art Year 8 (Core)

Faculty: Visual Arts

Rationale

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Aims

The Visual Arts curriculum aims to develop students':

- conceptual and perceptual ideas and expressions through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
- respect for visual arts as social and cultural practices, including industry practices
- confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

Structure

The curriculum is structured around four strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Visual Arts Practices, Present and Perform, and Respond and Interpret.

Achievement standards

- Students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.
- Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists.
- They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.
- Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.

Further Study

This course leads on to Year 9 Visual Art and Sculpture, Year 9 Digital Animation, Year 10 Visual Art, Year 10 Media Film and VCE Art Creative Practice, Media and Visual Communication Design.

Master Talmud Year 8 (Elective)

Faculty: Jewish Studies

Please note: there are two different tracks for Talmud in year 8. Students can either (a) continue in the same manner as in Year 7, where they have one Talmud lesson during Jewish Studies each week, as well as one Early Morning lesson; or (b) choose the Year 8 Elective and attend Talmud three times a week during the elective timeslot. Students would do either (a) OR (b) but not both.

Rationale

The Talmud elective provides students with a knowledge base to understand the concepts, values and methodology found in the Talmudic debates. It gives students an extra opportunity to further develop fluency with classical Jewish texts and to develop to a high degree their analytical and critical thinking skills. The elective encourages students to develop a sense of interest in, connection to and relevance of rabbinic texts.

Aims

The course aims to give students diverse learning experiences that enable them to enrich their personal Jewish identities.

Structure

The course is based on selected Mishnayot from all different Masechtot, as well as other texts that expand the discussion and enrich the understanding of the text. Mishnayot associated with everyday life response are taught, which can then be applied to life

Content

Students will analyse texts in order to uncover the values, assumptions, and meaning found in it. They will be able to identify the context of the texts studied in order to determine their relevance for today. Such themes include: private and public space, important figures, megillah, tzedaka, Pesach, spiritual vs physical, tfilla, bikurim, request for rain, shalom, tikun olam, Yom Kippur, Sukkot

Drama Year 8 (Elective)

Faculty: Performing Arts

Rationale

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Aims

The Drama curriculum aims to develop students':

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama;
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning;
- sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences;
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Structure

The Drama curriculum is structured around four interdependent strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Drama Practices, Present and Perform, and Respond and Interpret.

Topics

- Introduction to character and staging
- Melodrama and Soap Opera
- Conflict and comedy
- Musical Theatre

Achievement Standards

By the end of Level 8, students:

- Devise, interpret and perform drama;
- Manipulate the elements of drama including, narrative and structure to control and communicate meaning;
- Apply different performance styles and conventions to convey status, relationships and intentions;
- Use performance skills, stagecraft and design elements to shape and focus relationships with an audience;
- Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform; and
- They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.

Music Performance — Year 8 (Elective)

Faculty: Performing Arts

Rationale

Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Students' active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

Aims

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Structure

The Music curriculum is structured around four interdependent strands, each of which involves making and responding. The four strands are Explore and Express Ideas, Music Practices, Present and Perform, and Respond and Interpret.

Topics

- Music Language - musicianship
- Performance Techniques
- Solo and Group Performance
- Music Styles and Analysis

Achievement standards

By the end of Level 8, students:

- Manipulate the elements of music and stylistic conventions to improvise, compose and perform music;
- They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills;
- They use music terminology and symbols to recognise, describe and notate selected features of music;
- Identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions; and
- They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.

Forensic Science Year 8 (Elective)

Faculty: Science

Rationale

This elective adopts a predominantly hands-on approach in demonstrating and illustrating how Science is applied in real world situations - in the field of forensics. The course provides students with stimulating activities and experiences that will lay the foundation for senior Sciences. It will also introduce students to some of the investigation skills used in VCE Science.

Aims

- To provide learning experiences that engage students in different learning styles.
- To encourage interest in Science in all students, regardless of background, gender and ability.
- To reinforce the application of scientific skills in the context of Forensic Science.
- To meet the needs of students going on to VCE Science by providing a sound basis for future study.

Structure

The curriculum for this elective will be aligned with the Science curriculum which has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

Achievement standards

- To see the use of scientific method in the field of forensic science
- To understand evidences that are used in investigations
- To understand the different blood types and how they are used in forensics
- To extract DNA from samples

Topics

How can Science be used to solve crimes? – Forensic Science

- What is forensic science?
- Forensic traces – fingerprints, fibres and dirt
- Forensic biology – blood, bodies and genes

Enrichment

- Science competitions
- Curriculum-related excursions and incursions
- Tutorials for different learning abilities
- Student lead research investigations

Navigating Tomorrow: Thriving in a Changing World **Year 8 (Elective)**

Faculty: Transdisciplinary

Title: **Navigating Tomorrow: Thriving in a Changing World**	*What will you eat when the apocalypse hits?*

Course Overview:

We hear the predictions: rising seas, floods, heatwaves, droughts, food scarcity. The future can feel daunting. But what if you could feel empowered instead of overwhelmed? This isn't about doomsday prepping; it's about **practical resilience** and learning how humans have always found ways to **survive and thrive** in harsh environments.

In this engaging elective, you'll discover what it truly takes to endure and adapt. You'll explore the necessities for human survival - food, water, health, and safety - and delve into fascinating examples of people who've ingeniously adapted to challenging climates, from floating villages to mountain communities.

We'll equip you with tools for a resilient future:

- **Understanding the Human Psyche:** Explore basic psychology, mindfulness, and stress management to build mental resilience.
- **Decoding Our World:** Learn to interpret data for critical thinking about climate change and self-sufficiency.
- **Building for the Future:** Discover innovative building techniques and practical ways to harness renewable energy.
- **Growing Your Own:** Get hands-on with home gardening and food preparation, focusing on basic and preserved ingredients.

By the end of this elective, you'll gain practical skills, a resilient mindset, and the empowerment to navigate and contribute positively to our changing world. Are you ready to discover your capacity for survival and flourishing?

Areas of Study:	**Key Skills:**
1. Setting the scene: Understanding Climate Change 2. Home Sweet Home: Sustainable Shelter & DIY Energy 3. Nourish & Thrive: Growing & Preparing food. 4. United we stand: Building community resilience.	● Interpreting data & critical thinking ● Survival skills, adaptability & resourcefulness ● Simple physics & mechanics. ● Teamwork & Problem-Solving