

Edinburgh College

Year 8 Subjects Overview



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Message from the Principal

Mr Tim Borgas



At Edinburgh College, our team of caring, talented and dedicated staff and volunteers endeavour to be the best educators and support possible for your child. We strive to understand each student's learning journey; their learning preferences, what inspires them, and how they can turn failure or disappointment into a growing opportunity.

From Early Years right through to Secondary, Edinburgh College provides Christian education with a focus on nurture, service, and the development of character for each student. We instil the core values of our college, demonstrating what it means to be Respectful, Responsible, Resilient and Willing to Learn.

Our Year 7-12 Curriculum offers a balanced education from the core subjects of English, Maths and Science to the Arts and Health, providing your child with the opportunity to further refine their interests and capabilities through elective subjects in Years 9 and 10.

Our Secondary Campus is a safe and wholesome environment where each student has the opportunity to flourish. Upon completion of their journey at Secondary, our students graduate with confidence and are ready to meet the needs of a challenging world.

Welcome to Edinburgh College.



Message from the Head of Secondary



Mrs Anastazyia Ferry

Secondary students at Edinburgh College benefit from a deep and broad education. Deep, in the sense of deeper learning of the existing disciplines, but also broad knowledge in areas such as entrepreneurship and technology. Students will be able to use this knowledge in terms of creativity, critical thinking, communication, and collaboration. Success is anchored in positive engagement with the world outside school, and beyond, via character, values, resilience, ethics and the ability to have a positive influence. A growth mindset and the ability to reflect, adapt, learn, unlearn, relearn and continue to learn is pivotal to ongoing success in the workplace and further studies.

In addition to the core subject offering, we offer a range of extra-curricular programs available for secondary, including an elite Basketball and expanding sports program, a Science service program, VET options beginning in Year 9, Music and Creative Arts program and Food Sustainability and Horticulture as part of Geography.

Working in partnership with our parent community, Edinburgh College is proud to produce changemakers, innovators, and disruptors, who are balanced and prepared, ready to take on any new challenge with confidence.



College Support and Services



Student Wellbeing

Student wellbeing is a priority at Edinburgh College. We know that how a student feels both physically and mentally affects their ability for optimal learning. Our Positive Behaviour for Learning model (PB4L) encourages students to respond to their environment in four focus areas:

Respectfully, Responsibly, with Resilience and a Willingness to Learn.

We have a Wellbeing Officer who leads this area and responds to any needs amongst the student body. A Counsellor and Ministerial Pastor are also available three days a week for counselling.

To further support our student wellbeing, we have incorporated within our Health subjects across all year levels, (which includes extra-curriculum incursions), the Keeping Safe: Child Protection curriculum. It has four focus areas; The right to be safe; Relationships; Recognising and Reporting abuse; and Protective strategies. The knowledge and skill sets learned within this program contribute to our student's wellbeing, and prepares them for life in and beyond the school community.

Library

The library is the learning hub of our campus. It boasts a lecture theatre and discussion room with a welcoming environment of small group spaces and work areas. We have a Teacher Librarian who is available to help locate resources for research assignments or general borrowing.

The library also has an easy-access online platform to help students locate information, as well as tutor them in general skills such as referencing.

Careers

Edinburgh College offers career advice to students and their parents. Head of Teaching and Learning - VCE Coordinator Mrs Cheryl Sonter is available by appointment to discuss career options and future study. A weekly careers newsletter is produced to provide support to students, linking to universities and offering advice on career pathways.

Learning Support

This support seeks to consolidate curriculum concepts covered in English and improve basic literacy skills. This may involve an Education Support Officer in some classes on an 'as needs' basis, or timetabled '1 on 1' or small group out-of-class support. The small class sizes enable differentiated teacher instruction to target each student's specific needs.

Subjects Overview 2024



Consider All Options

Whilst some students have an idea of what they would like to do when they leave school, others remain uncertain of their career path. Subject selection in Year 10 allows students to take steps towards aligning subject selection with career outcomes. Talking about subject choice with others at this key stage is critical. We encourage each student to discuss their ideas with parents, educators, and staff from the Careers Office on campus.

Semester 1 2024		Semester 2 2024	
Term 1	Term 2	Term 3	Term 4
Religious Studies: Encounter Chapel	Religious Studies: Encounter Chapel	Religious Studies: Encounter Chapel	Religious Studies: Encounter Chapel
English	English	English	English
Maths	Maths	Maths	Maths
Science	Science	Science	Science
Humanities	Humanities	Humanities	Humanities
LOTE: Chinese	LOTE: Chinese	LOTE: Chinese	LOTE: Chinese
PE/Sport	PE/Sport	PE/Sport	PE/Sport
The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing	The Arts: Visual Performing
Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech	Technologies: Design Tech Food Studies Digital Tech

Religious Studies



Encounter

Students investigate key leaders found within the stories of Abraham, Joseph, Moses and Jericho. They investigate topics such as 'How God Brings Good From Evil' and 'What A Leader Of God Looks Like.'

They also study what it means to be a disciple and a follower of Jesus, and how to apply these concepts to today's society.

Bible studies are offered to the students where they can deepen their personal understandings around Christianity.

Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence us today, and how they teach us to treat other people.

Areas of Study

- God's Call:
T1: Patriarchs; Joseph; My Journey;
T2: Moses; The Sanctuary
T3: The Parable Preacher; The Prodigal Son; The Unforgiving Servant;
T4: The Good Samaritan; The Ten Bridesmaids; My Calling

Assessment

- Discussion within and contributions to group assignments
- Analysis and journal entries
- Oral presentation
- Individual assignment of student choice

Relevance to Further Study

Students who would like to continue to follow this strand through to VCE can pick up the subject of Religion and Society 1 & 2 at the Year 10 level, continuing into Year 11 completing Religion and Society 3 & 4, which would leave one less subject to complete during Year 12. Or, alternatively, students can continue the Encounter strand into Year 11 and Year 12.

Chapel

Chapel services are at the very heart of our school community. With a dedicated period set aside for chapel each week, the program enables the school to follow the year through and celebrate the flow of events together. Our Chapel service programs are inclusive and participatory, and all students are encouraged to be a part of the program.

English



The Year 8 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

As part of Year 8 English, students study several novels, including 'Camel Rider' and 'Rabbit Proof Fence'. These novels support exploration and analysis of the plot, characters and themes as well as the links to Australian History.

The writing focus involves a variety of genres:

Expository: thesis statements, choosing evidence, transitions, building background knowledge, considering the audience, citing sources

Poetry: poetic techniques, analysis of well-known poems, delivery of poems using poetic devices

Fiction: planning for success, sizzling starts, tightening tension, dynamic dialogue, show, don't tell, ban the boring bits, exciting endings.

Using the texts

- Poetry Elements
- Camel Rider
- Remember the Titans film study
- Mao's Last Dancer

Assessment

- Persuasive devices written task
- Written Novel Analysis
- Poetic Devices
- Response Tasks
- Comprehension
- Spelling
- Spoken: reports, debates, persuasion

Relevance to Further Study

All aspects of English are designed to prepare students for VCE English which is a prerequisite for University entrance.

Mathematics



In Year 8, students consolidate their proficiency with the four arithmetic operations, and combinations of these, for general computation involving natural numbers, integers and rational numbers, with and without the use of technology. The curriculum consists of three sub-strands of knowledge and understanding: Number and Algebra, Measurement and Geometry, Statistics and Probability. Mathspace is used as a supplementary program to further facilitate differentiated instruction.

Assessment

- Formative assessment during class
- Summative assessments:
 - Tests
 - Assignments
 - Projects

Relevance to Further Study

The study of Mathematics at the Year 8 level builds pathways to Further Mathematics, Maths Methods and Specialist Mathematics in VCE.

Science



In Science at the Year 8 level students are immersed in the world of key concepts and big ideas that are built on previous study and then further developed at this stage.

Students will revise and continue to learn the Scientific Method of studying the world around them. This method consists of asking questions, researching, hypothesising, testing with experiments then analysing the results.

Students describe and use techniques to separate substances. They use microscopes to identify and observe. They make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of Science in decision-making processes.

The following topics are explored:

- Cells and how they function
- Major systems within the human body
- Energy and where it comes from
- States of Matter
- Rocks and mineral
- Chemistry and chemical reactions

Assessment

- Weekly Topic revision assignments
- Summative Topic Testing
- In class experiments
- Scientific report written tasks
- Science projects

Relevance to Further Study

The study of Science at the Year 8 level builds pathways to Biology, Chemistry and Physics.

Humanities

The main aim of the Humanities and Social Sciences (HASS) course is to develop the skills, understandings and values that will enable students to participate in a more informed and effective manner in today's society.

History

- History - The Ancient to the Modern World:
- Choice of study in these areas - Ottomon Empire, Renaissance, The Vikings, Medieval Europe, The Khmer Empire, Japan Shoguns, Polynesian Expansion, Mongol Expansion, Black Death, Spanish Conquest

Geography

Landforms and Landscapes:

- Forces which shape mountains and coastlines
- Hazardous conditions in these places



Changing nations:

- Australian cities and urban living
- Migration in Australia

Economics and Business

Students explore Real Life and budgeting:

- Needs and wants in an ideal life compared to the realities of the cost of living and unexpected expenses .
- Experience talks from guest speakers in real industries who unpack some of the realities they have had to face in their careers.

Assessment

As this area covers several major areas, an assortment of tasks will be chosen from the following options:

- Formative growth modelling discussion and group work
- Mini assignments
- Written responses
- Fieldwork tasks
- Major study both written and presentation style
- Unit of study summative tests
- Reading and creating data

Relevance to Further Study

The study of Humanities builds pathways to Legal Studies, Business Management, Accounting and Australian History.

Health & Physical Education

Health

Health units will provide students with the opportunity to investigate areas of mental, social, physical and emotional health. The Health component is integrated within our school's 'Keeping Safe: Child Safety Curriculum'.

It is intended that the program offered, together with an awareness of leisure opportunities within the community, will develop those skills and attitudes conducive to the involvement in an active and healthy lifestyle.

Physical Education

A large emphasis is placed on individual skill development as well as students' teamwork and leadership development. Students will be introduced to fitness analysis and fitness testing.

The development of tolerance, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Through the active

participation in a variety of roles within the activities experienced, students will be encouraged to appreciate their own and others' strengths and weaknesses, and respond appropriately to the needs of the individual and groups.



Assessment

- Practical assessment of performance and fundamental sport skills
- Theory covering Health topics which combines written tests, workbook tasks, presentations and assignments

Relevance to Further Study

The Health and Physical Education Units studied can serve as a basis for the VCE subject of Sport, Health and Recreation Units 1-4, Certificate III in Sport and Recreation and Certificate III in Fitness. Career options include: Pool Lifeguard, Sports Retail, Sports Trainer, Swim Teacher, Recreation Officer, Leisure Services Officer.

Languages - Chinese



Mandarin Dialect

This is a second-language course designed for those students who do not have a background in Chinese.

Students are taught the language through various topics. The various elements of the program include; games, online programs, writing, Chinese History and cultural activities etc.

Students are encouraged to reflect on other cultures and compare it to their own.

Students learn about the Chinese language and its use in a wide range of authentic contexts which reflect the Chinese culture as it is today.

They actively use the Chinese language in a variety of ways, designed to develop their listening, speaking, reading and writing skills.

Assessment

- Topical Tests
- Online test
- Writing
- Chinese History Assignment
- Puppet Presentation

Relevance to Further Study

Chinese is now considered an important language worldwide because of its increase in its presence in the business world. Learning this language would be the best way to open the doors to many business opportunities.

The Arts - Visual



Visual Arts

Students have the opportunity to experience working with a range of materials and media. The process of making their artwork will enable and encourage them to acquire relevant and appropriate skills in drawing, painting, photography, ceramics, and printmaking. Students are introduced to the work of artists related to the practical work, including traditional and contemporary Aboriginal Australian artists and Asian artists.

Content Themes include:

- Forms: art, craft and design: including painting, sculpture, printmaking and photography
- Styles: Postmodernism, contemporary constructivism, Pop, street art, graphic/poster design, industrial design and digital art
- Techniques: manga, drawing, installation, digital imaging, graffiti and environmental sculpture
- Visual conventions: select, apply and evaluate a range of design elements and design principles
- Materials: combining and manipulating a range of physical and digital materials
- Technologies: traditional and digital

Media Arts

Students create and respond to multimedia and learn to analyse the media of film and television.

Students create storyboards to develop their understanding of character, setting and point of view.

Assessment

- Critique, compare, analyse and evaluate artwork
- Story-board
- Visual Diary
- Skills based assessment
- Famous Artist Research and Analysis major assignment
- Short answer tests
- Folio tasks

Relevance to Further Study

As a subject, Art provides general educational benefits, vocational possibilities and recreational interests for all people. Studying Art is advantageous for students selecting Art and Visual Art Studies in Years 11 and 12. It is also a useful subject for entering a variety of University and TAFE courses, apprenticeships and employment situations.

The Arts - Performing



Music and Drama

The Year 8 Music program will involve each student continuing to strengthen their technique on their wind instrument and participating in a concert band. Students have chosen from woodwind or brass selections and are encouraged to stay with their instrument. The band program includes music from various styles and genres and covers a great deal of music theory.

The Year 8 Band take part in the Edinburgh Tattoo Concert. They also have the opportunity to play at assemblies and chapel. Those students who would like to develop their skills further can have private lessons with our tutors.

Students are involved in the School Production as either cast, extra or band members. This is a time to develop creativity and confidence as they create and re-create dramatic performances, as well as a time to learn new dance/movement routines through choreographic devices.

Finally, those students who are learning at a sufficient pace and are committed to after-school rehearsals may also wish to join the Senior Band and attend the Music Tour and other performance opportunities.

Assessment

- Playing music
- Reading music
- Writing music
- Aurally and visually responding to music
- Performances
- Written tasks as applicable

Relevance to Further Study

This course provides a number of pathways for students interested in all aspects of music whether vocational, for future tertiary study or to enjoy recreational pursuits.

Technologies



Design Technologies

In this subject, students follow the product design process to produce a touch lamp. In this process students:

- consider the use of materials and their sources and work independently and collaboratively.
- expand on previously learned skills to create parts from working drawings.
- create a functioning electronics circuit board and integrate this into the materials chosen to create the lamp
- use CAD programs to create parts that can be 3D printed or etched with laser-cutting machines
- use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration
- create a range of graphical representations to communicate their designs and ideas and identify the steps involved in planning for production
- apply management plans, changing direction when necessary, to successfully complete design tasks
- learn to transfer theoretical knowledge to practical activities across the phases of production.

Assessment

- A completed folio showing progress through the technology process of:
 - Investigation - looking at other designs and then creating our own.
 - Design - Sketching, drawing and use of TinkerCAD to design the lamp before construction.
 - Production - Using tools and processes to make the product.
 - Evaluation - Self-assessment of work completed.
- Safety training is completed through a website called OnGuard.

Relevance to Further Study

This subject begins to prepare students for success in subjects such as VCE Product Design and Technology or Systems Engineering. It also provides skills to continue into TAFE courses such as *Certificate II in Building and Construction Pre-apprenticeship* (Specialising in Carpentry).

Home Economics

In this subject, students follow the design process to demonstrate:

- A range of cookery techniques
- A zipper pouch

This subject enables students to develop their food production and textile skills. They investigate different types of cooking methods and the effects each of them have on the final outcome of the finished product.

Students start to develop skills in working with design briefs which they have to solve individually. Students also utilise the sewing machines to construct a textiles project that

reflects more advanced processes such as appliqué, lining and inserting a zipper.



Assessment

- Sensory taste test
- Practical skills
- Knife skills
- Recipe writing
- Food test
- Techniques
- Textiles project & folio

Relevance to Further Study

This subject lays the groundwork for the senior subjects of Food Studies, and Health and Human Development. This course assists students in preparing for a career in any of the following fields: Social Work; Public Relations; Nursing; Teaching; Industry (Food Science, Hospitality, Catering and Food Industries) and many more

Digital Technologies

This course encourages students to expand their digital literacy knowledge and skills and enhance their discovery-based learning techniques.

Web-based cloud technologies, 3D printing, block and/or Python programming and collaborative learning applications, are used to personalise the learning process and develop conceptual understandings and logical thought processes.

The content of the course is varied according to current trends, learning area needs and student prior knowledge. The study and application of the learning undertaken have been designed so that they reach other learning areas.

Assessment

- Problem-Solving
- Analysis tasks
- Lego algorithms
- Workbook tasks
- Programming skills

Relevance to Further Study

Edinburgh College continues to recognise the importance of Digital Learning across the curriculum. This course provides a solid grounding for further studies in Informatics, Computing and Software Development.



Extracurricular Programs

Duke of Edinburgh Award

This Award is a leading structured youth development program, empowering all young Australians aged 14-24 to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. To earn an Award, each young person must learn a skill, improve their physical well being, volunteer in their community and experience a team adventure in a new environment. Key elements include:

- Three levels: Bronze, Silver, and Gold – each progressively more challenging.
- Four Sections: Physical Recreation, Skills, Voluntary Service, Adventurous Journey plus Gold Residential Project (Gold Level only).
- Achieving an Award recognises individual goal setting and self-improvement through persistence and achievement.

Time Requirements:

Bronze – minimum 6 months

Silver – minimum 6 months if completed Bronze otherwise 12 months for direct entrants

Gold – minimum 12 months if completed Silver otherwise 18 months for direct entrants

Private Tennis Coaching

Private tennis lessons are available each week, (utilising the college tennis courts), for interested students to become involved in. Our excellent coaches help to develop the innate potential of their students to develop players who are strong and resilient. Players who are able to problem solve in high pressure situations, show strength of character, self-control, persistence and respect for others.

Maths & Science Enrichment Classes

Maths enrichment classes are targeted at students with an interest and/or talent for mathematics. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in mathematics. These classes are offered as an adjunct to their normal classes.

Science enrichment classes are targeted at students with an interest and/or talent for Science. These programs will improve student study skills, help develop confidence in their academic abilities and foster an enjoyment in Science. These classes are offered as an adjunct to their normal classes.

Band

Edinburgh College boasts their own school band. In Years 7&8, students are taught a musical instrument of their choice and may then join the school band. The band practices at various times during the school week. The school's music teacher teaches the

fundamentals of music through practical examples, visualisations and performance. The band practices their performances at a variety of venues; local primary schools, school Chapel, Churches, Melbourne city and our school concerts. An exciting and rewarding component of the school band is touring - taking the band 'on the road'. 2018 saw the band tour New Zealand, and 2019 a tour of Tasmania.



Drama

Each year, students are given the opportunity to join the Drama team and work toward a Term 3 production. Students are taught elements of dance and dramatic art skills, in an after school session once a week from beginning Term 2.

Basketball Academy

The Edinburgh College Basketball Academy is an optional, fee-based program offering professional coaching on site after school. The Academy is a partnership between Amelite Hoops and Edinburgh College.

Amelite coaches are highly engaging and professional and motivated to conduct training sessions that incorporate skill development and personal fitness. The academy also has a strong mentoring component and is designed to complement the student's academic activities and goals of the school curriculum.

Private Music Tuition

Edinburgh College offers private music tuition before, during and after-school hours from Prep to 12. Private tuition is offered in the areas of Voice, Piano, Guitar, Strings, Brass & Flute.