




School Curriculum
and Standards
Authority

8



Year 8

Curriculum Content

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Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Introduction

Curriculum is the knowledge, understanding, skills, values and attitudes that students are expected to be taught, regardless of where they live or their background. Curriculum in each year is mandated and is what teachers use to develop their teaching and learning programs and from where assessment is drawn.

Parents are encouraged to contact teachers if they have questions about the curriculum in any one year.

Year 8 curriculum content

The *Western Australian Curriculum and Assessment Outline*:

- sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire, and guidelines for the assessment of student achievement
- is mandated for all Western Australian students
- provides comprehensive information that schools can use to plan student learning programs, assess student progress and report to parents.

The *Outline* for Year 8 includes:

- guiding principles of teaching, learning and assessment
- the Year 8 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts content, including the general capabilities and cross-curriculum priorities
- the Year 8 English, Mathematics, Health and Physical Education, History, Humanities and Social Sciences, Languages, Science, Technologies, and The Arts achievement standards
- student diversity materials.

Learning areas and subjects

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 8. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

English

Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

English provides opportunities for students to extend their interests beyond their own communities, and they begin to develop awareness about wider issues. Students' interest in the natural, social, cultural and technological world is often related to the impact on them personally and can help them in their current and future lives.

In Year 8, students' growing independence and peer-group orientation should be built upon by providing opportunities for them to participate in important forms of decision-making within the classroom and to work with others. Through such experiences students assume increased responsibilities, explore values and further refine their social and collaborative work skills.

Critical literacy is integral to the English curriculum. It is developed when students actively question, analyse, evaluate and synthesise the texts they engage with. In Year 8, students learn how text structures, language features and intertextual references vary according to audience and purpose, and how some texts may be hybrids, and combine different genres. They learn how texts represent values and how techniques position the audience to form perspectives.

Students engage with a range of texts for learning and enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. These texts may include various types of media texts (including screen, online and digital texts), narratives (including novels), non-fiction, poetry and plays. Students develop their understanding of how texts relate to context, purpose and audience. They understand how the features of texts may be used as models for creating their own work. The range of texts includes:

- literary texts that may be drawn from a range of genres, may involve intertextual references, some challenging sequences and/or non-stereotypical characters, may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives
- informative, analytical and persuasive texts that may present technical information and abstract content from credible sources about specialised topics and concepts
- texts with a variety of language features that may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. These texts may include narratives, dramatic performances and scripts, reports, responses (including reviews and personal reflections), arguments, literary analyses, discussions, visual texts, oral and audio texts, poetry, and types of media (including screen, online and digital texts) for different audiences.

Content descriptions

Language

Language for interacting with others

- Recognise how language shapes relationships and roles
- Understand how layers of meaning can be created within a text by using literary devices, such as simile and metaphor to evaluate

Text structure, organisation and features

- Explain how text structures and language features vary depending on their purpose, recognising that some texts are hybrids that combine different genres or elements of different genres
- Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs with examples, quotations and substantiation of claims

Language for expressing and developing ideas

- Examine a variety of clause structures, including embedded clauses, that add information and expand ideas in sentences
- Understand the effect of nominalisation in texts
- Investigate how visual and multimodal texts use intertextual references to enhance and layer meaning
- Identify and use vocabulary typical of academic texts
- Understand and use punctuation conventions, including semicolons and dashes, to extend ideas and support meaning

Word knowledge

- Apply learnt word knowledge to spell new words and apply strategies to maintain accuracy

Literature

Literature and contexts

- Explain the ways that ideas and perspectives may represent the values of individuals and groups in literary texts drawn from historical, social and cultural contexts by Aboriginal and Torres Strait Islander, wide-ranging Australian and world authors and creators

Engaging with and responding to literature

- Share opinions about the language features, literary devices and text structures that contribute to the styles of literary texts
- Explain how language and/or visual and audio features in texts position listeners, readers and viewers to respond and form perspectives

Examining literature

- Identify intertextual references in literary texts and explain how the references enable new understanding of the aesthetic quality of the text
- Analyse how language features, such as sentence patterns create tone, and literary devices, such as imagery create meaning and effect

Creating literature

- Create and edit literary texts that experiment with language features and literary devices for particular purposes and effects

Literacy**Texts in context**

- Identify how texts relate to contexts

Interacting with others

- Use interaction skills for identified purposes and situations, including when supporting or challenging the stated or implied meanings of spoken texts in presentations or discussions

Analysing, interpreting and evaluating

- Analyse and evaluate the ways that language features vary according to the purpose and audience of the text, and the ways that sources and quotations are used in a text
- Analyse how authors and creators use text structures to organise ideas and develop and shape meaning
- Use comprehension strategies, such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring, to interpret and evaluate ideas when listening, reading and viewing

Creating texts

- Plan, create, edit and publish written and multimodal texts, organising and expanding ideas, and selecting text structures, language features, literary devices and visual features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, selecting language features, literary devices, visual features and features of voice to suit formal or informal situations, and organising and developing ideas in texts in ways that may be imaginative, reflective, informative, persuasive and/or analytical
- Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods in relevant required contexts
- Select and vary features of digital tools to create texts for different purposes and audiences

Health and Physical Education

Year level description

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Learning and teaching programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Health and Physical Education provides opportunities for students to build on their prior learning. A major influence on students is the world around them, and during this time their peers become a key source of motivation and support when managing their health and wellbeing.

In Year 8, students develop skills and strategies to promote health, safety and wellbeing, including assertive responses and refusal skills, and apply them to a range of situations, including online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of movement skills and knowledge of tactical thinking and apply these to an expanding array of physical activity contexts. They build on skills to analyse performance and describe the impact of regular participation on health, fitness and wellbeing. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion.

Content descriptions

Personal, social and community health

Personal identity and change

- Strategies to cope with and manage the impact of changes and transitions
- Ways in which changing feelings and attractions form part of developing sexual identities

Staying safe

- Credible health information that can support people in a variety of situations
- Reasons why young people choose to use or not use alcohol, drugs or other harmful substances, and strategies that could be used if someone is being encouraged to use them
- Skills and strategies to promote physical and mental health, safety and wellbeing in various environments
- Strategies and skills to communicate assertively when seeking, giving or denying consent are explained and applied

Healthy and active communities

- Benefits to individuals and communities of valuing diversity and promoting inclusivity
- Health promotion initiatives which target relevant health, safety and wellbeing issues for young people and ways to manage them

Interacting with others

- Strategies for managing the changing nature of peer and family relationships
- Impacts of bullying and harassment on relationships, including online relationships
- Role of power and coercion within relationships, and how these can be influenced by gender stereotypes
- Personal, social and cultural factors that influence emotional responses and behaviour

Movement and physical activity

Movement skills

- Movement skills and sequences within different physical activity contexts and settings with a focus on:
 - increased efficiency in skill performance
 - control of balance and stability
- Selection of strategic and tactical skills in the manipulation of effort, space, time, objects and people in a variety of movement contexts
- Physical activities to enhance health, fitness and wellbeing, including moving in natural environments

Understanding movement

- Measurement of the body's response to physical activity:
 - heart rate
 - breathing/respiration

- Use of games, recreational activities and outdoor pursuits to enhance activity levels and achieve health and wellbeing outcomes

Interpersonal skills

- Verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group
- Modification of rules, equipment or scoring systems to allow for fair play, safety and inclusion of all participants

Humanities and Social Sciences

Year level description

In Year 8, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Content descriptions

Civics and Citizenship

Knowledge and understanding

Democracy and law in action

- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action
- How laws are made in Australia through parliaments (statutory law)
- How laws are made in Australia through the courts (common law)
- The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law
- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian

Economics and Business

Knowledge and understanding

Participation and influences in the market place

- The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)
- How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare)
- The rights and responsibilities of consumers and businesses in Australia
- Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia
- Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)

Geography

Knowledge and understanding

Landforms and landscapes

- The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)
- The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- The geographical processes that produce landforms, including a case study of **one** type of landform, such as mountains, volcanoes, riverine or coastal landforms

- The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)
- How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)
- How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards

Changing nations

- The causes and consequences of urbanisation in Australia and **one** other country from the Asia region
- The reasons for, and effects of, internal migration in Australia
- The reasons for, and effects of, international migration in Australia

History

Knowledge and understanding

The ancient to the modern world

Overview:

- Key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)

Depth study 1: Investigating medieval Europe (c.590–c.1500)

- The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The role of significant individuals in the medieval period (e.g. Charlemagne)

Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)

- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God
- The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries
- The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague

Humanities and Social Sciences skills

Knowledge and understanding

Questioning and researching

- Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives
- Construct a range of questions, propositions and/or hypotheses

Languages (P–10 sequence)

The Languages curriculum is written on the basis that all students will study one language from Years 3 to 8. Schools are encouraged to provide a language/s program from Pre-primary to Year 10.

Chinese: Second Language

Year level description

Year 8 Chinese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Chinese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of ‘norms’ associated with their first language and culture.

Students communicate in Chinese, initiating and maintaining spoken and written interactions with peers and known adults to share ideas, views and experiences of family and community activities, social events, special occasions and milestones. They engage in written interactions and activities with peers and others that involve planning, considering options and solving problems. Students access, summarise and share key information from a range of texts and present them in different formats for the intended audience. They organise and present information in texts related to aspects of their personal and social worlds, using descriptive and expressive language. Students respond to aspects of performance-based imaginative texts and express opinions about these aspects in their own oral performances and texts. They create and perform written imaginative texts to describe experiences to enrich the visual or listening experience.

Students better understand the systems of the Chinese language, examining differences in sounds and tones heard in oral discourse and interpret texts by inferring meaning. They extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts. Students use metalanguage to describe the distinctive spoken and written language system of Chinese

Students are encouraged to participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Chinese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken interactions with peers and known adults, using modelled expressive and descriptive language to share ideas, views and experiences of family and community activities, social events, special occasions and milestones, for example, 中国人春节喜欢穿红色的衣服和吃饺子;澳大利亚人圣诞节喜欢...
- Engage in written interactions and activities with peers and other familiar participants that involve planning, sharing ideas and views, considering options, inviting, negotiation of arrangements and solving problems
- Compare opinions on and attitudes towards different cultures such as 我喜欢上学, 因为...;我最喜欢数学

Informing

- Access, summarise and share key ideas, information and opinions from a range of spoken texts related to their personal and social worlds and present them in different formats for the intended audience
- Organise and present information from a range of written texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a range of performance-based imaginative texts, observing how characters, emotions and attitudes are portrayed and express opinions about these aspects in their own oral performances and texts
- Create and perform a range of written imaginative texts to describe experiences that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and interpret texts and compare their own translation to peers', reflecting on challenges associated with transferring meaning and concepts from one language to another

Reflecting

- Participate in intercultural interactions with members of the Chinese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflect on adjustments made as a result of reactions and responses
- Consider how their own biography impacts on identity and communication and shapes their own intercultural experiences

Understanding

Systems of language

- Examine differences in sounds and tones heard in oral discourse such as the diverse meanings of words that share similar sounds, for example, the many meanings of the sound ‘shi’ and learning how to differentiate between 同音词 (homonyms) and 近音词 (near-syllable words) in different contexts, for example, 买东西/卖东西
- Interpret texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating
- Use metalanguage to describe the distinctive spoken and written language system of Chinese
- Extend knowledge of context-related vocabulary and identify and apply features of grammar to organise, sequence and connect ideas in spoken and written texts, including:
 - exploring the use of diverse time expressions and ways to sequence events in time and applying in their own language use, for example, 先...然后; 一...就...; ...了, 就...; 才, 第一, 然后
 - comparing and applying the functions of prepositions and discussing the importance of context when determining their meaning in texts, for example, 跟, 对, 给
 - exploring and applying the use of conjunctions to sequence and connect ideas when constructing texts, for example, 不但...而且...; 虽然...但是...
 - using different ways to negate ideas depending on degree of formality or emphasis, for example, 我不是...; 我哪儿有...? ; 我没有办法...; 我不能...; 不行; ...别, ...不可以
- Analyse how authors adjust features of different text types for different purposes and audiences

Language variation and change

- Investigate the extent and dynamic nature of Chinese language use locally and globally
- Explain how the Chinese language is constantly expanding to include new words and expressions in response to social and technological changes

Role of language and culture

- Compare and reflect on how cultural contexts influence the way language is used within and across communities

French: Second Language

Year level description

Year 8 French: Second Language builds on the skills, knowledge and understanding required of students to communicate in the French language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of French language and culture. Students may need encouragement to take risks in learning language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in French, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the French language, recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they combine to make or to change meaning. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as increasing control of the conjugation of regular verbs and of high-frequency irregular verbs in a number of tenses, when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in French to describe patterns, grammatical rules and variations in language structures.

Students are encouraged to participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. French language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitent à Paris; Etes-vous parti(e) en voyage cet été ? Je suis allé(e) à Margaret River, puis je suis parti(e) pour Albany; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec nos amis et la famille pour le dîner. Cette année, nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice*
- Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services

Informing

- Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
- Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in own language and culture
- Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and/or interpret texts including those that use language with colloquial or cultural associations and consider why there might be differences in interpretation and how language reflects elements of culture

Reflecting

- Participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses
- Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

Understanding

Systems of language

- Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they combine to make or to change meaning
- Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - increasing control of the conjugation of regular verbs in *le présent*, *le passé composé*, *l'imparfait* and of high-frequency irregular verbs such as *avoir*, *être*, *faire*, *devoir*, *vouloir*, *savoir*, *aller*, for example, *Je suis allée en France pour rendre visite à ma famille française*
 - using *le passé composé*, recognising verbs conjugated with *être* as the auxiliary that involve agreement between subject and past participle, for example, *Elles sont parties hier matin*
 - understanding the form and function of reflexive verbs, for example, *Il se lève très tard*; *Nous nous promenons chaque soir*; *Je veux m'asseoir à côté de toi*
 - recognising and using idiomatic expressions such as those using *avoir*, for example, *avoir soif*, *avoir sommeil*, *avoir peur*
 - extending use of *l'impératif* and *le futur proche*
 - extending knowledge of negative constructions such as *ne...plus*, *ne...rien*, *ne...jamais*, *ne...que*
 - understanding how to use modal verb forms to express possibility, obligation and ability, for example, *Je peux m'imaginer...; Il doit partir demain...* and impersonal expressions such as *il faut...* and *on...*
 - learning to use direct object pronouns in conjunction with the present tense, for example, *Je t'écoute*, *elle les mange tous les jours* !
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Apply structures and conventions associated with a range of text types and identify key features and functions of different genres

Language variation and change

- Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation
- Investigate the nature and extent of French language use in both Australian and global contexts

Role of language and culture

- Reflect on different aspects of the cultural dimension of learning and using French and consider how this might be interpreted and responded to by members of the community

German: Second Language

Year level description

Year 8 German: Second Language builds on the skills, knowledge and understanding required of students to communicate in the German language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of German language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in German, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the German language, applying German punctuation and spelling rules to their own writing. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as specifying a person, object or place using knowledge of the German case system, when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in German to describe patterns, grammatical rules and variations in language structures.

Students are encouraged to participate in intercultural interactions with members of the German-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. German language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Wohin sind Sie in den Ferien gefahren?; Wie feiern Sie Silvester? Normalerweise treffen wir uns mit unseren Freunden und unserer Familie zum Abendessen. Letztes Jahr haben wir Karten bis Mitternacht auf dem Balkon gespielt und dann das Feuerwerk gesehen*
- Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services

Informing

- Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
- Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture
- Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture, for example, *so alt wie ein Baum/Stein, einen Bärenhunger haben*

Reflecting

- Participate in intercultural experiences, with members of the German-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses
- Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication

Understanding

Systems of language

- Apply the rules of German pronunciation, rhythm, stress and intonation to a range of sentence types and words
- Apply German punctuation and spelling rules to their own writing and learn to systematically edit their own and others' written work
- Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - specifying a person, object or place using knowledge of the German case system (nominative, accusative and dative) and using definite and indefinite articles, *kein*, personal pronouns (including *man*) and possessive, demonstrative and interrogative adjectives such as *sein*, *unser*, *dieser*, *jeder* and *welcher*
 - comparing the meanings and use of the German modal verbs with their English equivalents, for example, *Wir müssen eine Schuluniform tragen; Man darf hier nicht essen*
 - understanding and applying verbs that can be combined with a separable or inseparable prefix that alters the meaning of the base verb, for example, *Er kommt um 17.15 Uhr; Kommst du mit?; Ich bekomme manchmal Geld zum Geburtstag*
 - describing current, recurring and future actions using regular, irregular, modal, separable and inseparable verbs in the present tense, for example, *Wir spielen morgen nicht mit; Er sieht viel fern; Ich muss meine Hausaufgaben machen; Nächstes Jahr bekommen wir neue Laptops*
 - describing past events and experiences in present perfect and/or simple past tenses using a limited range of common verbs, for example, *Ich habe meine Hausaufgaben nicht gemacht, denn ich war am Wochenende krank*
 - using reflexive verbs in the present tense with their appropriate accusative reflexive pronouns to describe daily routines and express emotions and interests, for example, *Ich dusche mich morgens; Interessierst du dich für Geschichte?; Wir freuen uns auf die Ferien*
 - expressing opinions using, for example, *meiner Meinung nach; Ich glaube, dass ... Wir sind dagegen/dafür*
 - understanding and using dative and accusative prepositions with their core meanings, for example, *Ich komme aus der Stadt; Der Kuchen ist für dich*
 - experimenting (using models) with different structures to make comparisons, for example, *Englisch ist schwieriger als Mathe; Welches Auto ist am sichersten?; Kaffee ist nicht so gesund wie Wasser*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

Language variation and change

- Identify features of German that vary according to audience, context and purpose in familiar spoken and written texts

- Understand that German, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience

Role of language and culture

- Reflect on different aspects of the cultural dimension of learning and using German and consider how this might be interpreted and responded to by members of the community

Indonesian: Second Language

Year level description

Year 8 Indonesian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Indonesian language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Indonesian language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Indonesian, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the Indonesian language, correctly using intonation in complex sentences. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as creating cohesion by using conjunctions *walaupun*, *karena* or *supaya* when encountered in familiar expressions and scaffolded language contexts. They continue to build a metalanguage to describe grammatical concepts and to organise learning resources.

Students are increasingly aware of connections between language and culture, noticing, for example, degrees of formality in language use according to social relationships. They understand that language use reflects cultural expression, assumptions and perspectives.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Indonesian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Anda pergi ke mana pada liburan bulan Januari? Saya sering mengunjungi nenek di Busselton karena saya sayang nenek saya; Kalau mengunjungi candi di Bali, jangan sama sekali memakai rok pendek; Selama saya di Bali saya selalu makan makanan Indonesia; Saya membeli tiga helai kain ikat Lombok di Mataram; Bagaimana Anda merayakan Malam Tahun Baru? Kami berpesta dengan keluarga dan teman. Kami menonton kembang api pada pukul dua belas*
- Engage in tasks that involve planning of experiences and activities such as preparing for a real or virtual event, cooking a meal to entertain visitors, planning a trip, excursion or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing foods, goods and services, for example, *Bagaimana kalau kita mengadakan festival makanan khas?; Kita akan menjual apa yang...?; Siapa akan menyiapkan...?; Aktivitas apa?; Kami harus membeli bahan apa?; Berapa harganya seporsi rendang?; Saya mau membeli sekilo daging*

Informing

- Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
- Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture
- Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture

Reflecting

- Participate in intercultural interactions with members of the Indonesian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses
- Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

Understanding

Systems of language

- Correctly apply stress in polysyllabic words and use intonation in complex sentences, for example, *Walaupun saya tidak suka berenang, tetapi saya senang bermain di pantai; Saya lebih suka bermain bulu tangkis daripada bermain tenis yang membosankan*
- Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - indicating negation, for example, *jangan, tidak sama sekali, bukan*
 - indicating quantity using *juta*
 - using classifiers, for example, *buah, helai, potong, ikat*
 - referring to past and future using time indicators, for example, *tadi pagi, nanti malam, sebelum, sesudah, kemudian, lalu* and referring to length of time, for example, *selama, makan waktu...*
 - seeking information using a range of questions, for example, *Bagaimana?; Di mana?; Apakah?; Kapan?; Mengapa?; Sudah pernah?; Dari mana?; Berapa lama?; Dengan siapa?; Naik apa?; Pernahkah siapa?*
 - describing frequency using adverbs, for example, *jarang, setiap, pernah, selalu*
 - creating cohesion using conjunctions, for example, *walaupun, karena, supaya*
 - accepting or declining invitations, for example, *mau ikut, maaf, sayang*
 - comparing and contrasting, for example, *paling, ter-, dibandingkan dengan...*
 - expressing opinions, for example, *dari pihak saya...*
 - expressing emotions, for example, *-wah, sayang, asyik, hebat, siip, seru*
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

Language variation and change

- Recognise that Indonesian has formal and informal forms and that language can vary according to the mode of communication
- Understand that Indonesian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, technology, language shifts and exchange and intercultural experience

Role of language and culture

- Reflect on different aspects of the cultural dimension of learning and using Indonesian and consider how this might be interpreted and responded to by members of the community

Italian: Second Language

Year level description

Year 8 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Italian, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the Italian language, recognising differences in tone and rhythm between statements and questions, exclamations and commands. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as using modal verbs to express ability, possibility, likelihood and permission when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures.

Students are encouraged to participate in intercultural interactions with members of the Italian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Italian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Dove sei andato/a per le vacanze?; Ti è piaciuto/a lo spettacolo/la gita ...?; Cosa pensi di...?; Secondo me...; Sono completamente d'accordo...; Vuoi venire alla mia festa di compleanno? Sì, certo!/Mi dispiace, non posso/sono impegnato; Scusa se non vengo ...; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio*
- Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services

Informing

- Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
- Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture
- Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and/or interpret texts, including those that use language with colloquial or cultural association and consider why there might be differences in interpretation and how language reflects elements of culture

Reflecting

- Participate in intercultural experiences with members of the Italian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses
- Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

Understanding

Systems of language

- Recognise differences in tone and rhythm between statements and questions, exclamations and commands, when speaking, interacting and expressing emotion, for example, *Vai a casa?*; *Va' a casa!*; *Oh!*; *E?*; *Che disastro!*
- Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including:
 - learning to use suffixes such as *-etto/a*, for example, *casa-casetta*
 - recognising the use of direct object pronouns
 - using articulated prepositions *a, di, da, in, su* plus article; and prepositions that do not combine, for example, *tra* and *per*
 - using adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo*
 - using negative constructions including the double negative, for example, *Non c'è niente/nessuno...*
 - using verbs to express action in time
 - using a range of regular and some irregular verbs in the present, perfect and imperfect tenses
 - using modal verbs to express ability, possibility, likelihood and permission
- Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
- Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

Language variation and change

- Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation
- Understand that Italian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience

Role of language and culture

- Reflect on different aspects of the cultural dimension of learning and using Italian and consider how this might be interpreted and responded to by members of the community

Japanese: Second Language

Year level description

Year 8 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Japanese, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views and experiences of significant events, special occasions or milestones. They engage in activities that involve planning experiences and activities that require negotiating and solving problems. They also participate in transactions that involve purchasing goods and services. Students read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They respond to a range of imaginative texts, analysing ideas, themes, values and techniques that are used to engage and entertain the audience. Students create and present a range of simple texts that involve imagined contexts and characters such as raps, poems and cartoons.

Students better understand the systems of the Japanese language, developing proficiency in reading and writing sentences and short texts written in *hiragana*, *katakana* and simple *kanji*. They demonstrate increased control of context-related vocabulary and elements of the Japanese grammatical system including using both affirmative and negative forms of particular grammatical elements in different tenses and use conjunctions such as *だから*, *それで*, *それに* to express a range of ideas and experiences in written and spoken forms. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements.

Students monitor and reflect on their intercultural experience and capability as language learners, and identify their personal and community practices that reflect cultural influences.

In Year 8 students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor and to adjust language in response to their experiences in different contexts. Japanese language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Content descriptions

Communicating

Socialising

- Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。
- Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year's Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イースターにビーチに行きましようか、ビーチは、ちょっと…; キャンプはどうですか; このT シャツはL サイズですね。ちょっと大きい です。M サイズをください。

Informing

- Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience
- Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences

Creating

- Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture
- Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience

Translating

- Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture

Reflecting

- Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses
- Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

Understanding

Systems of language

- Understand that *katakana* is used for loan words and use available combinations of *katakana* to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード
- Read and write all *katakana*, including voiced, unvoiced, contracted and blended sounds using the *kana* chart
- Understand the relationship in texts between *hiragana*, *katakana* and *kanji*
- Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:
 - using verbs to indicate – I want to ～たいです
 - using い and な adjectives in present and past tenses in negative forms such as たのしくなかつたです; しずかじゃなかつたです
 - using both affirmative and negative forms of particular grammatical elements in different tenses
 - creating cohesion and flow by using conjunctions, for example, だから、それで、それに
 - using counter classifiers, for example, ～時/～分、～つ、～まい、～本
 - using superlatives, for example, 一ばん好きです
 - using adverbs and intensifiers such as ぜんぜん、たいてい
- Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements
- Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or *manga*, to explain the relationship between the language and structure used and the purpose of the text

Language variation and change

- Apply variations in Japanese language use that reflect different levels of formality, authority and status
- Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures

Role of language and culture

- Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values

Mathematics

Year level description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Content descriptions

Number and algebra

Number and place value

- Use index notation with numbers to establish the index laws with positive integral indices and the zero index
- Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies

Real numbers

- Investigate terminating and recurring decimals
- Investigate the concept of irrational numbers, including π
- Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies
- Solve a range of problems involving rates and ratios, with and without digital technologies

Money and financial mathematics

- Solve problems involving profit and loss, with and without digital technologies

Patterns and algebra

- Extend and apply the distributive law to the expansion of algebraic expressions
- Factorise algebraic expressions by identifying numerical factors
- Simplify algebraic expressions involving the four operations

Linear and non-linear relationships

- Plot linear relationships on the Cartesian plane with and without the use of digital technologies
- Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution

Measurement and geometry

Using units of measurement

- Choose appropriate units of measurement for area and volume and convert from one unit to another
- Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites
- Investigate the relationship between features of circles, such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area
- Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume
- Solve problems involving duration, including using 12- and 24-hour time within a single time zone

Geometric reasoning

- Define congruence of plane shapes using transformations
- Develop the conditions for congruence of triangles

- Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning

Statistics and probability

Chance

- Identify complementary events and use the sum of probabilities to solve problems
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'
- Represent events in two-way tables and Venn diagrams and solve related problems

Data representation and interpretation

- Investigate techniques for collecting data, including census, sampling and observation
- Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes
- Explore the variation of means and proportions in of random samples drawn from the same population
- Investigate the effect of individual data values, including outliers, on the mean and median

Science

Year level description

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

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 while considering other points of view.

Content descriptions

Science understanding

Biological Sciences

- Cells are the basic units of living things and have specialised structures and functions
- Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce

Chemical Sciences

- The properties of the different states of matter can be explained in terms of the motion and arrangement of particles
- Differences between elements, compounds and mixtures can be described at a particle level
- Chemical change involves substances reacting to form new substances

Earth and Space Sciences

- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales

Physical Sciences

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers causes change within systems

Science as a human endeavour

Nature and development of science

- Scientific knowledge has changes peoples' understanding of the world and is refined as new evidence becomes available
- Science knowledge can develop through collaboration and connecting ideas across the disciplines of science and the contributions of people from a range of cultures

Use and influence of science

- Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations
- People use science understandings and skills in their occupations and these have influenced the development of practices in areas of human activity

Science inquiry skills

Questioning and predicting

- Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge

Planning and conducting

- Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed

- Measure and control variables, select equipment appropriate to the task and collect data with accuracy

Processing and analysing data and information

- Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, in data using digital technologies as appropriate
- Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence

Evaluating

- Reflect on scientific investigations including evaluating the quality of the data collected, and identify improvements
- Use scientific knowledge and findings from investigations to evaluate claims based on evidence

Communicating

- Communicate ideas, findings and evidence based solutions to problems using scientific language and representations using digital technologies as appropriate

Technologies

The Technologies curriculum is written on the basis that all students will study both Technologies subjects (Design and Technologies and Digital Technologies) in Year 8. Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Design and Technologies

Year level description

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend them as needed.

In Year 8, students have opportunities to learn about technologies in society at least once in the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and Materials and technologies specialisations. Students are provided with opportunities to design and produce products, services and environments.

Students have opportunities to investigate and select from a range of technologies, materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to produce sustainable solutions. Considering society and ethics; and economic, environmental and social sustainability factors is of increasing importance in this year. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students have the opportunity to respond to feedback from others and evaluate their design processes and solutions. They investigate design and technology professions and the contributions that each makes to society through creativity, innovation and enterprise. Students are expected to evaluate the advantages and disadvantages of design ideas and technologies.

Students have the opportunity to engage with a range of technologies, including a variety of graphical representation techniques, to generate and clarify ideas through annotated sketches, modelling and scaled drawings.

Students identify the sequences and steps involved in design tasks. They have opportunities to develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with consideration to safety and efficiency, when making solutions.

Content descriptions

Knowledge and understanding

Technologies and society

- Social, ethical and sustainability considerations, in the development of technologies and designed solutions, to meet community needs for economic, environmental and social sustainability
- Development of products, services and environments through the creativity, innovation and enterprise of individuals and groups

In Year 8, students have opportunities to learn about technologies in society **at least once** in the following technologies contexts.

Technologies context

Engineering principles and systems

- The design of simple solutions using motion, force and energy, to manipulate and control electromechanical and mechanical systems

Food and fibre production

- Sustainable production systems are subject to competing demands (social, environmental, economic) and how these factors influence their design

Food specialisations

- Sensory properties of food to create healthy eating solutions

Materials and technologies specialisations

- Principles of the design process for the selection and combination of materials, systems, components, tools and equipment

Processes and production skills

Creating solutions by:

Investigating and defining;

- Investigate a given need or opportunity for a specific purpose
- Evaluate and apply a given brief
- Consider components/resources to develop solutions, identifying constraints

Designing

- Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology
- Produce a simple plan designed to solve a problem, using a sequence of steps

Producing and implementing

- Safely apply appropriate techniques to make solutions using a range of components and equipment

Evaluating

- Develop contextual criteria independently to assess design processes and solutions

Collaborating and managing

- Plan, publish and manage projects, collaboratively and/or individually, considering safety, specific task requirements, time and other required resources

Digital Technologies

Year level description

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world.

Students investigate the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, visualise and evaluate various types of data, and the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

Students further develop abstractions, identifying common elements, while decomposing apparently different problems and systems to define requirements; and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation. They progress from designing the user interface, to considering user experience factors, such as user expertise, accessibility and usability requirements.

Students have opportunities to plan and manage individual and team projects. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

Content descriptions

Knowledge and understanding

Digital systems

- Methods of data transmission and security in wired, wireless and mobile networks
- Specifications of hardware components and their impact on network activities

Representation of data

- Binary is used to represent data in digital systems

Processes and production skills

Collecting, managing and analysing data

- Evaluate the authenticity, accuracy and timeliness of acquired data
- Evaluate and visualise data, using a range of software, to create information, and use structured data to model objects or events

Digital implementation

- Design the user experience of a digital system
- Design plans, using a sequence of steps, and represent them diagrammatically and in English, to solve a problem and to predict output for a given input to identify errors
- Implement and modify solutions, that include user interfaces within a programming environment, including the need for choice of options and/or repeating options
- Create and communicate interactive ideas collaboratively online, taking into account social contexts

Creating solutions by:

Investigating and defining

- Investigate a given need or opportunity for a specific purpose
- Evaluate and apply a given brief
- Consider components/resources to develop solutions, identifying constraints

Designing

- Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology
- Produce a simple plan designed to solve a problem, using a sequence of steps

Producing and implementing

- Safely apply appropriate techniques to make solutions using a range of components and equipment

Evaluating

- Develop contextual criteria independently to assess design processes and solutions

Collaborating and managing

- Plan, publish and manage projects, collaboratively and/or individually, considering safety, specific task requirements, time and other required resources

The Arts

The Arts curriculum is written on the basis that all students will study at least two Arts subjects in Year 8. It is a requirement that students study a performance subject (Dance, Drama or Music) and a visual subject (Visual Arts or Media Arts).

Dance

Year level description

In Year 8, Dance students continue to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. They discuss how dance can communicate meaning and how dance genres/styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

A suggested learning focus should enable teaching the content through student interest in dance. Suggested genres or styles that may be taught, but are not limited to, include contemporary, ballet, jazz, hip hop, street dance, tap and cultural dance, for example Spanish, Indian, Bollywood.

The learning focus that teachers select should shape and drive the teaching of the content.

Content description

Making

Choreographic processes

- Improvisation skills to find ways to make literal movement into abstract movement
- Elements of dance: body, energy, space, time (BEST), selected and combined to create dance that communicates choreographic intent
- Choreographic devices (unison, canon, repetition, abstraction) and choreographic structures (narrative, binary) to create dance that communicates meaning
- Group work practices (sharing ideas, problem-solving, listening skills, providing constructive feedback) in dance

Skills and techniques

- Dance skills that develop technical competence in relation to body control, accuracy, posture/alignment, strength, flexibility, placement, balance and coordination
- Safe dance practice of style-specific techniques
- Warm-up and cool down procedures for dance participation

Performance

- Techniques that focus on developing retention of movement with accuracy and detail
- Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style

Responding

Dance reflecting and analysing

- Reflective processes, using dance terminology, on their own and others' work, and the effectiveness in dance works of the use of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging)

Dance in context

- Differences in dance genres/styles and eras of dance

Drama

Year level description

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Years 7 and 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

Teachers are required to address knowledge and skills in Drama through one or more of the forms and styles below. Other forms and styles may be used in addition to teach knowledge and skills in Drama.

Drama forms and styles for Year 8: readers theatre, children's theatre, naturalism or realism.

Content description

Making

Voice and movement

- Voice and movement techniques for selected drama forms and styles
- Preparation techniques for voice and movement for selected drama forms and styles
- Mime techniques (mapping the imaginary space before the performance and for audience during the performance) in drama

Drama processes and the elements of drama

- Drama processes through exploration of one or more elements of drama (role, character and relationships; voice and movement; space, time and situation; mood, atmosphere and dramatic tension) to establish dramatic meaning and impact on audience
- Approaches to characterisation (creating believable characters)

Responding

- Drama reflections
- Reflective processes on their own and others' work, the impact on audience responses of the use of the elements of drama in performance and use of specific drama terminology and language

Media Arts

Year level description

In Year 8, students are provided with opportunities to view media work within the context of the selected focus. Students build on media concepts from previous years, through expansion of the basic communication model to include new and emerging media technologies. They apply their understanding of intended audience, purpose and context in their productions and in their response to their own and others' media work. They explore current trends in how audiences use media.

Students begin to solve problems, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment.

Teachers are required to address knowledge and skills in Media Arts through **one** or more of the foci and media below. Other foci and media may be used in addition to teach knowledge and skills in Media Arts.

Media focus options: advertising (for example, billboard, 'junk' mail advertising, radio advertising), mass media (for example, blockbuster CGI film, specialist magazines, feature articles) or press (for example, newsletters, news magazine, journalistic photography) and broadcasting (for example, news channels, special interest programs, interactive entertainment).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Content description

Making

Media languages

- Introduction to key terminology and technologies related to selected context and focus
- Revision and expansion of the basic communication model to include the communication process of new and emerging media technologies
- Codes and conventions of media type, genre and/or style studied
- Point of view for a specific audience in the context of the media type, genre and/or style studied
- Narrative conventions in the context of the media type, genre and/or style studied

Representation

- Representation of ideas, issues or people in the media and the values they represent (consideration of stereotypes)

Production

- Controls and audience values influencing the production of media work

Skills and processes

- Media production skills to integrate codes and conventions in media work for a specific purpose and meaning
- Awareness and safety when using technologies and resources
- Team skills and specific role responsibilities
- Development of problem-solving skills
- Production process using basic technical skills and processes, scripts, storyboards and layouts

Responding

Analysing and reflecting on intentions

- The effectiveness of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary times to explore differing viewpoints

Audience

- The role of the audience (interests, values, expectations) in influencing the selection process of the producer (selection, omission, emphasis)
- Intended audiences for which media work is produced
- Current trends in how audiences use media

Music

Year level description

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions.

They are provided with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Students listen to, and discuss music, using scores and music terminology to identify the use and purpose of music elements and key contextual and stylistic features.

Students rehearse and perform solo and ensemble music, developing technical skills and expression. As performers and audience members, they make observations and express opinions about a range of music.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning, and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

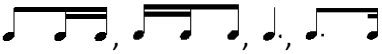

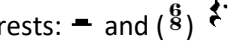

Content description

Making

Music literacy (aural/theory)

- Development of aural skills, aural memory and inner hearing to identify, sing/playback and notate simple pitch and rhythmic patterns, melodic contour and chords in isolation and in simple progressions
- Aural recognition of one or more elements of music in short excerpts (not all content may be relevant to the selected context):

Rhythm

- beat groupings/subdivision in simple time,  and compound time: 
- rests:  and 
- anacrusis, ties, syncopation
- tempo: gradually getting slower/*rallentando* and *ritardando* and gradually getting faster/*accelerando*

Pitch

- scales: add minor pentatonic and natural minor scales up to 2 sharps and 2 flats in treble and bass clefs
- intervals: m2, M2, m3, M3, P4, P5, P8ve, ascending only
- chords: major and minor triads, major and minor primary triads (I, IV, V) in isolation and simple progressions
- tonality: relevant to scales listed
- sequence

Dynamics and expression

- *crescendo*, *decrescendo*
- accents /*sforzando*

Form and structure

- add intro/outro, bridge, hook, head, 12 bar Blues, theme and variations

Timbre

- discern between acoustic and electronic sounds

Texture

- descant/counter melody

Composing and arranging

- Use of given composition frameworks to structure arrangements and create original works, improvising and combining the elements of music to trial, refine and shape music ideas
- Use of invented and conventional notation, appropriate music terminology and available technologies to plan, record and communicate music ideas

Practical and performance skills

- Development and improvement of technique and exploration of expressive possibilities and stylistic features when practising, rehearsing and performing a variety of music
- Use of reflective strategies and regular practice to consolidate performance skills and techniques
- Development of ensemble skills and an understanding of the role of each member of the ensemble; playing and singing with expression and controlling tone and volume, to create a balanced sound

Responding**Analysis and context**

- Identification of, and discussion about, the use and treatment of specific elements of music in a range of works, using defined frameworks, identified criteria and appropriate music terminology
- Identification, description and comparison of music and music practices across a range of cultural, social and historical contexts

Response, interpretation and evaluation

- Use of specific criteria and given frameworks to evaluate performances, outlining strengths and providing ways to improve their own and others' performances when giving and receiving feedback
- Selection and use of criteria to make informed opinions, observations and evaluations about music, and identification of personal preferences, articulating the reasons for them
- Exploration and identification of different purposes, roles and responsibilities in music making activities as both performer and audience member

Visual Arts

Year level description

In Year 8, students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork.

Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through **one** art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:

2D (painting, printmaking, drawing, still photo, digital media, graphics, collage)

3D (ceramics, sculpture, installations)

Art styles:

Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and photographers.

Content description

Making

Inquiry

- Ideas and design development for art-making (e.g. brainstorm, mind map, annotations/sketches, media testing)
- Application of techniques and processes suited to 2D and/or 3D artwork (e.g. blind contour drawing, rolling a slab)
- Visual art language (visual art elements and principles of design) used in the development of artwork (e.g. using line to create implied textural qualities in a drawing)
- Development of understanding of visual art conventions including visual inquiry
- (e.g. observational tonal drawing, developing a storyboard for an illustration)
- Art-making intentions identified through annotations or conversations (e.g. keeping a written or digital journal; series of process photographs, portfolio, sketchbook; or aural presentations on artwork/art styles)

Art practice

- Processes to develop and produce artwork
- Safe work practices (e.g. wipe desks down with damp cloth after ceramics to remove any traces of dry ceramic dust)
- Processes and finished artwork appraised; ways to improve art practice; reflection
- Techniques and processes to support representation of ideas in their art-making

Presentation

- Display options of finished artwork (decisions as to how and where it might be presented) to enhance audience interpretation
- Identification of skills and processes required for an artwork to be considered for display and recognition of the importance of presentation conventions (e.g. framing/mounting)

Responding

Analysis

- Critical frameworks (STICI or Taylor) to discuss artwork
- Use of visual art elements; principles of design; visual conventions and visual art terminology to respond to artwork (e.g. dot point form, verbal or written format)
- Key features considered when constructing a composition (e.g. use of linear and/or atmospheric perspective to create a sense of distance in space)

Social, cultural and historical contexts

- Key features recognised in artwork belonging to selected artists, movement, times or places
- Purpose and meaning communicated in artwork from selected artists and art styles

Interpretation/response

- Personal opinions about their artwork and the work of others', supported by specific examples within artwork and reasons to justify opinions