All subject choices will again be made online. This year choices can be made online between Monday 15 August and Friday 26 August.

Details of how to make the online selections, including an individual password, will be given to students prior to these dates. Students who do not make their selections online during the subject choice period may submit their selection on the form on the next page. However, if classes have been allocated, students who submit forms late may miss out on their preferences.

If submitting late preferences, please include the appropriate signatures.

Year 8 students will study either Japanese or Indonesian and will study three other semesters of elective subjects from the following lists. Students should read the information on the St John’s website or consult their teachers for further information about each elective.

The details of all the Year 8 courses are shown below. Please note that the core courses (English, Mathematics, Science, History, Health and Personal Development, Physical Education, Religious & Values Education) are listed first with the elective courses following them. Only the elective courses are listed on the subject choice form.

During the online choices, please also nominate your Mathematics choice, either 8 Mathematics, 8 Essential Mathematics or 9 Mathematics as your first preference. This should be followed by your choice of language as your second preference.

The elective classes being offered for study in 2016 are listed on the next page. This should be used to clarify your choices before making your final selection online. If submitting choices on paper instead of online, the form on the next page may be used with appropriate signatures.

To help us form classes nominate your Mathematics class, which language you will study, and then list 4 - 6 semesters of courses in order of preference by placing the numbers 3, and then up to a maximum of 8, in the Preferences column.
## Subject Choice Information — Year 8 2017

<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>Preferences</th>
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<tbody>
<tr>
<td>8 Mathematics, 8 Essential Mathematics or 9 Mathematics</td>
<td>1. _________</td>
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<tr>
<td>List your preference of either Japanese or Indonesian.</td>
<td>2. _________</td>
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<td>(Students who are not in the Year 7 Curriculum Support classes and who</td>
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<td>do not wish to study a language should contact Dr Rawnsley)</td>
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<td>List preferences from 3 up to a maximum of 8 for the elective subjects listed</td>
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<tr>
<td>8 Drama (1 Semester)</td>
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<tr>
<td>8 Drama (2 Semesters)</td>
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<tr>
<td>8 - 9 Food Tech - Basic Cooking (1 Semester)</td>
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<tr>
<td>8 - 9 Food Tech - Simple Meals (1 Semester)</td>
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<td>8 - 9 IT - Graphic Tales (1 Semester)</td>
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<tr>
<td>8 Geography (1 Semester)</td>
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<td>8 - 9 Music (1 Semester)</td>
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<td>8 - 9 Music (2 Semesters)</td>
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<td>8 - 9 Philosophy (1 Semester)</td>
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<td>8 - 9 Technology Manufacturing 1 (1 Semester)</td>
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<td>8 - 9 Technology Systems 1 (1 Semester)</td>
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<td>8 Visual Art - Art (1 Semester)</td>
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<td>8 Visual Art – Art (2 Semesters)</td>
<td></td>
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<tr>
<td>8 Visual Art - Design/Craft (1 Semester)</td>
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</tbody>
</table>

(If submitting late preferences using this form, please include the appropriate signatures.)

Student’s signature ___________________________ Date _________________________

Parent’s signature ___________________________ Student Name: __________________
Core Subjects – Year 8 2017

**Year 8 ENGLISH - Core Subject**

Students are introduced to a formal study of English aimed at enhancing their understanding of the English language and proficiency in using it for a variety of purposes, as well as developing their appreciation of literature and everyday texts. Students will study shared and independently chosen novels, short stories, poetry and film texts, exploring the ways language is used to make meaning.

The emphasis will be on developing each student’s ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will become proficient in word processing and will be encouraged to use technology to enhance their communication and research skills.

Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to the future of our society, especially looking at our place in the world.

Students will be assessed in the areas of writing, listening, speaking, reading and viewing. More specifically, they will be required to undertake a range of individual and group oral presentations, a variety of comprehension tasks in response to their reading and viewing, and they will write creatively and in response to texts in various forms and for different purposes.

There is an Extension English class in Year 8 that will cover the core components outlined above and also undertake additional units of study, including an extended Independent Reading Program. There is also an English Foundation class in Year 8, which will be a smaller class and the focus here will be on providing more individual attention and improving the students’ basic literacy skills.

**Year 8 MATHEMATICS – Core Subject**

Students choose one of two options in Year 8; Year 8 Mathematics or Year 8 Essential Mathematics. Essential Mathematics is based on the same content as the Mathematics course but topics are covered more slowly.

The Year 8 Mathematics courses build on the foundational work studied in Year 7. i.e understanding and application of skills in number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships, units of measurement, geometric reasoning, chance and data representation and interpretation. Incorporated within the topics are investigative components of work which serve to link the learning in the classroom with applications and events of the outside world.

The focus on skill development is on communication. Students are encouraged to articulate their understandings through concise, accurate and meaningful solutions. An emphasis is placed on being organised in learning, disciplined and confident in approach, and willing to explore and trial new ideas. The use of technological tools such as Tinker Plots software, spreadsheets and scientific and graphics calculators add to the important focus on developing problem solving skills.

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Assessment tasks include regular summative topic tests, assignments, directed investigations, homework tasks, and projects. End of Semester tests are held at the conclusion of both Semesters

**Year 8 SCIENCE – Core Subject**

Further to the requirements of the Australian Curriculum all Year 7, 8 and 9 students will undertake a Science Project. This project is internally assessed but students can also choose to enter their project in the 2017 SASTA Oliphant Science Awards competition. Some students in Years 7 -10 will also undertake the one hour length ICAS assessment in Science. Individual feedback will be provided on their achievement in this assessment.

Assessment instruments which may be used include theory tests, projects and assignments, bookwork, work-sheets, homework, practical tests and excursion work sheets. The theory tests, comprise about 50% of the overall assessment, and include knowledge of material covered in the course and also assessment of the student’s ability to apply that knowledge and solve problems.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to 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 use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

By the end of Year 8 students investigate questions to reach conclusions consistent with scientific knowledge. They describe how science inquiry contributes to an understanding of the world. Students measure and control variables, present data and findings that support their conclusions, and describe how improvements to methods could improve the quality of results.

A recent exciting initiative at St John’s has been the introduction of an Extension Science class at Year 8 and Year 9 levels. These classes allow high achieving Science–focussed students to learn in a challenging environment with like-minded students. While the topics covered at each level will be the same as other Science classes there will be opportunity for the students to explore these topics with greater breadth, investigating related issues and student interest areas. Assessment tasks are more demanding focusing on higher level learning involving more analysis, reasoning and problem solving.

The students selected in the Year 8 Science Extension class will continue through as the Yr 9 Extension class for the following academic year. There will, however, be scope for students to leave or join the class. The 2017 Yr 8 Extension class will commence in Term 2 and students will be invited to join the classes following a selection process. The selection process will be based on overall Term 1 academic performance in a series of common assessment tasks. Students who accept the offer to join the class at each level will then hold the responsibility of maintaining their position by continuing to thrive in this learning environment.

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Year 8 HISTORY - CORE Subject – One Semester

TITLE: The Ancient to the Modern World c.650 BCE c.1750
Overview:

Content identifies important features of the period (c.650 CE – 1750) as part of an expansive chronology that helps students understand broad patterns of historical change. The overview provides the broader context for the depth study and will be built into various parts of a teaching and learning program. The overview content will give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

1. the transformation of the Roman world and the spread of Christianity and Islam
2. key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
3. the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).

Depth Studies: The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period.

1. The Western and Islamic World: The Vikings OR Renaissance Italy OR The Ottoman Empire
2. The Asia Pacific World: Angkor/Khmer Empire OR Shogunate Japan OR Polynesian Expansion

ASSESSMENT

Assessment will involve homework, classwork, written and oral presentations. The analysis of primary and secondary sources will be emphasised. In addition to a range of ICT skills, Power Point presentation skills and working collaboratively using digital learning platforms will also be further developed. An end of semester exam will be undertaken.

Year 8 HEALTH AND PERSONAL DEVELOPMENT – Core Subject

This is a core subject in Year 8. The program builds upon the concepts introduced in Year 7 and encourages open conversation on a range of topics. The techniques taught equip students with a range of thinking, relaxation and problem-solving skills and insights to effectively deal with stress. Important personal development concepts such as self-esteem, problem solving, self-expression, and building positive relationships with peers and adults are promoted.

We learn about the physical, emotional, social and spiritual growth of the individual and the challenges that these changes can present. In accordance with our own Drug Policy, we spend time investigating drug use and their impact on people individually and as a wider community. Students also develop cyber safety presentations and deliver these to students in Years 5 and 6 at our Junior School in a peer teaching environment. Students

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discuss and research the topic of Sexual Health, in particular the continuation of puberty into adolescence, Sexually Transmitted Infections and contraceptive methods.

Assessment tasks include interactive tasks and role-plays, project work; written responses to questions, group discussion and oral presentations.

**Year 8 PHYSICAL EDUCATION – Core Subject**

Physical Education will educate students in, through and about physical activity. Students will develop skills and tactical awareness in a range of sports, outdoor challenges and fitness activities such as athletics, touch football, Australian football, basketball, badminton and table tennis. They will have the opportunity to develop leadership skills through Sport Education. They will test their fitness by using the SASI Fitness Test.

Students will be assessed in practical aspects of the course using a combination of performance checklists, teacher observation, peer assessment and personal management skills.

**Year 8 RELIGION AND VALUE EDUCATION – Core Subject**

Students will begin by looking at the question- How did the universe come to exist? Different Students will begin by looking at the question- How did the universe come to exist? Different ways of answering this are explored and students will choose a creative way to present what they have learned. Through the film, *The Lion, the Witch and the Wardrobe*, belief, temptation, betrayal and self-sacrifice are explored by comparing the characters with the lives of Jesus and his disciples. The world religions studied are Hinduism, Buddhism and Judaism which is foundational to understanding Christianity and Islam.

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**Elective Subjects – Year 8 2016**

**Year 8 INDONESIAN - Elective Subject - Full Year**

This is an activity-based course, which aims to develop each student's written, spoken and listening skills in Indonesian. The course has an emphasis on realistic communication around topics that are relevant to student’s lives. During this unit students’ will learn how to tell the time, discuss school, their families and hobbies along with the language necessary to express opinions and compare things. The Year 8 Indonesian course also contains several Project Based Learning Units. One of these has a focus on developing students understanding of Indonesian food culture, enabling them to recognize, try and describe various Indonesian dishes.

The course will be complemented with a membership to the online vocabulary learning site ‘Language Perfect’. This site assists learning of relevant words and phrases and students compete against each other, as well as with students from other schools both nationally and internationally.

As part of this course students are taken through basic geographical and cultural information about Indonesia and are led to an appreciation of some aspects of modern Indonesian life.

**Year 8 JAPANESE - Elective Subject - Full Year**

The Year 8 Japanese course aims to combine language, writing, culture and an understanding of life as a teenager in Japan. Students will begin by learning basic greetings and how to speak about themselves while becoming familiar with related

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Japanese customs for life in Japan today. We use the Obento textbooks that is linked into the online program called Language Perfect, where students can practice their language as well as compete with students in our class, the school and around the world in an engaging and interactive zones. Using the slate, students learn to type in Japanese, use educational online spaces and access free apps to gain the benefits of social learning. Both the Hiragana and Katakana alphabets are introduced with the aim of students becoming proficient in reading and writing by the end of the course. Kanji characters are also learnt throughout each topic building student knowledge and understanding of Japanese culture and tradition. Throughout the year students learn about Japanese culture first hand through authentic activities such as cooking traditional Japanese food, watching anime movies, cultural days, festivals and sister school visit from Japan.

The course can be moderated or accelerated to cater for individual students, with assessment depending on the level of the learner. Assessment is planned to suit a variety of learning styles and involves listening, oral and writing tasks and tests, presentations, projects, bookwork and homework.

Year 8 DRAMA - Elective Subject – One or two Semesters

The main objective of Drama at this level is introducing students to basic performance skills and to develop their self-confidence. Students will use technical aspects to enhance their performance work. A strong willingness to perform and work in groups is required.

Pre-requisites: students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

Semester 1

The key areas studied are:
• Comedy Genre
• Physical Theatre

Elements of study
• Stage Craft
• Improvisation
• Performance Evaluation
• Playbuilding
• Basic Technical Theatre (Level 1)
• Script Interpretation
• Performing and Writing

Semester 2

The key areas studied are:
• Audio Drama
• Radio Plays & Soundscapes
• Advertising
• Vocal Skills – clarity, confidence, delivery

Elements of study:
• Stage Craft
• Improvisation
• Performance Evaluation

Success, wisdom, balance
• Playbuilding
• Basic Technical Theatre (Level 1)
• Script Interpretation
• Performing and Writing

Assessment
There will be a variety of assessment tasks including practical work, performance, and theory. There is a focus on creative problem solving, memory, voice work, spontaneous thinking, listening/speaking and analytical skills.
Assessment tasks include:
- Class workshops
- Practical Work
- Folio (reflective writing, journal, research)

Year 8 FOOD TECHNOLOGY - BASIC COOKING - Elective Subject – One Semester

Students will be introduced to the basics of food safety and hygiene and embark on a series of practical and theoretical exercises developing their skills and culinary vocabulary. This course forms the basis for a number of other electives and will provide students with not only skills but also a broad knowledge of nutritional requirements for healthy bodies. Students will be required to cook for their families regularly in lieu of other homework tasks.

The assessment for this course comprises a series of theory and practical tasks combining information technology with other research methods. Theory tasks form 40% of total assessment with the remaining 60% representing practical assessments.

Year 8 FOOD TECHNOLOGY - SIMPLE MEALS - Elective Subject – One Semester

Students will develop the skills for preparing simple, healthy and satisfying meals within both time and budget constraints. There will be opportunities to develop skills further in the production and presentation of both sweet and savoury dishes. In lieu of alternative homework tasks students will be required to cook for their families once a week. In the development of menu plans, students will identify nutritional needs and cost effective ways of meeting these criteria.

Assessment consists of a series of theory and practical tasks incorporating information technology in both research and presentation of the responses to these tasks.

Year 8 INFORMATION TECHNOLOGY - GRAPHIC TALES - Elective Subject – One Semester

Students develop skills in the design and creation of multimedia products including computer games, animations, digital images, comic strips, object oriented programs and computer aided designs. Programs used include GameMaker, Adobe Animate, Adobe Photoshop, Comic Life, Microsoft Visual Studio, Autodesk Inventor, and Autodesk Revit.

Emphasis is on knowledge construction and creation of new products, utilising new technologies to create and share content. Students undertake design briefs in which they investigate, plan, create and evaluate their work with all content developed posted to a personal blog which forms an ePortfolio of their progress.

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Year 8 GEOGRAPHY – Elective subject - One semester

There are two units of study in the Year 8 Geography curriculum: Landscapes and landforms and Changing Nations

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms.

This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

The students develop an understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

The unit explores the process of urbanisation and through a case study of an Asian region. Students investigate the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America.

The redistribution of population resulting from internal migration is examined through comparative case studies of Australia and China.

The unit then examines issues related to the management and future of Australia’s urban areas.

Assessment

Assessment will involve homework, classwork, a fieldwork experience and written and oral presentations. There is an emphasis on skills development and the collaborative use of ICT. There is an end of Semester Test.

Year 8 MUSIC - Elective Subject– One or Two Semesters

The Music program in Years 8 and 9 involves practical, historical, theoretical and computer technology components with an emphasis on performing and creating music. In each area classes will be formed with students from more than one Year level. Students enter the music program from a variety of backgrounds and this approach allows us to be more specific in meeting each student’s needs.

In the practical area students will choose to be part of a band or a vocal ensemble, while in the theory classes, students will be streamed into different levels according to their individual theory knowledge.

Pre-requisites: - Students are required to have private instrumental tuition if they elect to be in an instrumental ensemble. There are no extra requirements for the vocal ensemble, although private voice tuition is encouraged.

Content
1. Practical Component
Students will be involved in a cross Year level instrumental or vocal ensemble with parts tailored to their specific ability.

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2. **Music History Component**
All students will undertake short units of work on influential musical periods. Students will study the blues, jazz, classical and Rock and Roll music and the social and political events that influenced the composition of music.

3. **Theory Component – General Theory Stream**
1. **Level 1 (AMEB Grade I equivalent)**
Students will listen to, compose and perform music using:
- Melody and tonality
- Repetition and contrast (popular song forms)
- Tone Colour
- Harmony (primary triads and chords)
- 12 bar blues
- String and electronic instruments

**Skills**
- Play and sing pieces in popular song forms, using 1 - 4 - 5 harmony
- Play, sing and notate major, minor and blues scales
- Recognise intervals and 1 - 4 - 5 progressions
- Understand basic theory concepts aimed at their particular level
- Pick out the tune of a favorite song and work out chords to given melodies
- Identify popular song form and create pieces utilizing these forms
- Improvise over the basic 12 bar blues progression and various harmonic progressions

**Theory Component – Advanced Theory Stream**

2. **Level 2 (AMEB Grade 2 equivalent)**
*Pre-requisites: - Theory Level 1 or by negotiation*

Students will listen to, compose and perform music using:
- Simple and compound time, binary ternary, variation and rondo form
- Brass, woodwind instruments
- Tonality up to 4 sharps and 4 flats
- Characteristics; of musical style

**Skills**
- Sing and play pieces in simple and compound time and in various keys
- Recognise compound time
- Recognise binary, ternary, variation and rondo form, intervals, major/minor chords, tonality
- Play rhythms in compound time
- Listen to brass and woodwind instruments
- Compose a melody and variations
- Notate rhythms and melodies from dictation
- Improvise in various keys
- Play and recognise major and minor scales

**Assessment**

Assessments include aural theory and technology tasks throughout the year, a solo performance at the end of each semester and participation and part tests within each ensemble.

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Year 8 PHILOSOPHY — Elective Subject — One Semester

This semester course is designed to give students a taste of Philosophy and an engagement with some of the Big Questions of life. For those who have never studied Philosophy before this course will introduce key ideas and important thinking skills. For those who have undertaken Philosophy in younger years, it will be an opportunity to deepen an understanding of important philosophical content and skills.

The specific questions/units to be studied include:

- The Branches of Philosophy
- Tools of the Trade - Argument Analysis
- Metaphysics – What is The Nature of Reality?
- What is Time?
- What is Civilisation?
- What does it mean to be ‘human’?
- Does Science hold all the Truth?
- What is Justice?
- What does a Good Life entail?
- How should human societies be organised?

A crucial part of this course is a weekly open discussion forum which students have always found to be a highlight of Philosophy.

The course, complete with resource materials and assignments, can be accessed from the following Web address:
http://stjohnsbigquestions.wikispaces.com
This is an exciting course for both those new to Philosophy, as well as those already hooked.

Year 8 TECHNOLOGY - MANUFACTURING 1 - Elective Subject — One Semester

Aimed primarily at students in Year 8 this semester course focuses on the areas of:
Designing - The design process, communicating ideas, technical drawing, a design plan, costing.
Making - Safety, hand tools and skills used in marking out, cutting, shaping and jointing, gluing and finishing methods.
Critiquing - Evaluation of the student’s own work, an investigation into the impact of manufacturing technology on the individual, futures.

Year 8 TECHNOLOGY – SYSTEMS 1 - Elective Subject — One Semester

This course focuses on the areas of:
Electronics - The nature of electricity and electronics, electrical safety, basic components, designing with electronic circuits, Ohms Law, using a multimeter and circuit board assembly.
Machines and Mechanisms - motion and forces, simple machines
Robotics - components and construction, Pilot programming, Future.

Year 8 VISUAL ARTS - ART- Elective Subject — One or Two Semesters

This General Art course will incorporate aspects of two-dimensional art (painting, drawing and printmaking), three-dimensional art (sculpture) and Design, including multimedia and photography.

For students who have previously undertaken Art at a Year 8 level, this course reinforces prior learning with an increased emphasis on skills acquisition and greater exploration of the creative processes to refine ideas.

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Students will use a variety of skills, media and techniques to translate ideas and concepts into visual statements. Experimentation and individual expression are encouraged.

Via a critical study component and their own work, students will acquire appropriate language and terminology and grow in their understanding and appreciation of the Visual Arts. Greater emphasis will be placed on the development of research skills, written analysis and active participation in class discussions.

Both formative and summative assessment tasks will be undertaken.

Homework will consist of individual tasks or a continuation of class work and is an expected requirement of the course.

**Year 8 VISUAL ARTS – DESIGN/CRAFT - Elective Subject – One Semester**

This course introduces students to a variety of design and craft areas including ceramics, jewellery making, and fabric decoration techniques. Traditional and contemporary forms of Design and Craft will be explored with the introduction of technology including photography.

Emphasis will be on the acquisition and refinement of new skills and rigor in the Design and craft making processes. Students will be expected to experiment and generate original ideas and designs for planned projects.

This is essentially a practical based elective. Appropriate documentation of the processes and written evaluation will, however, form part of the course requirements.

Both formative and summative tasks are undertaken and assessed according to specified criteria. Homework is an expected requirement of the course.