



2021 Year 8 Acceleration Program Course Outline

The course outlines for 2021 Year 8 subjects have been developed in accordance with the Victorian Curriculum F-10. Further information can be found at <http://victoriancurriculum.vcaa.vic.edu.au/> and www.vcaa.vic.edu.au

Year 8 acceleration program students do ten year-long and semester subjects, totalling 30 sessions per week. The compulsory subjects cover the eight Victorian Curriculum learning areas, and the capabilities Here is a summary of the subjects (and session) breakdown:

Subject	No. sessions
English or EAL (English as an Additional Language)	4
Mathematics	4
History / Geography	3
Language - French or German	3
Latin	3
Science	3
Physical Education & Health	2
Food Technology	
Visual Arts / Product Design & Technology	2
Renaissance	3
TOTAL	30 Sessions

During year 8, acceleration program students do the Inquiry Domain subject, **Renaissance**. The Renaissance program focuses on the Victorian Curriculum capabilities. Year 8 acceleration program students complete all of their subjects with their homegroup. Here is a sample year 8 program:

Term One Timetable includes	Term Two Timetable includes	Term Three Timetable includes	Term Four Timetable includes
English, Maths, Science, History/Geography, Physical Education & Health, Languages (Latin and French or German) Food Technology and Visual Arts / Product Design & Technology			
Renaissance			

Compulsory Subject	English or EAL (English as and Additional Language)
Number of Sessions	4 sessions
Domain	English / EAL
Duration	Whole year

All Year 8 acceleration program students will do either English or EAL (English as an Additional Subject). The school determines whether the student does English or EAL.

ENGLISH

VICTORIAN CURRICULUM

English Language Modes:

- Reading
- Writing
- Speaking and Listening

Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

The set texts include a play 'The Merchant of Venice', short stories, poetry and a film study. Students will be introduced to challenging questions about the world in which we live. They will set a mix of creative (including poetry) and analytical writing. The course also develops oral communication skills with formal and informal discussion, debates, role plays, rehearsed and researched presentations and participation in the Year 8 Public Speaking Competition.

ASSESSMENT

Assessment is focused on the three language modes: **Reading, Writing, Speaking and Listening**, with the **Critical and Creative Thinking** capability being a component of each one. The following are assessed:

- Writing exercises. Please note that it is emphasised that students must take responsibility for critically revising their own work, and that their ability to do this is assessed.
- Assignments and essays connected to the set reading material and to issues discussed in class.
- Wide reading – students are encouraged to explore the library widely and to choose more challenging reading material.
- Oral communication - the ability to speak clearly and usefully, and to listen and constructively respond to what is heard.
- Common Assessment Tasks will occur in Year 8AP English classes from 2018 – one per semester

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

VICTORIAN CURRICULUM

EAL Pathways – Language Modes:

- Reading
- Writing
- Speaking and Listening

Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

This course aims to develop the students' comprehension of written and spoken English. Students learn to use correct intonation, stress, pronunciation in reading poems, plays, simple novels and short stories. Grammar is taught via thematic units which relate to students' needs and the topics that they study in other domains. Wide reading is also part of the course.

ASSESSMENT

- Secondary EAL learners are assessed against the SL, S1, S2, S3 and S4 stages of the EAL Developmental Continuum.
- Students focus on producing and responding to oral English texts used for social interaction and in the school context across the curriculum. Students will be assessed on their ability to identify how context is interpreted in the production of the English language in an Australian setting. There is also a focus on assessing the strategies students employ, at this stage, to speak in and learn English.
- Students focus on reading and responding to written English texts used for social and academic purposes. This involves an understanding of how and why written English texts are used in a variety of contexts and identification of how different contexts affect the way written English is used and interpreted. Students will be assessed on their control over the structures and features of written English.
- Students focus on communicating in written English for social and academic purposes and produce written English texts which are used in a variety of contexts. They will be assessed on their understanding of the relationship between text and context, audience and purpose. Control over the structures and features of written English is an ongoing development across the EAL continuum.

Compulsory Subject	Mathematics
Number of Sessions	4 sessions
Domain	Mathematics
Duration	Whole year

VICTORIAN CURRICULUM

Mathematics Strands:

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

Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

In Mathematics, the knowledge and skills that underpin numeracy are explicitly taught in the Mathematics strands Number and Algebra, Measurement and Geometry and Statistics and Probability and reinforced and further exemplified in and across other curriculum areas. Through this process, students recognise that mathematics is widely used both in and outside school and learn to apply mathematical knowledge and skills in a wide range of familiar and unfamiliar situations.

Our course aims to engage students in activities which develop knowledge and understanding of mathematical concepts. This enables students to develop skills which allow them to solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language and notation, sensibly use calculators and computer graphing packages. Students are expected to participate in at least three of the Maths Extension Programme activities offered throughout the year.

Number and Algebra	Irrational numbers and basic operations with surds; negative indices and scientific notation; use of ratios in scale drawing. Expanding products of linear factors; factorising quadratic expressions; linear, quadratic and simultaneous linear equations; graphs of linear and quadratic functions
Measurement and Geometry	Construction and properties of 2D and 3D figures; congruency; similarity. Length, area and volume relationships involving triangles, quadrilaterals, circles, prisms and pyramids; Pythagoras' Theorem; trigonometric ratios and solving right- angled triangles.
Probability and Statistics	Probability; long-run proportion; compound events; simulation; measures of centre and spread; box plots and dot plots.

ASSESSMENT

Assessment is based on the Victorian Curriculum strands;

- Skills and Applications.
- Analysis Tasks
- Projects/Use of Technology

Compulsory Subject	Science
Number of Sessions	3 sessions
Domain	Science
Duration	Whole year

VICTORIAN CURRICULUM

Science Strands:

- Science Understanding
- Science Inquiry Skills

Critical and Creative Thinking Capability Strands:

- Questions and Possibilities, Reasoning and Meta-cognition

COURSE OUTLINE

These strands are drawn from the traditional areas of chemistry, physics, earth science and biology. Knowledge about the processes and procedures of science are incorporated into the strands. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

CONTENT

The Year 8 Science course begins with a unit on experimental processes. Throughout the year topics are studied from each of the four disciplines of Science. The order in which the topics are completed will vary from class to class.

Discipline	Topic
Chemical Science	Atomic structure and the periodic table, Bonding – ionic and covalent, Reactions and Nuclear Decay
Physical Science	Force, Density, Pressure
Earth and Space Science	Universe and its origin
Biological Science	Biochemistry, Cells, Circulatory, Regulatory and Respiratory systems, Ecosystems, Disease.

ASSESSMENT

Student achievement of the strands for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- scientific knowledge
- application of scientific knowledge
- process skills
- scientific attitudes
- scientific communication

As part of the assessment of student achievement, the following tasks are graded in each of the four disciplines:

- Topic tests
- Assignments
- Science processes and procedures

Compulsory Subject	History and Geography
Number of Sessions	3 sessions
Domain	Humanities
Duration	Whole year

VICTORIAN CURRICULUM

History Strands:

- Historical Concepts and Skills
- Historical Knowledge

Geography Strands:

- Geographical Concepts and Skills
- Geographical Knowledge

Intercultural Capability

Critical and Creative Thinking Capability

COURSE OUTLINE

Historical Concepts and Skills

- Chronology
- Analysing historical sources as evidence
- Explaining patterns of continuity and change
- Analysing cause and effect
- Evaluating historical significance

Geographical Concepts and Skills

- Analysing place, space and interconnection
- Analysing data and information, such as maps and other geographical data

History Content

- **Societies**
 - Medieval Europe
 - Renaissance Italy
 - Japan under the Shoguns
- **Focus areas**
 - The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society
 - Significant causes and effects of developments and cultural achievements that reflect the concentration and expansion of wealth and power
 - Perspectives of subject peoples and their interactions with power and authority
 - The role and achievements of a significant individual or group
 - One significant challenge and one development faced by the society that caused progress or decline.

Geography Content

- **Landforms and Landscapes**
 - Different types of landscapes and their distinctive landform features
 - Geomorphic processes that produce landforms
 - The differences in landforms in Australia compared to other places and the geomorphic processes involved
 - Human causes of landscape degradation, the effects on landscape quality and the implications for places
 - The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes
 - Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future
- **Changing Nations**
 - The causes and consequences of urbanisation
 - The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences
 - The reasons for and effects of international migration to Australia
 - The reasons for and effects of internal migration in Australia and China
 - The challenges of managing and planning Australia's urban future.

ASSESSMENT

All assessment relates to key concepts, skills and content.

- Field trips
- Research projects
- Source analysis
- Data interpretation
- Enquiry tasks
- Written responses
- Presentations
- Tests

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Compulsory Subject	Languages – French or German
Number of Sessions	3 sessions
Domain	Languages (LOTE)
Duration	Whole year

FRENCH

VICTORIAN CURRICULUM

French Strands

- Communicating
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a language other than English
- Intercultural knowledge and language awareness

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of the Year 8 Acceleration Program, students should be able to use the language necessary to communicate in these situations:

- talking about daily routines and meals
- describing rooms and houses
- asking for and giving directions
- using cardinal numbers 1-100
- describing people's appearance and character
- expressing opinions about others
- talking about leisure activities
- recognizing French festivals
- planning celebrations
- formulating holiday plans
- discussing the weather

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignment work in all skill areas
- Cultural Work
- End of year exam

GERMAN

VICTORIAN CURRICULUM

German Strands

- Communicating
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a language other than English
- Intercultural knowledge and language awareness

CONTENT

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of the Year 8 acceleration program, students should be able to use the language necessary to communicate within the range of these topics.

- Party, clothing, invitation, having a party at home
- Excursions, travel, reading timetables, means of transport, buying tickets
- Excursion in Berlin, exploring Berlin, finding our way
- Culture in German speaking-countries, geography, history, sport, festivals, Christmas, drinking songs
- Travelling to Germany, holidays, vacation, accommodation
- Travelling with family, accidents, illness, body parts
- Trip to Graz (Austria), hotels, spring cleaning, furniture, German films

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignment work in all skill areas
- Cultural work
- End of year exam

Compulsory Subject	Physical Education & Health
Number of Sessions	3 sessions
Domain	Health and Physical Education (HAPE)
Duration	Whole year

VICTORIAN CURRICULUM

- Physical Education Strands
- Personal and Social Capability

COURSE OUTLINE

- Movement and physical activity
- Health knowledge and promotion
- Interpersonal development

Students participate in a double session of Physical Education and one session of Health Education per week. In addition to the course content students will participate in regular self-directed and immersive activities that link PE to health concepts.

Physical Education →Topics	General focus	<ul style="list-style-type: none"> • Basic skill performance in team activities • Teamwork • Safety and Rules • Strategy and game sense
	Term 1	Fitness Testing, Athletics and Swimming
	Term 2	AFL and Badminton
	Term 3	Hockey and Futsal
	Term 4	Fitness and minor games
Health Education →Topics	Term 1	Emotional & Social Wellbeing
	Term 2	Food & Nutrition
	Term 3	Relationships & Sexuality
	Term 4	Alcohol & Other Drugs

ASSESSMENT

- Basic skill execution during skill acquisition activities
- Basic skill execution during game play
- Fitness testing results compared to school normative data
- Co-operation and Effort
- Understanding of safety and rules
- Demonstrating basic team concepts
- Completion of set work
- Two graded health tasks per semester
- Participation in group work and discussion

Compulsory Subject	Food Technology
Number of Sessions	2 sessions
Domain	Art, Design and Technology
Duration	Whole year

VICTORIAN CURRICULUM

- Design and Technologies Strands
- Critical and Creative Thinking Capability

COURSE OUTLINE

- Investigating and designing
- Producing
- Analysing and evaluating

Food technology provides students with the knowledge and skills to produce quality products in a kitchen environment. Students prepare and cook in our new Food Technology room which has been specifically designed to provide a healthy and safe cooking environment. They will experience a wide range of cooking utensils and equipment in the making of their food products and a variety of techniques are investigated and applied.

ASSESSMENT

Assessment is based on the Victorian Curriculum strands. The following are assessed:

- Food technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources

Compulsory Subject	Visual Arts / Product Design & Technology
Number of Sessions	2 sessions
Domain	Art, Design and Technology
Duration	Whole year

VICTORIAN CURRICULUM

- Visual Arts Strads
- Digital Technologies Strands
- Critical and Creative Thinking Capability

COURSE OUTLINE

Visual Arts

- Creating and making
- Exploring and responding

Creating and making

The practical course will reinforce skills, processes and techniques introduced in Year 7. A diversity of inspiration will be encouraged when developing both two and three – dimensional art forms. They will include observation, imagination, personal experience and research. Units of study will include drawing, painting, printmaking, sculpture and mixed media. The formal elements and principles of design will continue to be emphasized throughout the practical course.

Exploring and responding

Skills in art criticism and aesthetics will be introduced concurrently with practical tasks. Students will research, discuss and write about their own and others' art works. They will identify and analyse selected styles, historical contexts and media, using appropriate terminology.

Product Design and Technology

- Investigating and designing
- Producing
- Analysing and evaluating

Design, creativity and technology gives students the knowledge and skills to produce quality products that meet human and environmental needs. Students manipulate materials including wood, fibres or fabrics, metals, plastics to make innovative and original products. In choosing materials students think carefully about technical, social, economic, legal, environmental and ecological considerations. Students use workshop classrooms that have been specifically designed to provide a healthy and safe working environment. They experience a wide range of tools and equipment in the making of their products and a variety of joining techniques are investigated and applied. In Technology Studies students are also introduced to a range of new media skills and processes and product design rendering.

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works
- Technology workbook (investigation, design and evaluation)
- Practical tasks (production)
- Safe and appropriate use of equipment and resources in a workshop environment

Compulsory Subject	Latin
Number of Sessions	3 sessions
Domain	Languages (LOTE)
Duration	Whole Year

VICTORIAN CURRICULUM

Latin Strands

- Engaging with texts
- Understanding

Intercultural Capability

COURSE OUTLINE

- Communicating in a language other than English and intercultural knowledge and language awareness

CONTENT

- Nouns – fourth and fifth declension
- Verbs – past and future tenses
- Numbers - 1 to 10
- Expressions of time and place
- Comparison of adjectives and adverbs
- Participles – present and past
- Verbs – passive voice
- Background information about Roman lifestyle, history and mythology
 - Elections
 - Greece and Rome
 - Cicero
 - The Games – Theatre – Gladiators
 - The Roman Triumph
 - Birth and childhood
 - Into adulthood
 - The end of the Republic
 - Trade by water
 - Stoicism and Epicureanism
 - Weddings
 - Antony, Octavian and the Senate
 - The Second Triumvirate (43 BC)

ASSESSMENT

Assessment is focused on the Victorian Curriculum strands. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- Cultural work
- End of year examination

Compulsory Subject	Renaissance
Number of Sessions	3 sessions
Domain	Inquiry Domain
Duration	Whole year

VICTORIAN CURRICULUM

- Critical and Creative Thinking Capability
- Ethical Capability
- Intercultural Capability
- Personal & Social Capability

COURSE OUTLINE

UNITS OF WORK

1. Identify and interests: students explore their own interests, values and identity.
2. Learning to teach and teaching to learn
3. Your community
4. Action Project

ASSESSMENT

- Creation and delivery of a session-long lesson
- Action Project

List of Year 8 Acceleration Program Subjects in 2021

Year 8 acceleration program students do ten year-long and semester subjects, totalling 30 sessions per week. The compulsory subjects cover the eight Victorian Curriculum learning areas, and the capabilities Here is a summary of the subjects (and session) breakdown:

Subject	Sessions per week
English or EAL (English as an Additional Language)	4
Mathematics	4
Science	3
French or German	3
Latin	3
History / Geography	3
Physical Education & Health	3
Renaissance	3
Food Technology	2
Visual Arts / Product Design & Technology	2

During year 8, acceleration program students do the Inquiry Domain subject, **Renaissance**. The Renaissance program focuses on the Victorian Curriculum capabilities. Year 8 acceleration program students complete all of their subjects with their homegroup. Here is a sample year 8 program:

Term One Timetable includes	Term Two Timetable includes	Term Three Timetable includes	Term Four Timetable includes
English, Maths, Science, History/Geography, Physical Education & Health, Languages (Latin and French or German), Food Technology and Visual Arts/Product Design & Technology			
Renaissance			

Literacy and numeracy assessments are conducted during year 7 & 8 to determine if a student would benefit from participation in a literacy and/or numeracy support program. Students and their parents/carers are informed if this is the case.

Year 8 students can also participate in the extra-curricular instrumental music program. This program is conducted during the school day, with students withdrawn from class to do their lesson (the lesson time changes each week, rotating through session 1 to 6 on the same day over a 6 week period).