



# YEAR 8 SUBJECT HANDBOOK 2024

EXCELLENCE IN  
ALL ENDEAVOURS





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## Year 8 Information

### Selecting a Year 8 Program

**Core:** All Year 8 students will study 8 year long subjects. These are Religious Education, English, Mathematics, Science, Humanities, Languages, Health and Physical Education and Personal Development. Students will also participate in the Sport program.

**Semester Based:** The Year 8 elective program allows you to study a varied program from the faculties of Design & Technology, Performing Arts and Visual Arts.

- Design and Technology: Textiles
- Design and Technology: Wood
- Food Studies
- Visual Arts

**Elective:** You will study either Music Ensemble (**year long**) or choose two out of the following semester long subjects; Drama, Dance or Music.

All Year 8 students may select either Option A or Option B for Performing Arts.

#### Option A

- Music Ensemble (all year)

#### Option B

Students need to choose two from the following three subjects:

- Drama                      Dance                      Music

Some students will be invited to study Enhanced English and/or Enhanced Mathematics and the subject descriptions can be found in this booklet (any queries can be directed to the Head of English or the Head of Mathematics). All other Year 8 students will study Mainstream English and Mathematics.

If a student has a question regarding any subject they should discuss this with their Mentor, Subject Teachers, Head of Learning, Student Programs Coordinator Years 7~9 or the Deputy Principal ~ Teaching and Learning. The Head of Learning Pathways is also available to assist students and parent/guardian with this process. Students will enter their subject preference online. If you have any difficulties, please contact Mrs Musgrove via email. The subject selection form needs to be submitted online prior to the due date.

## Year 8 Personal Development

The Personal Development Program upholds the belief that enhanced student wellbeing contributes significantly to improved student learning outcomes and complements the College's curriculum offerings and House-based vertical pastoral care structures. It seeks to nurture positive emotional and social functioning to enable the students to develop a clear sense of belonging, meaning, purpose and growth during their time at Loyola College.

At Year 8, the Personal Development Program runs fortnightly and includes a variety of activities such as: classroom- based lessons and whole year level activities incorporating guest speakers and multi-media presentations.

Underpinning the program is the framework of Positive Education through an Ignatian Lens, which draws from the six elements of positive psychology:

- Positive Emotion
- Engagement
- Relationships
- Meaning
- Accomplishment
- Health

At Year 8, we explore the following key themes and issues:

- Nurturing friendship and belonging
- Respectful relationships: Rights and Responsibilities
- Cybersafety & Cyberbullying
- Goal setting, organisation, and strategies for success
- Developing effective study skills to maximise learning opportunities
- Positive emotions – empathy
- Drug education
- Consent and relationships
- Navigating our wellbeing through Cura Personalis
- Flourishing and creativity



## Year 8 Sport

The Association of Coeducational Schools (ACS) Interschool competition is a comprehensive program that demands its member schools to make a significant commitment in terms of finance, resources and student/staff participation.

Sport is compulsory for Year 8 students. Every student will have the opportunity to be part of a team and to travel with the team and experience interschool sport.

All students are provided with the opportunity to represent the school in the following teams.

### **Summer Sports**

Girls – Soccer, Softball, Tennis and Volleyball

Boys – Basketball, Cricket, Hockey, Softball and Table Tennis

### **Winter Sports**

Girls – Basketball, Hockey, Netball and Table Tennis

Boys – Football, Soccer, Volleyball and Tennis

All Year 8 ACS matches are on Thursdays, and training will be on Mondays (AFL, Basketball, Tennis) and Tuesdays (all other sports) after school. The students must show ability in the sports or a willingness to train and develop competency in their chosen sport.

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Year 8 students play in an Intermediate ACS competition. They are combined with Year 9 students across all sports and a variety of competition levels.

Those students who do not compete in the ACS competition will be involved in House Sports. House Sports may vary according to numbers and facilities. It is compulsory for students selected in ACS teams to represent the school as per the Loyola College Enrolment Agreement.

The ACS competition is based on the following principles:

- To bring together similar sized schools, that are coeducational and hold similar philosophies and commitment to sport
- A commitment to the agreed list of teams and sports at all year levels
- A commitment to a high standard of competition, appearance, punctuality and sportspersonship
- A comprehensive program that includes traditional sports as well as other popular sports
- A program that would involve a large number of students and maximise participation
- Finding a balance between participation and a higher level of competition
- A commitment to make it work, to fulfil fixtures and minimise intrusion into school time
- Provision of equal sporting opportunities and access to sport for boys and girls in all year levels
- Provision of opportunity for students to play sport who would not play at all otherwise

## Year 8 Year-Long Subjects

### Year 8 Religious Education

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In the Year 8 Religious Education course students improve their knowledge and understanding of key practices and beliefs of Christian communities, both past and present. They are involved in regular prayer and class liturgies and explore and respond to social justice issues. Specific areas of study include Social Justice, Jesuit Missions, Lent and Easter, Sacraments, Parables, Initiation Rites, Church History and Advent and Christmas. Assessment takes a variety of forms using the Pedagogy of Encounter approach, with students working both individually and in groups.

Meaningful prayer and engaging liturgy are integral to Religious Education. In Year 8, students are involved in a Reflection Day program that focusses on anti-bullying and self-esteem and attend a Class Mass and have the opportunity to receive the Sacrament of Reconciliation. Each class has other opportunities for prayer and reflection.

### Year 8 English

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Year 8 English incorporates the three dimensions of Language, Literature and Literacy, with a focus on reading and viewing, writing and speaking and listening. The emphasis of Semester One is the close study of literature, including examples of contemporary Australian fiction and Gothic fiction. Students will examine different types of creative writing genres, including the exploration of how language features and structures influence the purpose of a text. Students will examine how the English language has changed and developed over time, collecting data and commenting on the evolution of language in our community.

Semester Two focuses on the interpretation and exploration of ideas as presented in different text types, including novels, persuasive texts and local, national and global media issues. Students develop their awareness of media issues and gain a stronger understanding of the way texts persuade a reader. Students also complete a detailed study of a novel, in which they explore and critique the ideas and issues contained within texts.



## Year 8 Enhanced English

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Students demonstrating high proficiency in English – those students identified by their teacher as having significant capacity in English – may be invited to study Enhanced English in place of their mainstream English class.

Enhanced English seeks to challenge high-performing English students to further develop their skills by presenting a tailored curriculum that interweaves elements of English, Literature and English Language in the study of texts. The course retains links with the mainstream English classes, reinforcing core skills and utilising many of the same texts, but is designed to offer able students the opportunity to engage in a course focused on strengthening their already sound skills.

Throughout the course, students will be encouraged to write in a variety of forms, with a strong emphasis on peer conferencing to improve their writing.

Research on student engagement demonstrates that students who are connected to their community achieve higher grades. Therefore, Enhanced students are expected to practise their English skills and confidences, to enhance their ability to think critically. Students are required to commit to one or more English-related clubs or societies within the co-curricular options, including House Debating or Public Speaking, DAV Debating and external Public Speaking.

Enhanced English seeks to provide highly able English students with an engaging and challenging curriculum, while fostering the skills they require to pursue the range of English subjects available at VCE: English, Literature and English Language.

The process for selection into Enhanced English:

1. Subject teachers will recommend students for consideration based on their 2023 Semester One English report, Year 7 NAPLAN results, PAT result, staff professional dialogue as well as the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive an invitation to study this subject.
3. The Head of English will vet all candidates and determine those most suitable.

## Year 8 Mathematics

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Students will consolidate and develop their skills in the following areas; Number & Algebra, Measurement & Geometry and Statistics & Probability as per the Victorian F-10 Curriculum. Each topic that is covered will require students to be able to manipulate the information with and without the aid of technology. It is important, therefore, that students have a good understanding of the skills taught and can operate a calculator adeptly. There is also a need for students to have a complete command of the mathematical language at the level they are studying at, and in order for this to occur each unit will have a literacy component. These components include, but are not limited to; glossaries, word concept comprehension and the use of command words.

Each assessment is designed to assess the students understanding of core concepts, followed by application and problem solving. Students that achieve consistently high grades, and have teacher recommendations, are invited to apply for Year 9 Enhanced Mathematics.

## Year 8 Enhanced Mathematics

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Students consistently demonstrating high proficiency in Mathematics - from previous assessment data, staff recommendation and diagnostic testing data - may be invited to study Enhanced Mathematics in place of their mainstream Mathematics.

Enhanced Mathematics seeks to challenge high performing Mathematics students to further develop their skills by offering a tailored curriculum which presents higher order thinking and connection to application-based problems. The coursework will have strong links to the Year 8 Mathematics course with students at times working on concepts 12 – 18 months ahead of the mainstream cohort.

The process for selection into the Enhanced Mathematics program is as follows;

1. Subject teachers will recommend students for consideration based on their 2023 Semester One Mathematics report, PAT test results, NAPLAN results, the student's confidence and willingness to be extended in their learning.
2. Recommended students and their families will receive an invitation to study this subject.
3. Students will complete a "Green Light" test.
4. The Head of Mathematics will vet all candidates and determine those most suitable.

Positions in this class are accepted by students with the understanding that it is a 12-month appointment with places for the following year reviewed in September.

Students will be required to take part in the Australian Mathematics Competition.





## Year 8 Science

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Students classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical changes.

Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

## Year 8 Humanities

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### **Semester One and Two**

Over the year, students will cover key aspects of curriculum in History, Geography, Civics and Citizenship as well as Economics and Business.

Students are encouraged to build their subject-specific practical skills in each topic of study, alongside developing a deep understanding of the connection between the past, people and the world around us today. In our study of Humanities, we encourage students to seek discernment and wisdom through the study of different cultures and times. We foster curiosity in our students and work alongside them to engage critically with the wider world as they work towards a more sustainable and hopeful future for all.

## Year 8 Health and Physical Education

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In Year 8 HPE, students undertake a program designed to improve gross and develop fine motor skills, teamwork and participation through a variety of sports including Athletics, Basketball Softball and AFL. Students will undertake three practical and one health lesson a fortnight.

Students will receive vital health education on topics such as Nutrition and health promotion within the local and national communities.

Students participate in three practical lessons and one Health lesson a fortnight.

## Year 8 Languages

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In Year 8, students select to continue with one of the languages studied in Year 7. In Year 9 there is the opportunity to study Accelerated French if they wish to study an additional foreign language.

Students who choose the Year 8 Language Italian Post Foundation are recommended to have completed this subject in year 7.

The Head of Languages will vet all candidates and determine those most suitable.

## Year 8 French

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In Year 8 French, students continue to learn to speak and understand French, as well as find out interesting facts about France and other French-speaking countries. Through video blogs, listening, reading and writing activities, students explore the following topics: Food, Celebrations, School Life, Daily routines and Popular Leisure Activities in France, Describing People, Shopping, Giving Directions and Holidays. Our use of the recently updated textbook allows us to teach French with a specific Australian Perspective.

## Year 8 Indonesian

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Year 8 Indonesian introduces students to Indonesian family life. They explore family relationships, professions and home life. Students learn how to discuss days and dates and how to talk about their birthday and other significant dates. They are also introduced to school as a topic and learn to use adjectives. Students learn how to tell the time in Indonesian and how to read a school timetable. Students further develop their knowledge speaking and listening in Indonesian focusing on their personal world and the world around them.

## Year 8 Italian

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In Year 8 Italian, students continue to explore Italian language and culture. Through a range of different activities, which include reading, writing, listening and speaking, students learn to describe people's hair and eye colour and physical and personal characteristics. They practise expressing likes and dislikes and giving opinions. A look at the Italian school system includes learning about school subjects and telling the time. The unit on Shopping allows students the opportunity to explore Italian clothing and styles as well as learning how to make simple requests when shopping. Students look at Italian cuisine, how to order food and drinks and also healthy eating habits. Looking at the weather and the seasons introduces students to the different activities that Italians enjoy at different times of the year..

## Year 8 Italian Post Foundation

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Students learn about the Italian language and culture, building on their pathway from primary school. They continue building on their knowledge and skills of communicating functional classroom language. They use gestures and focus on speaking and listening to broaden their abilities in relation to their personal world, expanding into the world around them.



## Year 8 Semester-Long Subjects

### Year 8 Design & Technology: Textiles

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The Year 8 Textiles course challenges students to work from a design brief, to investigate, design, plan, produce and evaluate products using the Design process. Students identify a problem, carry out inspirational research and investigate a variety of idea concepts and design options. Students apply skills in creative design and explore the most appropriate design choice in producing a product to meet the needs of the end user.

Students will explore a range of innovative materials; use skills such as cutting, basic pattern construction, hand sewing, drawing and decorative techniques to produce chosen designs such as a soft sculpture felt character and a sewn product design. Students are expected to evaluate their sewn products by examining their designs, the materials, techniques, processes and skills used. In the application of practical processes, the use of tools, equipment and materials, safety procedures and design considerations are emphasised.

Students will investigate a popular fashion textiles item e.g. Denim jeans. Students will need to explore where jeans have originated from, the technological advancements in jean manufacturing and futuristic designs of jeans as textiles research.

### Year 8 Design & Technology: Wood

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The Year 8 Wood course challenges students to investigate, design, produce and evaluate products using the Design process. Students will identify a problem, investigate a variety of possible solutions, explore different design ideas and inspirational research and determine which design is the most appropriate choice as a preferred product for the end user.

Students utilize a range of technical skills to produce the chosen designs and evaluate the finished products by examining the design, the materials and processes used. Students design and construct a cheese cutting board and a uniquely designed clock for an end user through researching the client's needs and interests and select the most appropriate theme idea and solution for product design.

In assembling practical projects students acquire technical skills and techniques such as filing, sanding, pyrography and finishing and acquire knowledge about the suitability of materials.

Students acquire knowledge about maintenance and the safe handling of tools and equipment in the practical application of processes and in an investigative research visual presentation.

## Year 8 Food Studies

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The Year 8 Food Studies course has been designed to introduce and develop student's knowledge of Design and Technology and its application to the study of foods. The course will challenge students to investigate, design, produce and evaluate food products.

Students will develop basic kitchen skills and produce a range of food products, developing confidence and independence in food preparation techniques using a variety of kitchen equipment, tools and materials. Following Hygiene and Food Safety procedures in planning and preparing healthy meals will be emphasised.

Students will be given the opportunity to practise a diverse range of cooking techniques such as designing a pizza and cupcakes, food preparation methods, processes and presentation skills.

Students are responsible for evaluating the outcome of the design, planning and production activities. Students will gain valuable knowledge relating to practical cooking skills and also, develop an insight into the cultural, social and economic factors that determine what we eat. Students will develop an understanding of the functional role of ingredients and the role they play in food products.

Loyola College is committed to providing as far as practicable a safe learning environment for all its students. This duty of care includes students who experience anaphylactic reactions due to allergies or intolerances to food products. The College ensures that peanut products are not included as ingredients in any Food Studies recipes.

Full disclosure of any anaphylactic allergies will need to be communicated to the relevant teaching staff member prior to commencing this unit.



## Year 8 Visual Arts

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Students explore the following streams over the semester.

### **Art**

Students explore and use a variety of sources for inspiration and ideas in a broad range of art forms, drawing upon experiences, direct observation and imagination. Students make art works combining and manipulating art elements and art principles. Students use a variety of media and techniques to express ideas and produce a folio of experiments and trials using a variety of mediums and techniques. In this course students study artworks from different art movements such as cubism, impressionism, pop art and contemporary art to gain inspiration for their own work.

### **Media**

Students learn the production techniques involved in film narrative, including visual composition, sound, special effects and editing. Students use these new skills to analyse a wide variety of texts through the moving image as well as print media. To further their appreciation of storytelling, students will develop skills in film and sound by creating their own narratives.

### **Visual Communication and Design**

Communication is a vital aspect of our society and the ability to use the visual medium to communicate with others is an important skill that can be developed with study and practice. We focus on creating a basic understanding of the design processes involved in creating visual communications and how visual imagery is used as a communication tool in our society.

The areas of study include an introduction to digital, instrumental and freehand drawing; rendering techniques; illustration lay-out and presentation. Students learn how to apply two and three-dimensional drawing methods whilst creating a range of visual communications relating to real world applications and purposes.

## Year 8 PERFORMING ARTS

Students have two Performing Arts options. They will be able to select either Option A or Option B.

Option A is Music Ensemble for the **entire year**.

Option B students need to choose two from the following three subjects:

- Drama
- Dance
- Music

### Option A

#### Ensemble Music (Entire Year)

Students study music performance and theory for the full year on their instruments. They compose pieces and study the basic concepts of music notation and aural skills.

Students perform as an ensemble throughout the year have the opportunity to work in our recording studio.

Students enrolled in this subject are strongly encouraged to take private lessons at the college. Students in this class are offered a 50% subsidy for their Instrumental music lessons for the entirety of Year 8.

### Option B (Select 2 out of 3)

#### Drama

Students study 'Acting for film' as their first unit, with workshops conducted to gain fundamental skills and knowledge when presenting to a camera.

The next unit looks at world events, researching into the stories of those past and present and devising a short performance that emphasis the use of theatrical conventions such as freeze-frames, transformation of character, time, place and object.

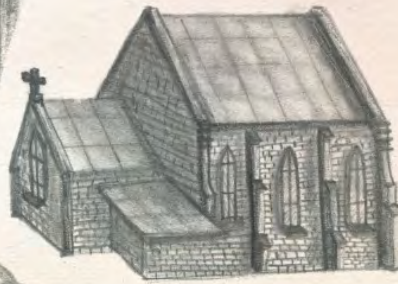
Students will finish the semester working with the Genre of Comedy. They will gain the skills on creating humour through their bodies and language.

#### Dance

Students explore a variety of dance styles, including Contemporary, Jazz and Hip Hop. A research assignment of dance origins and history is completed to enrich students understanding of dance origins and the development of dance through history. Students analyse the difference between a variety of dance styles. Students enjoy a series of Hip Hop workshops that assist them to create a Hip Hop performance piece. Students research and develop a Safe Dance Warm-up routine to begin developing their understanding of the importance of Safe dance procedures.

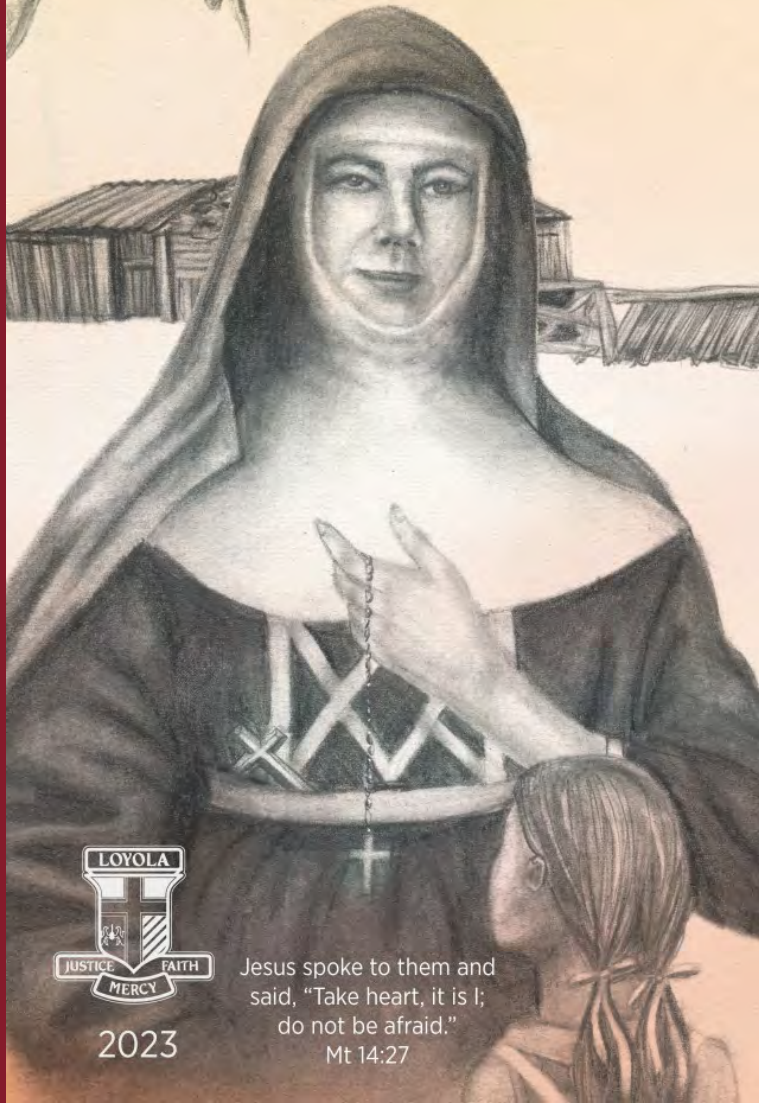
#### Music

Students study the purpose and effect of music in advertising, film and television. They create an advertisement and analyse the effectiveness of music in the media. Students research a range of styles in music along with producing an individual research project on a rock group/performer of their choice.



# Go on with strength and courage

- St Mary of the Cross MacKillop



2023

Jesus spoke to them and said, "Take heart, it is I; do not be afraid."  
Mt 14:27