

BRIGIDINE COLLEGE



CURRICULUM GUIDE

YEAR 8

2019

FOREWORD

Welcome to the Brigidine College Year 8 Curriculum Guide.

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

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

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



THE COLLEGE MISSION STATEMENT

We follow the example of St Brigid, a woman of vision and courage, who actively challenged the social, political and cultural structures of her time.

We commit ourselves to the education and empowerment of young women within the framework and challenge of Catholic philosophy.

In living our vision, we will:

- ✚ be faithful to our Catholic heritage
- ✚ welcome all people, especially the most vulnerable
- ✚ celebrate all that is good with joy and gratitude
- ✚ engender a love of learning, hope and a sense of purpose
- ✚ image and practise justice and service

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1 CURRICULUM OVERVIEW

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

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

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

The College curriculum:

- ✦ aims to develop self-reflecting independent learning
- ✦ commits to gospel values of justice and service
- ✦ provides for student centred learning environment
- ✦ affirms the dignity and sacredness of all people
- ✦ provides for independence through inquiry, analysis and transformation
- ✦ nurtures and encourages each person's potential and giftedness.

Dimensions of Learning is the overarching educational framework that guides the curriculum. This framework provides a structure for the teaching and learning process through:

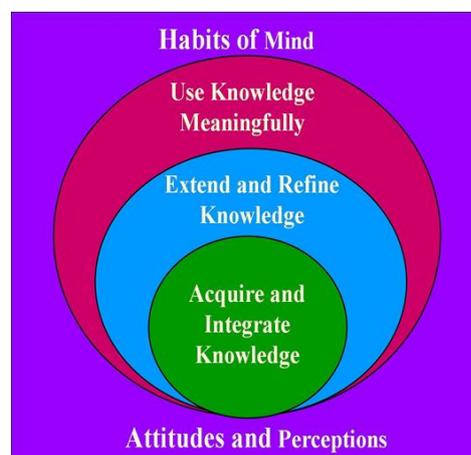
Positive Attitudes and Perceptions to Learning	<i>(Dimension 1)</i>
Acquiring and Integrating Knowledge	<i>(Dimension 2)</i>
Extending and Refining Knowledge	<i>(Dimension 3)</i>
Using Knowledge Meaningfully	<i>(Dimension 4)</i>
Productive Habits of Mind	<i>(Dimension 5)</i>

Curriculum Learning

➤ Teaching Pedagogy

➤ Assessment

➤ Reporting



2 AUSTRALIAN CURRICULUM

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

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

The Australian Curriculum is being developed progressively. In 2015 students in Year 7 – 10 will be participating in courses that follow the Australian Curriculum framework produced by Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum and Assessment Authority (QCAA) in:

- English
- Mathematics
- Science
- History
- Geography

All other subjects are basing their courses on the developed Australian Curriculum, which is still waiting final endorsement.

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

The seven general capabilities are:

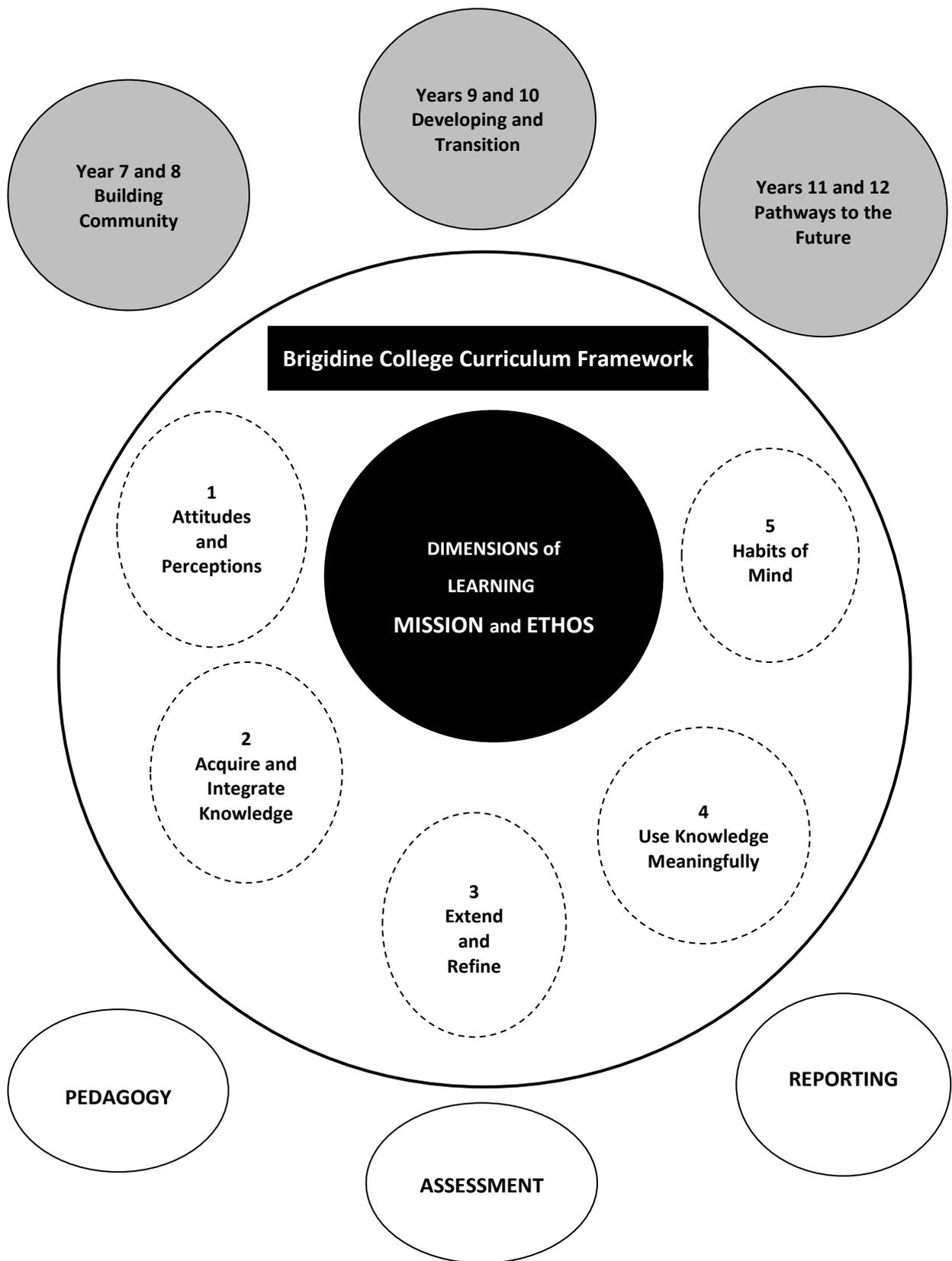
- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding

The three cross-curriculum priorities are:

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

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

3 CURRICULUM FRAMEWORK



CURRICULUM OVERVIEW

Year 7	Year 8	Year 9 - 10	Year 11 - 12	
Building Community		Developing Pathways and Transition	Pathways to the Future	
<p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities – History and Geography</p> <p>Physical Education</p> <p>Technologies <i>Digital Design and Technology</i> <i>Food and Textiles Design</i></p> <p>Languages: <i>French</i> <i>Japanese</i></p> <p>The Arts <i>Performing Arts – incorporating</i> <i>Dance, Drama, Music</i> <i>Art and Media</i></p>	<p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities – History and Geography</p> <p>Physical Education</p> <p>Technologies <i>Food and Textiles Design</i> <i>Business</i></p> <p>Languages: <i>French</i> <i>Japanese</i></p> <p>The Arts <i>Performing Arts – incorporating</i> <i>Dance, Drama, Music</i> <i>Art and Media</i></p>	<p>REQUIRED SUBJECTS:</p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities - History and Geography</p> <p><i>Students choose 2 of the following</i></p> <p>ENRICHMENT OPTIONS:</p> <p>Technologies <i>Enterprise Education</i> <i>Design and Digital Solutions</i> <i>Food and Textiles Design</i></p> <p>Health and Physical Education</p> <p>Languages: <i>French</i> <i>Japanese</i></p> <p>The Arts: <i>Dance</i> <i>Drama</i> <i>Music</i> <i>Visual Art</i></p>	<p>REQUIRED SUBJECTS:</p> <p>Religious Education: <i>10432NAT Certificate III in</i> <i>Christian Ministry and Theology</i> <i>(IFE – RTO Code 31402)</i></p> <p>OR</p> <p><i>Religion and Ethics</i></p> <p>OR</p> <p><i>Study of Religion</i></p> <p>English: <i>English</i></p> <p>OR</p> <p><i>Literature</i></p> <p>OR</p> <p><i>Essential English</i></p> <p>Mathematics: <i>Mathematical Methods</i></p> <p>OR</p> <p><i>General Mathematics</i></p> <p>OR</p> <p><i>Essential Mathematics</i></p> <p>ELECTIVES:</p> <p>The Arts: <i>Dance</i> <i>Music</i> <i>Drama</i> <i>Music Extension (Year 12 only)</i> <i>Visual Art</i> <i>CUA3115 Certificate III in Visual Art</i> <i>(Brigidine College RTO Code 30239)</i></p>	<p>ELECTIVES:</p> <p>Mathematics: <i>Specialist Mathematics</i></p> <p>Humanities: <i>Ancient History</i> <i>Modern History</i> <i>Geography</i></p> <p>Science: <i>Physics</i> <i>Biology</i> <i>Chemistry</i></p> <p>Business: <i>Accounting</i> <i>Business</i> <i>Legal Studies</i> <i>BSB30115 Certificate III in Business</i> <i>(Binnacle RTO code 31319)</i></p> <p>Technologies: <i>Design</i> <i>Digital Solutions</i> <i>Information and Communication</i> <i>Technology</i> <i>Food and Nutrition</i></p> <p>Health and Physical Education: <i>Physical Education</i> <i>SIS30315 Certificate III Fitness</i></p> <p>Languages: <i>French</i> <i>Japanese</i></p>

4 SPECIAL PROVISION

Special Provision is provided to students with an identified learning difficulty consistent with the QCAA Guidelines. Students identified as needing special provisions by the Learning Enhancement Centre will be indicated to all teachers on the College intranet. This information is updated each semester. Teachers are aware of these students and cater for their needs when assessment is to be completed and Levels of Achievement are determined.

Additional situations relating to students and need for Special Provision includes:

- Extended absence from school
- Medical conditions
- Family/personal reasons
- Representing groups/events
- Physical/emotional impairments
- Other

Students who have other situations that may make them eligible to receive Special Provision need to provide appropriate documentation to support their claim. Students need to see the Deputy Principal Curriculum to apply for Special Provision.

Students who are absent from school for extended periods of time (e.g. weeks, months) need to see the Deputy Principal Curriculum to apply for Special Provision. Again, documentation pertaining to the situation (e.g. medical certificate, parental letter, sporting organization's schedule of events, etc...) must be provided.

Approval of the request for Special Provision will be at the discretion of the Deputy Principal Curriculum and details pertaining to the Special Provision arrangements will be communicated to the relevant student and their parent/s or guardian.

Class teachers are made aware of these students and cater for their needs when assessment is to be completed and Levels of Achievement are to be determined. A student's House Coordinator and Home Room teacher are also made aware to provide social-emotional wellbeing for the student.

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

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

5 ASSESSMENT

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

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

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

(QCAA, October 2010)

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

Assessment tasks may include:

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

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

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

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

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

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

6 REPORTING

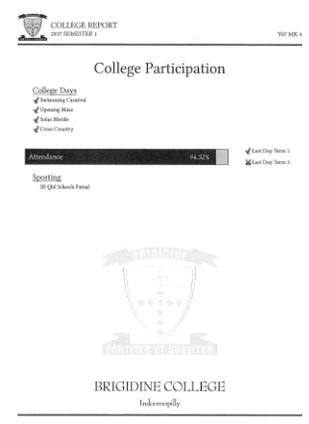
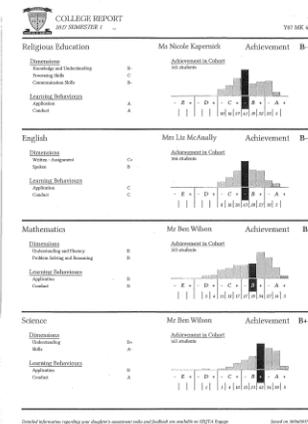
Brigidine College reporting combines relevant, up to date data regarding a student’s academic progress, as well as their involvement in pastoral or cocurricular areas of the College.

Reporting takes the form of:

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

End of Semester Reports include:

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



7 LEARNING ENHANCEMENT CENTRE

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

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

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

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

8 HOMEWORK GUIDELINES

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

Year 8 Students should complete 6 x 45 - 60-minute sessions per week	
Homework and Study Skills	
This may include: <ul style="list-style-type: none">• The completion of homework activities – daily or weekly homework may be set• Revision of concepts learnt to link learning from classroom• Planning and completing assessment tasks• Reading	
When making notes about homework or requirements for study, students need to clearly identify: <ul style="list-style-type: none">• What is to be completed• How (strategies to be used) to complete the tasks• Skills to be reinforced and revised—Habits of Mind• Connections to other subjects/topics—Extend understanding - Habits of Mind	
Homework needs to be checked and reviewed as it is considered an invaluable part of the teaching and learning process.	
Preparation for Classwork	
Each night students should ensure that they have organised themselves for their classes. <ul style="list-style-type: none">• Check that all required homework has been completed• Check that the tablet has been fully charged• Check that any assessment items have been submitted online and/or printed to be handed in• Check that has all necessary stationery and equipment for classes	
Stationery <ul style="list-style-type: none">• notebooks / loose leaf paper• display / plastic sleeves• folder per subject• pens / pencils• rulers / stapler• calculator• liquid paper NOT permitted	
<i>Students are responsible for having all equipment for each lesson</i>	

9 SUBJECT GUIDE

Religious Education	Languages
English	<i>French</i>
Mathematics	<i>Japanese</i>
Humanities	Performing Arts
Science	<i>Incorporating Dance, Drama, Music and Art and Media</i>
Health & Physical Education	Technologies
	<i>Food and Textiles</i>
	<i>Business</i>

10 LEARNING AREAS

SUBJECT SELECTION	Deputy Principal Curriculum	Ms Melissa Dever
TEACHING AND LEARNING	Program Leader Middle School	Ms Bernadette Sligar
CAREERS INFORMATION	Careers Counsellor	Ms Tania Munroe
SUBJECTS:		
RELIGIOUS EDUCATION	Curriculum Leader	Mrs Jenifer Byrne
ENGLISH	Curriculum Leader	Ms Romany Smith
MATHEMATICS	Curriculum Leader	Ms Suzanne Garvey
SCIENCE	Curriculum Leader	Ms Debra Guthrie
HUMANITIES	Curriculum Leader (Acting)	Mrs Domenica Strachan
LANGUAGES FRENCH JAPANESE	Curriculum Leader	Mrs Cathy deVos
THE ARTS DANCE DRAMA MUSIC ART & MEDIA	Curriculum Leader	Ms Korryn Swindail-Hill
HEALTH & PHYSICAL EDUCATION	Curriculum Leader	Mrs Diana Chambers
TECHNOLOGIES FOOD AND TEXTILES DESIGN BUSINESS	Curriculum Leader	Mrs Mellisa White

11 RELIGIOUS EDUCATION

Subject Description

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

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

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

Knowledge and Understanding

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

Learning Skills

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

- defining
- research and note-taking
- interpreting and comprehending
- comparing/contrasting
- evaluating
- decision-making
- oral competencies
- multimodal competencies ie PowerPoint

Assessment Tasks

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

12 ENGLISH

Subject Description

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

Knowledge and Understanding

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

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

Learning Skills

These include:

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

Assessment Tasks

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

13 MATHEMATICS

Subject Description

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

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

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

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

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

Assessment Tasks

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

- 1. Understanding and Fluency**
Students build understanding by making connections between related mathematical concepts, representing concepts in different ways and progressively applying them to new ideas. Students are fluent when they can recall and use definitions and facts, choose appropriate methods, and manipulate expressions and equations to find solutions.
- 2. Problem Solving**
Students demonstrate proficiency in problem solving when they use Mathematics to represent unfamiliar situations, design investigations, plan their approach to a problem, apply their strategies to seek solutions and verify their answers are reasonable.
- 3. Reasoning**
Students are reasoning mathematically when they explain their thinking, justify strategies used and deduce conclusions.

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

14 SCIENCE

Subject Description

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

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

Knowledge and Understanding

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

Learning Skills

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

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

Assessment

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

- Understanding
- Skills

15 HUMANITIES

Subject Description

Humanities is the study of History, Geography and Civics and Citizenship and it is a core subject for all students in Year 8. Students investigate important and challenging issues from the past, present and future and learn about the way people have and do interact with their environments. Such an approach is an essential preparation for Year 11 and 12 when studying Ancient History, Geography or Modern History.

Knowledge and Understanding

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

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

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

Learning Skills

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

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

Assessment Tasks

The following tasks allow students to demonstrate their abilities:

- Short Response Instruments
- Essay responses
- Research assignments
- Practical investigations & field work
- Multimodal presentations (integrating ICTs) for forums or seminars

They will be assessed in the dimensions of:

- Knowledge and Understanding
- Skills

16 LANGUAGES

FRENCH AND JAPANESE

Subject Description

Year 8 students will study one of the two languages, French or Japanese.

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

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

Learning a language also promotes:

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

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

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

Knowledge and Understanding

Understanding - Students will be able to:

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

Communicating - Students will be able to:

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

Students select and use cutting-edge tools and technologies, including iPods and E-readers, in purposeful ways.

Learning Skills

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

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

Assessment Tasks

One exam in each of the following skills:

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

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

17 THE ARTS

PERFORMING ARTS

Subject Description

The study of Performing Arts covers the basic elements of Dance, Drama and Music. Through a variety of techniques, students are able to experience a foundation from which to perform, create and analyse Performing Arts while developing confidence and learning to work as a team member. Dance, Drama and Music is an integral part of our society which fosters creativity and innovation and is frequently celebrated at Brigidine College.

Knowledge and Understanding

Performing Arts involves storytelling, rhythm, singing, playing instruments, listening, moving, improvising, analysing and problem solving. This course encourages the students to use subject specific terminology to describe, analyse and evaluate pieces, as well as creating works by manipulating the musical, dance and /or dramatic elements to express ideas, while considering specific audiences and purposes. The content specifically links to:

- Elements of Drama such as focus, role, tension and relationships
- Elements of Music such as rhythm, timbre, texture and dynamics
- Elements of Dance such as space, time and energy

Learning Skills

- Vocal work such as singing as well as manipulating dynamics to suit role and build tension
- Working as a team to problem solve and develop ideas
- Regularly showing peers your class creations to build performance confidence
- Identify, describe, analyse and evaluate aspects of a performance using appropriate terminology and vocabulary
- Using movement to communicate an idea or establish a role

Assessment Tasks

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Creating
- Presenting
- Responding and Reflecting

Examples of tasks include:

- Creating a small group dance relating to an animal or set stimulus
- Performance of a small group performance of a given script, movement or score
- Reflecting on student's own work to identify the strengths and weaknesses
- Reviewing a performance and using specific Dance, Drama or Music terminology to evaluate the success of a show

ART AND MEDIA

Subject Description

The course designed for Year 8 offers a diverse range of experiences in the practical aspects of both the visual art and media arts strands of the Australian Curriculum Arts curriculum. Students will be involved in making and responding to both visual arts and media arts independently, and with their classmates, teachers and communities.

Students will develop two and three-dimensional artwork as well as multimedia and digital work. Students will learn to experiment with a wide variety of drawing and painting media and techniques, as well as the design and construction of three-dimensional work in sculpture, assemblage or ceramics. Students will also develop digital media, including video and digital art creation.

Knowledge and Understanding

Exercises in Dimensions of Learning assists the student to seek creative solutions to design problems, to think divergently and to gain confidence in being able to resolve their own feelings and issues. Students of Year 8 will develop a knowledge of media and techniques and the ability to express their ideas through a variety of art forms.

Learning Skills

Students will develop an understanding of the design elements and processes involved in creating art work. They will develop and apply skills and techniques in drawing and painting and sculpture.

Assessment Tasks

Students will be assessed on their practical work and a visual diary of theory, processes and procedures.

18 HEALTH & PHYSICAL EDUCATION

Subject Description

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

Knowledge and Understanding

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

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

Learning Skills

Student should be able to:

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

Assessment Tasks

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

19 TECHNOLOGIES

FOOD AND TEXTILES

Subject Description

Home Economics is multidimensional and dynamic and influenced by actions and environments.

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

Knowledge and Understanding

Students will know and:

- discuss the social importance of food
- explain the importance of good hygiene and safety in the kitchen
- demonstrate a range of basic food preparation skills
- explain the importance of a balanced diet
- identify the parts of the Healthy Diet Pyramid and use it to plan a balanced meal
- explain the types of health
- understand a variety of cookery terms
- investigate the types of menus served at cafes
- understand safe practices in the kitchen and sewing room
- acquire basic knowledge of textile construction and properties related to use
- understand how to care for textile products
- evaluate a textile article

Learning Skills

Students will be able to:

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

Assessment Tasks

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

- Knowledge and Understanding
- Reasoning Processes
- Practical Performance

BUSINESS

Subject Description

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

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

Knowledge and Understanding

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

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

Assessment Tasks

Assessments

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

- Knowledge and Understanding
- Business Skills



Brigidine College

PO Box 475
53 Ward Street
Indooroopilly Qld 4068
Australia

p: (07) 3870 7225 f: (07) 3371 8936

e: office@brigidine.qld.edu.au w: www.brigidine.qld.edu.au