



Curriculum Handbook Year 8, 2024



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Mother Teresa Catholic College Vision

Vision

Mother Teresa Catholic College is an inclusive learning community seeking to grow strong in faith and love. In living the Gospel values and inspired by Mother Teresa's spirit of outreach and love for all we aim to:

CHALLENGE our students and all in our college community,

CONNECT with learning about ourselves, one another and the wider world, and

CONTRIBUTE with confident, courage and creativity towards making the world a better place for all peoples.

This publication has been produced to assist students in the selection of Courses for Year 8 and is current as of 3 September 2023. Please be aware that information provided by organisations outside of the College may be subject to change. Updated information will be provided to students as it becomes available and will be published on the College Website.

Important Dates for 2024 Year 8 Subject Selection

Tuesday 5 September	Year 7 Assembly regarding Year 8 2024
Friday 8 September	Subject Selections Due 2:00pm on Edval

General Information

Although this book has been primarily addressed to students, it has also been written for parents and caregivers. We hope that as a family, you will go through the material together to hand an understanding of what is on offer for your child's Year 8 journey.

Performing well in Year 8 leads to:

- Year 9 Semester 2 grades will dictate the Core Courses of study students are placed into.
- Greater subject selection opportunities in Year 10.
- Good study practices and work ethic that lead to improved performance.
- Self-satisfaction.

Compulsory Subjects Outline

Students will undertake the compulsory study of each of the following:

- Religious Education
- English
- Mathematics
- Humanities and Social Sciences
- Science
- Health and Physical Education

In Year 8 English and Mathematics, the students are placed into classes based on their performance in Year 7. This is to ensure that students are in a class that follows a program more suitable to their ability. Classes are consistently monitored to ensure that students are always in the most appropriate class.

Elective Subjects Outline

Students will study up to six (6) subjects during the year depending on student selections. If courses do not run due to insufficient numbers, students will be allocated one of their reserve choices. Change to electives can be made up to the end of Week 2, Term One. Changes for Semester Two are discouraged, however, if necessary, need to be completed in the first week of Semester Two. No other changes are permitted.

Elective subjects being offered in 2024 are:

2024 Year 8 Electives	
Year 8 Dance	Year 8 Digital Technologies
Year 8 Drama	Year 8 Digital Communications
Year 8 Media	Year 8 Material and Design Technologies -Food
Year 8 Music	Year 8 Material and Design Technologies -
Year 8 Visual Arts 2D	Textiles
Year 8 Visual Arts 3D	Year 8 Material and Design Technologies -
	Wood

Feedback on Student Progress

Students and parents/caregivers will receive the following:

- Interim Report at the end of Term One
- Semester One Report
- Semester Two Report
- Parent, Student & Teacher interviews (Term 2)

Student achievement in each subject will be reported using the SCSA Reporting Guidelines. Parents are encouraged to regularly check SEQTA Engage to check their child's academic progress.

Grading

The grades that may be awarded are shown below:

A – Excellent Achievement

B – High Achievement

C – Sound Achievement

D – Limited Achievement

E – Inadequate Achievement

You can seek further information about this on the SCSA website; <http://www.scsa.wa.edu.au>

Holidays during term

Parents and caregivers are encouraged to not take their children on holidays outside of the College holiday break times. Families who make the decision to take holidays during term time and who remove their children from the College for extended periods need to be aware that teachers at the College are under no obligations to provide work for students during these extended periods of absence. Students will need to catch up on work missed and complete any in-class assessments on their return to the College. Assessments that can be completed and submitted online will need to be done by the same due date as their peers.

Interschool Sport

Year 8 students at Mother Teresa Catholic College will be allowed to display their sporting talents throughout the year in the Swimming, Athletics, and Cross-Country Inter House Carnivals. Students will also have the opportunity to be selected to represent the College in these fields as well as represent the College in many other disciplines through the ACC and School Sports WA programs. Students who participate in these events, representing the College, will not be penalised for being out of classes for the events.

Music (Instrumental Lessons)

Music (specialist instrumental) comprises of instrumental tuition with a specialist teacher of a chosen instrument. The cost of instrumental tuition is met by parents/caregiver and will be in addition to school fees. Students will be withdrawn from class once a week for 30 minutes to attend their instrumental lesson.

The instruments offered at Mother Teresa Catholic College are: flute, drums, brass, cello, clarinet, electric guitar, classical guitar violin, piano/keyboard and voice.

Christian Service Learning

Christian Service-Learning forms an integral part of the Mother Teresa Catholic College curriculum. It is an educational activity that provides opportunities for students to integrate Catholic Social Teaching in a practical way in the educational program. Christian Service Learning helps students develop faith as it encourages students to follow in the footsteps of Jesus and Mother Teresa. It is a fundamental step in Making Jesus Real in our school community.

Christian Service is defined as: “Activities undertaken for the benefit of individuals and/or community for no financial reward.” Such activities may be school-orientated, providing a service in an area of need within the school environment or community-orientated, providing a service in an area of need within the broader community. There will be a variety of programs that students can participate in provided by the school. These programs will focus on helping the school and the local school community and will be run after school hours.

At Mother Teresa Catholic College, students in Year 8 are expected to complete and record a minimum of 10 hours of Christian Service per school year. Students will be given a Christian Service-Learning Journal that they record their service hours and have them signed off. The Journal will also include year relevant reflective questions and journaling activities to further the student’s engagement and understanding with the program. These Journals must be completed and handed into the Christian Service-Learning Coordinator mid-way through Term 4.

Subject Information

The following pages contain information for each subject over Year 8 for both Core and Elective Subjects. Core Subjects are courses that students MUST participate in. Elective Subjects are courses the students may select to do during the year.

When making your elective subject selections for Semester Two it is important that you consider what you would like to do in Year 9.

If needed, please speak to a teacher, your Year Coordinator or the Associate Principal Middle School, if you have any questions.



Compulsory Curriculum Courses

RELIGIOUS EDUCATION

The key role of the Religious Education curriculum is firstly to develop the spiritual awareness of our students within our Catholic Tradition. Secondly, we strive to develop inquisitive learning, who are able to take ownership of their learning, Students are encouraged to share their ideas and explore their Catholic education through discussion, source analysis and research-based tasks.

The Religious Education program in Year 8 follows the Religious Education guidelines for the Archdiocese of Perth. The Year 8 curriculum content allows students to explore a variety of theological, moral and social issues through the completion of four units of study.

- The Human Search for Truth
- How Can People Grow Stronger Spiritually?
- How Can People Handle Their Emotions?
- Sexuality and Love

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the 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.

Year 8 students are assessed in a variety of contexts, both through take home investigations as well as in class timed tasks, within three overarching outcomes:

Reading and Viewing

At Standard, students understand how the selection of text structures is influenced by the selection of genre and how this varies for different purposes and audiences. Students explain or show how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing and Creating

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and identify different emphases in texts, using that understanding to elaborate on discussions. They understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, they show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

MATHEMATICS

The Australian Curriculum aims for students to gain understanding, fluency, problem-solving and reasoning across the three content strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability.

CURRICULUM

Number and Algebra: Expanding binomial expressions and sketching linear and non-linear relations are among the skills students learn. They also calculate the slope and midpoint of lines in a cartesian plane. Simple interest, index laws and scientific notation are also explored.

Measurement and Geometry: Students interpret ratios in similar figures and explain similarity of triangles. Area, surface area and volumes are calculated, and Pythagoras and trigonometry are used to determine unknown sides of triangles.

Statistics and Probability: Comparing models for collecting data, constructing histograms and back-to-back stem and leaf plots are a focus in Year Nine. Understanding and recognising the skewed nature of some mean and median values in certain data collections is another focus.

ACHIEVEMENT STANDARD

Assessment items will have a range of activities including data collection tasks, investigations, tests and an exam. Assessment questions will involve demonstrating understanding problem-solving and reasoning. Responses to assessments are related to SCSA standards in assigning a grade.

HUMANITIES AND SOCIAL SCIENCES

In Year 8, Humanities and Social Sciences consist 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.

Year 8 students are assessed in a variety of contexts, both through take home investigations as well as in class assessment tasks.

Civics and Citizenship

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia's democratic values.

Economics and Business

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

Geography

Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

History

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.

Class Information

Students will be placed in mixed ability classes. Technology skills will be a focus with student using tools from the Office 365 Suite, Flipgrid and Skype in the Classroom.

Assessments

Students will complete a number of assessments throughout the year with a focus on assessing the development of skills in research, analysis, and communication of findings.

SCIENCE

Science at Mother Teresa Catholic College embraces the Australian Curriculum and the strands of Chemistry, Biology, Physics and Earth Sciences. Course content will have the dimensions covering Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.

CURRICULUM

Chemistry - Students are introduced to acid-base Chemistry, the formation of ions, word equations. The Physical nature of Chemistry is explored in unstable nuclei leading to radioactive decay.

Earth Science - The structure of the Earth, tectonic plates, continental drift, and then environmental cycles such as the carbon and water cycles are the main content focus. Human influence on the environment, including mining practices, is also studied.

Biology - Year Nine Biology continues the study of human systems to the Brain and Nervous system and the Excretory System. Ecology and the relationships of organisms in different ecosystems, and the use of models such as food chains, food webs. Students represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

Physics – Energy sources in the form of Electricity, Heat, Light and Sound and their properties are studied to recognise how we control them in domestic and industrial situations for human benefit.

General Experimental Procedure – Students will refine their science inquiry skills with continued examples of scientific experiment procedure and investigations.

ACHIEVEMENT STANDARD

Assessment items will have a range of activities including research tasks, investigations and tests. Assessment questions will involve stating facts, explaining phenomena, comparing, contrasting and predicting outcomes to determine student understanding according to SCSA standards.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Curriculum

Health Education: Students critically determine the reliability of online health information. Evaluating respectful relationships, they can describe and apply skills and strategies to resolve and manage conflict.

Physical Education: Sports involved include: Touch Rugby, Tennis, Athletics, Table Tennis, Aus Tag and Volleyball. Team building and fitness are objectives that will be achieved in these sports.

ACHIEVEMENT STANDARD

Health Education: Assessment items will have a range of activities at the rate of one per term.

Physical Education: The main focus in Year Nine is to develop skills of increasing complexity with control and accuracy. In so doing, they obtain more experience with projectile motion and forces on balls, athletic equipment, etc. Assessment items will have a range of activities related to the skills of the sport they study/practise. Responses to assessments are related to SCSA standards in assigning a grade.

Elective Curriculum Courses

Over the course of Year 8 students will do six Elective Courses. When selecting courses students need to rank their chosen courses from one to eight. Students need to choose eight courses from the list below so that they have two 'back up' courses chosen in case one of their top six does not run due to lack of student numbers. Each course will run for one semester.

Year 8 Dance

Students will develop a deep understanding of Dance in various contexts, exploring its historical, social, and cultural significance. Engaging in Contemporary and Jazz technique lessons, students will refine their skills, grace, and flexibility, fostering a strong foundation for their dance journey. Through the art of improvisation and group composition, students will unleash their creativity, crafting original movements and choreography. This dynamic and inclusive environment will encourage students to express themselves through the power of dance, promoting teamwork and self-confidence.

Year 8 Drama

Students continue to develop their ability to devise performances and create characters. Students will research a historical event and use this as inspiration to create their own group performance through rehearsed improvisation. Students will develop skills in puppetry and craft a group performance in the style of Children's Theatre. Drama students will continue to explore the elements of drama and build their performance skills through a variety of drama activities.

Year 8 Media

Students will build their expertise in creative digital productions with a focus on media in the world of music. Students will develop the design skills and theory knowledge for album artworks, and the construction of music videos. Along with practical assessments, this course will require students to analyse and respond to contemporary media works in music. By completing this course, students will continue to develop their skills as 21st century learners in the contemporary digital age.

Year 8 Music

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. 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.

Year 8 Visual Arts 2D

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 artwork with awareness of producing a personal response to given provocations, 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 explore a range of 2D art making mediums with a focus on mixed media artwork and drawing skills. Students use the world around them as inspiration to create meaningful artworks with reference to local and international drawing artists.

Year 8 Visual Arts 3D

Students create 3D artwork with awareness of producing a personal response to given provocations, through exposure to a variety of techniques. Students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. Students develop their skills with 3D sculpture to create artwork inspired by contemporary artists. Students focus on creativity and personal expression as they learn the basic techniques, concepts and materials for sculptural arts.

Year 8 Digital Technologies

Students will acquire a range of essential skills and processes to thrive in the digital era. They will explore the art of podcasting, discovering the art of storytelling and sound production as they create their own cyber safety podcasts. In the captivating realm of robotics, students will get hands-on experience with M-Bots, learning to program and control these versatile robots to perform various tasks and challenges. Additionally, they will delve into the world of coding with Swift Playground, honing their programming abilities to develop interactive and innovative projects. By working collaboratively, students will cultivate critical thinking, problem-solving, and creativity, becoming confident digital citizens and creators. This course will spark a passion for technology and empower students to become the inventors, programmers, and digital storytellers of tomorrow.

Year 8 Digital Communication

The course is designed to empower students to communicate their ideas in innovative ways by utilising iPad as a transformative tool for learning. Students will learn how to apply different digital modes such as drawing, animation, video editing, photography and audio to create and publish multimodal content for authentic audiences. This includes podcast creation, documentary-style interviews, graphic design projects and more. Digital Communication also enables students to engage with MTCC-made online courses that provide a blend of interactive self-paced lessons combined with face-to-face learning.

Year 8 Material and Design Technologies -Food

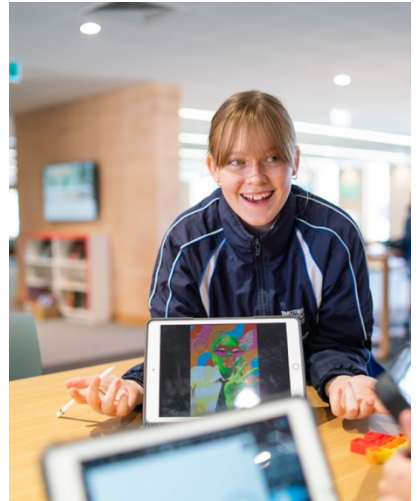
Students will explore nutrients, how the foods we eat play a major role in how healthy we are as individuals. Students will investigate the major health and dietary issues facing them as adolescents and learn how to make healthy choices regarding the food they eat. Through practical activities, students will learn simple cooking techniques to prepare nutritious homemade food. Recipes will include breakfast, snacks, light lunches and healthy desserts. Students will demonstrate hygienic and safe food preparation techniques and effectively use equipment for a variety of cooking techniques to prepare foods quickly and efficiently.

Year 8 Material and Design Technologies -Textiles

Students will explore the world of textiles through a variety of skills and processes. Throughout the semester, they will develop their sewing techniques, understanding of fabric properties, and pattern making. Students will have the opportunity to unleash their creativity while working on engaging projects such as crafting their own personalised pyjamas and designing fashionable aprons. Whether you're a beginner or an experienced sewist, this course will provide a solid foundation in textile arts, nurturing both practical and artistic skills, and fostering a love for the art of fabric creation.

Year 8 Material and Design Technologies -Wood

Students will obtain skills in a practical workshop environment along with an awareness of occupational health and safety. Students will be given the opportunity to make a variety of projects while developing skills using hand and power-tools as well as fixed and computer-controlled machinery.



Common Acronyms

SCSA	School Curriculum and Standards Authority The School Curriculum and Standards Authority is responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.
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Contact Information

If you require further information or assistance, please use the list below to contact the relevant person/organisation.

Vice Principal	susan.macdonald@cewa.edu.au
Associate Principal Middle Secondary	sharon.doyle@cewa.edu.au
Associate Principal Senior Secondary	dryw.edwards@cewa.edu.au
Year 8 Coordinator	caroline.hayes@cewa.edu.au
Team Leader: Religious Education & Evangelisation	michael.peter@cewa.edu.au
Team Leader: English, Humanities & Languages	thomas.ryan@cewa.edu.au
Team Leader: Science, Mathematics, Health & PE	peter.vanderkwast@cewa.edu.au
Team Leader: The Arts & Technologies	brad.tudor@cewa.edu.au
Team Leader: Education Support	jo.mcnally@cewa.edu.au
Subject Selection Login details	https://my.edval.education/login Families will be sent codes directly from Edval (please check spam/junk folders)
School Standards and Curriculum Authority (SCSA)	www.scsa.gov.au