BRAY PARK
STATE HIGH SCHOOL

Challenge
The Unknown

BRAY PARK STATE HIGH SCHOOL

YEAR 8 CURRICULUM HANDBOOK 2026

Table of Contents

Welcome to Junior Secondary

Junior Secondary at Bray Park State High is designed to respond to the needs of young adolescents. Every element, including the students, the curriculum, and our teaching philosophy, is designed to respond to these needs. Our school focuses on the six principles of Junior Secondary Schooling: student wellbeing, quality teaching, distinct identity, leadership, parent and community involvement and local decision making.

Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, they have the opportunity to foster good relationships. They work to develop and encourage creative and critical thinking and the ability to find new solutions to problems. Job growth is in the area of knowledge construction and these thinking skills are critical to employment in the future.

This handbook has been designed to provide information about the Junior Secondary Curriculum and assist parents/caregivers in understanding the variety of subjects their child will be able to experience throughout the year. The Year 8 curriculum is designed to allow students to experience a wide range of subjects with the aim of assisting them in developing their own personal subject interests in preparation for Year 9, where students will have the ability to select a few 'elective' subjects of their choice. This choice of elective subjects then expands even further in our Year 10 program.

Key People

PRINCIPAL	Peter Turner
DEPUTY PRINCIPALS	Kerri Trigger – Year 7 Rhys Holmes- Year 8 Maria Williamson – Year 9 Kimberley McDonald – Year 10 Eleana Kerr – Years 11 & 12
GUIDANCE OFFICERS	Melissa Macuga – Years 9 & 12 Leah Ongheen – Years 7 & 10 Che Gordon – Years 8 & 11

Heads of Department

JUNIOR SCHOOL (Years 7 & 8)	Michelle Elliott
MIDDLE SCHOOLING (Years 9 & 10)	Carly Ballantyne
SENIOR SCHOOLING (Years 11 & 12)	Bharati Singh
ENGLISH	Danielle Lloyd
MATHEMATICS	Wayne Prout
SCIENCE	Grant Nicol
HUMANITIES	Katrina Makings
THE ARTS	Robert Adamson
TECHNOLOGIES	Simon Flemming
HEALTH AND PHYSICAL EDUCATION	Dominic Eldridge
BUSINESS	Anna Bench
INTERNATIONAL	Emily Baldry
INCLUSIVE EDUCATION	Stacy Burke
STUDENT ENGAGEMENT	Trevor Greinke
E-LEARNING	Aman Martir

Curriculum structure

Our Year 8 curriculum represents a sequence of carefully planned and balanced learning experiences to deliver the Australian Curriculum. At the core of our curriculum is the focus on the General Capabilities of Numeracy, Literacy, ICTs, Personal and Social Capability, Ethical understanding, Intercultural Understanding and Critical and Creative Thinking.

The Year 8 curriculum encourages students to engage in a wide variety of subjects across almost all of our Faculties. Students will study the mandated subjects of Mathematics, English and Science for a full year and will then study a range of other subjects for either a Semester or a Term. This allows students to engage in a variety of subjects with the aim of students being able to start to understand what their future educational journey may look like in terms of elective subjects. Students will be able to select from a range of elective subjects from Year 9.

Extra-curricular

All students participate in sport on a Wednesday afternoon in activities such as Netball, Volleyball, Soccer, Touch Football and Rugby Union to name a few. Students can also participate in a range of other activities that include: Co-Curricular Music, Tech Crew, Dance Troupe, Sport Development programs, Japanese Enrichment, Debating, Impact & other academic enrichment activities.

Life Skills

Students participate in a Life Skills program which provides students with a range of learning experiences focused on assisting them to begin exploring their education and career options, goal setting, learning styles, leadership abilities and team work skills. These activities support students in making effective choices about the subjects they will continue to study in Year 8 and beyond.

Parent/carer support

The following are suggestions of how you can support your child through their schooling:

- **Encourage** children to read widely.
- **Discuss** current events and affairs as a family.
- **Monitor** homework and study habits and tasks.
- **Encourage** students to seek assistance outside of class time.
- **Model** good reading practices.
- **Ensure** students are rehearsing lines for performances at home (Drama) or preparing for presentations.
- **Assist** them with organisation of workloads and assignments e.g. where to find information, how to use their diary and calendar to organise their schedule

Inclusive Education

At BPSHS, we are committed to the Department of Education's vision of *Equity and Excellence*. Staff understand and are committed to principles of access, equity and inclusion. Inclusion means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. We have high expectations for all learners, including those with a disability or learning difficulty, and inclusion is supported by culture, policies and every day practices. At BPSHS, staff work diligently to provide every student access to high quality learning opportunities, focused on their individual needs, in a disciplined school environment.

Students with a disability or learning difficulty at Bray Park State High School are supported within the general classroom setting with their peers. Additional support delivery takes many forms, such as teacher aides in classes, focused and intensive teaching with specialist Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support.

The Inclusive Education team consists of:

- Head of Department – Inclusion (HOSES)
- Inclusive Education Teachers and Case Managers
- Educational Assistants (Teacher Aides)
- Administrative Officer
- Regional Support personnel

Subject pathways

	Year 8 subjects	Year 9 CORE subjects	Year 10 CORE subjects *(year long)*	Year 11/12 GENERAL subjects	Year 11/12 APPLIED & VET subjects
English Faculty	**English** *(year long)*	**English** *(year long)*	**English**	• **English** • **Literature** • **English Literature Extension** *(Year 12 only)*	**Essential English**
Mathematics Faculty	**Mathematics** *(year long)*	**Mathematics** *(year long)*	**Mathematics** **Mathematics A**	• **General Mathematics** • **Mathematical Methods** • **Specialist Mathematics**	**Essential Mathematics**
Health & Physical Education Faculty	• **Health & Physical Education** *(1 semester)* • **Volleyball Excellence Program** *(Semester 2 only – this will be the student's compulsory semester of HPE and will follow the HPE theory curriculum)*	• **Health & Physical Education** *(1 semester)* • **Volleyball Excellence Program** *(Follows the HPE theory curriculum)*	**Year 10 ELECTIVES** *(year long)* • **Health & Physical Education with extension option** • **Volleyball Excellence Program** *(Follows the HPE theory curriculum)*	**Physical Education**	• **Sport & Recreation** • **Certificate III/II in Sport & Recreation (Volleyball Excellence Program)** • **Certificate III in Fitness**
Science Faculty	• **Science** *(year long)* • **Bray Innovate** *(3 year commitment that begins in Year 7)*	• **Science** (year long) • **Bray Innovate** *(3 year commitment that begins in Year 7)*	• **Science (core)** • **Living Science** • **Physical Sciences** • **Engineering Sciences**	• **Physics** • **Biology** • **Chemistry** • **Psychology**	• **Science in Practice**
Humanities Faculty	• **History, Geography and Civics** *(these 3 subjects will be covered throughout the year)*	**History** *(1 semester)* **Year 9 ELECTIVES** *(1 semester)* **Geography**	• **History** • **Geography** • **Humanities**	• **Ancient History** • **Modern History** • **Geography**	• **Social and Community Studies** • **Tourism**
The Business Faculty	• **Economics & Business** *(1 term)*	• **Economics & Business** • **Civics & Citizenship**	• **Business Studies** • **Legal Studies** • **Certificate I in Workplace Skills**	• **Legal Studies** • **Business**	• **Certificate III in Business** • **Diploma of Business** • **Certificate II in Financial Services**
The Arts Faculty	• **Performing Arts: Drama and Music** *(1 semester)*	• **Visual Art** • **Drama** • **Music** • **Dance** • **Media Arts**	• **Visual Art** • **Studio Art** • **Drama** • **Music** • **Dance**	• **Visual Art** • **Drama** • **Music** • **Music Extension** *(Yr 12 only)*	• **Dance in Practice** • **Drama in Practice** • **Music in Practice** • **Certificate II in Visual Art** • **Media Arts**
E-Learning Faculty	• **Digital Technologies** *(1 term)*	• **Digital Technologies** *(1 semester electives)*	• **Digital Technologies**		• **Certificate III in Information Communication Technology**
Technologies Faculty	• **Design**	• **Design & Technologies: Industrial** • **Design & Technologies: Fashion** • **Design & Technologies: Hospitality** • **Design & Technologies: Design**	• **Certificate I in Manufacturing (Pathways)** • **Technology Studies: Design** • **Technology Studies: Engineering** • **Hospitality**	• **Design**	• **Construction Skills** • **Early Childhood Studies** • **Hospitality Practices** • **Certificate II in Engineering Pathways** • **Certificate II in Furniture Making** • **Certificate II in Automotive Vocational Pathways** • **Certificate II in Hospitality** • **Early Childhood Studies**
The International Faculty	• **Chinese, Japanese, French** *(1 semester - where possible you will continue to study the language you studied in Year 7)*	• **French** • **Japanese**	• **Japanese**	• **Japanese**	

Year 8 2026
Subjects

The English Faculty

- *English (year long)*

The Mathematics Faculty

- *Mathematics (year long)*

The Health & Physical Education Faculty

- *Health & Physical Education (1 semester)*
- *Volleyball Excellence Program (Semester 2 only - this will be the student's compulsory semester of HPE)*

The Humanities Faculty

- *History*
- *Geography*
- *Civics*

The Science Faculty

- *Science (year long)*
- *Bray Innovate (this program is selected in Year 7 and continues for 3 years in place of their core Science subject*

The Arts Faculty

- *Performing Arts: Drama and Music (1 semester)*

The E-Learning Faculty

- *Digital Technologies*

The Business Faculty

- *Economics and Business*

The International Faculty

- *Japanese, French (2 terms - where possible, students will continue to study the language they studied in Year 7)*

English
English Faculty

ENG

Subject overview

An understanding of English is fundamental to communicating and operating in society. With this in mind, our English course aims to both develop required skills and foster enjoyment in the communication process.

This subject involves the study of language and texts to develop:

- Effective literacy and communication skills
- Applying skills learned to assist in the creation, editing, publication and communication process
- Knowledge and understanding of how texts are constructed
- The ability to interpret texts and think critically
- An enjoyment and appreciation of texts.

Skills developed

Students will use a range of literary and non-literary texts as they develop the skills required to be confident and effective speakers, critical and appreciative readers and creative and proficient writers.

Unit and assessment overview

A range of assessment items will be offered to the student including in-class activities and assignments. A variety of speaking assessments will also comprise approximately 40% of the course. Students will also gain basic ICT skills to assist them with their assessments as they progress through this course.

	Unit Overview	Assessment Summary
1	Tales from Tomorrow – Exploring Sci-Fi Short Stories	Part A: Partner Planning Part B: Short Story
2	Inside the Story: How Values and Attitudes Shape Characters	Two TEEAL paragraphs in response to classroom novel
3	Text Types: Which Version Wins?	Part A – Short response exam Part B – Persuasive Multi-modal
4	Verses with a Vibe: The Heartbeat of Poetry	Writing of a creative interview for online magazine

Special requirements

Students are required to provide a notebook and basic stationery as outlined in the Stationery List provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme. Students will be required to bring a laptop and notebook to use every lesson. Class handouts, assessment tasks and worksheets will be distributed to students digitally via QLearn. All assignments are to be digitally submitted unless otherwise stated. Students will also be required to complete set tasks and practice their writing skills in their notebook each lesson.

Additional information

Nil

Mathematics

Mathematics Faculty

MAT

Subject overview

Mathematics has always held an essential role in learning programs, both as a tool for everyday living as well as being the subject of investigation and research at the highest academic level. It is important that students develop a working knowledge of the common mathematical techniques and procedures, while also being stimulated to use their knowledge and develop problem solving skills. Students will recognise the application of mathematics and its impact on experience and future life needs.

Skills developed

Students will develop many skills in mathematics which can be applied to real life situations such as analysing data and organising an event. These will be developed through problem solving, analytical reasoning, the ability to justify answers. Students will also develop skills of organisation, time management and perseverance.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Number	Exam
2	Statistics	Written Assignment
3	Number and Space	Written Assignment
4	Algebra	Exam
5	Probability	Written Assignment
6	Shape and Measurement	Exam

Special requirements

Students are required to provide a notebook and basic stationery, including a scientific calculator as outlined in the Stationery list provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme.

Subject overview

In Year 8 Health and Physical Education, students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. In these years, Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Skills developed

As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. Health and Physical Education at Bray Park State High School provides Year 8 students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Unit and assessment overview

	Unit Overview	Assessment Summary
1A	Australian Sporting Culture	Exam
1B	Indigenous and Invasion Games	Practical demonstration
2A	Respectful relationships	Multimodal presentation
2B	Indigenous Games and Invasion games	Practical demonstration

Special requirements

Nil

Additional information

Students will be required to have a Bray Park hat for all practical HPE lessons.

Volleyball Excellence

Health and Physical Education Faculty

HVO

Subject Overview

The Volleyball Excellence Program recognises the importance of providing students with a fulfilling and challenging education that allows young student athletes to develop their sporting talent, while building confidence, communication and leadership skills.

The Volleyball Excellence Program combines curriculum time with both theoretical and practical lessons. Students will study the general Health and Physical Education curriculum and is designed for students who are interested in developing their skills with a view to making them more competent not only as a player but as a coach, manager, trainer or official.

The Volleyball Excellence Program has a values-based focus with a clear goal of holistically developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort and self-discipline.

Skills Developed

The Volleyball Excellence Program provides students with a pathway into elite sport. With a focus on the four pillars of Long-Term Athletic Development; physical, technical, tactical and mental, this program provides a comprehensive program to prepare athletes for elite level competition. Included within this program is access to a strength and conditioning coach as well as competing in multiple competitions throughout the year.

Further, students involved in the Volleyball Excellence Program will also develop:

- Leadership skills
- Time management
- Goal setting
- Communication skills
- Performance analysis

Unit and assessment overview

	Unit Overview	Assessment Summary
3A	Australian Sporting Culture	Practical demonstration as well as examination
3B	Volleyball	Practical demonstration
4A	Respectful Relationships	Assessment
4B	Volleyball	Demonstration of leadership, fair play and cooperation. Applying new movement skills.

Special requirements

An expression of interest form (EOI) must be completed and returned by players wanting to join the Volleyball Excellence Program. The Volleyball Excellence Program has associated fees which are detailed in the Volleyball Excellence Player Handbook. Previous volleyball experience is advantageous but not required.

Additional Information

Students enrolled in the Volleyball Excellence Program are expected to meet specific standards for behaviour and effort, as outlined in the Volleyball Excellence Handbook. These expectations are agreed upon by both students and their parents at the time of enrolment.

Subject overview

History will be studied for 15 weeks in term 2 and 3.

The units provide a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. During this time, social, economic, religious and political beliefs were often challenged and significantly changed. These concepts are investigated within the units, 'Medieval Europe' and Feudal Japan'.

The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Skills developed

- Analysis and evaluation of historical sources
- Research
- Development of inquiry questions
- Formulating and proving historical arguments
- Communication
- Group work
- Applying historical information to develop Medieval fayre.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	The Western and Islamic World – Medieval Europe	Assignment – Medieval Fayre
2	Feudal Japan	Examination

Special requirements

Students will be required to organise and present a Medieval Fayre for a primary school audience.

Additional Information

Nil

Geography
Humanities Faculty

GEG

Subject overview

Geography will be studied for 15 weeks in term 1 and 2.

Unit 1, 'Changing Nations', investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit explores the processes of urbanisation, internal and international migration. Case studies are used to demonstrate how nations have changed as a result of urbanisation and growth. Students will examine issues and make recommendations related to future management of urban areas in Australia.

Unit 2, 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. Unit 1 examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes using studies drawn from Australia.

Skills developed

- Creating graphs and maps
- Using Global Information Systems technology to create and analyse maps
- Analysis and interpretation
- Communication
- Research and investigation
- Evaluation
- Make recommendations

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Changing Nations	Examination
2	Landscapes and Landforms	Report

Special requirements

Nil

Additional information

Nil

Civics
Humanities Faculty

CIV

Subject overview

Civics will be studied for 10 weeks in term 4.

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in democracy. Students consider how laws are made and the types of laws used in Australia. A focus is on being an active and informed citizen and how students can use the democratic system to advocate for change.

Skills developed

- Active citizenship
- Research
- Communication
- Group work
- Analysis
- Evaluation

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Civics and Citizenship	Research Assignment – creating a citizenship campaign

Special requirements

Nil

Additional information

Nil

8 Science

Science

SCI

Subject overview

ACARA Science offers students an opportunity to extend their interest in science, building on their knowledge and experiences from previous years. Studying science allows students to expand their horizons, stimulating their curiosity and increasing their willingness to ask questions about and speculate on the changing world in which they live, it gives them a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences. This enables students to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of scientific knowledge.

Skills developed

There is an expectation that students will have learning opportunities in Australian Curriculum including Science across P–10. Skills include: questioning and predicting, planning and conducting, processing and analysing information, evaluating and concluding. Students will also develop experimental skills and familiarise with laboratory practices and equipment.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Watt's up (Energy)	Scientific report
2	Building blocks of life (Cells)	Exam
3	Plates and Rocks (Rocks & Natural Disasters)	Research task
4	Chemistry of common substances (Chemical properties)	Scientific report

Additional information

Students require a Laptop (for Stileapp access) and two writing exercise books for the year. As students will take part in practical investigations they must follow all Risk Management protocols.

8 Bray Innovate

STEM

SCI

Subject overview

Highly able students with a keen interest in STEM (Science, Technology, Engineering, Art & Mathematics) are encouraged to apply for this 3 year program prior to enrolment in Year 7.
In Year 8, Bray Innovate aims to extend and enrich students in the area of STEM through project based learning in Business & Economics, Media Arts and Digital Technology subjects whilst still being able to participate in their regular Year 8 ACARA subject program. Year 8 has a digital theme with 2 Semester based projects which link school-based problems to practical solutions that could be applied at a community based level. Students in Bray Innovate will also have the opportunity to be involved additional STEM related activities including University enrichment events, various Science competitions and building-links with science ambassadors in the community.

Skills developed

The STEM projects integrate cooperative learning into student learning experiences. Business & Economics, Media Arts and Digital Technology are primarily the focus for Year 8, with Science and Mathematics objectives from the Australian Curriculum blended into the program. Students build on their project designs in Year 7 by creating business plans which focus on marketing and feasibility of their designs. Students in Semester 2 then investigate digital systems to create an online digital platform to enhance the management and advertisement of their project for specific audiences.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Braynomics	Business feasibility report
2	Braytech	Product (Prototype)
3	Bray Media	Creation & Report
4	The Bray Way!	Creation

Additional information

To be eligible for the Bray Innovate class in Year 7 to 9, students are required to complete an application form prior to enrolment which includes a referee's statement, evidence of other STEM related experiences and copies of school report cards. Students should be willing to work in groups, be confident to speak in front of their peers and be prepared to learn at an accelerated pace. Students should show a high standard of effort and behaviour in class and be willing to commit to the 3-year course. Successful applicants will be notified prior to commencing Year 7 at Bray Park State High School.

PERFORMING ARTS – Drama & Music

The Arts Faculty

PDM

Subject overview

Performing Arts – Drama & Music (PDM) is an introductory subject for students to explore Drama and Music. Students will complete the compulsory 5 week introduction units for both Drama and Music which focus on learning basic Drama and Music skills. Students then are able to select Drama or Music for the next 10 weeks where they expand these skills in greater depth. Students complete formative assessment in the introductory units and only complete summative assessment once they choose either Drama or Music

Skills developed

Drama develops skills in creating performances using voice, movement and staging, design as well as devising and scriptwriting techniques and interpreting and analysing dramatic works. In music, students will develop performance and compositional skills using musical elements and concepts. They will also develop skills in interpreting and analysing musical works.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Introduction to Music Skills (Compulsory) - 5 weeks. Students gain basic music skills by learning common chord progressions on guitar/piano, developing aural recognition, reading/writing notation, and engaging with the elements of music.	Formative Making Task – Guitar Performance Formative Making Task – Piano Performance Formative Responding Task – Theory Exam
2	Drama Skills (Compulsory) – 5 weeks. Students gain basic drama skills by exploring voice, movement, character and staging through theoretical and practical game work	Formative Responding Task – Written Assessment Formative Making Task – Performance
3	Music - Developing Musicianship (Elective) – 10 weeks. Students apply music skills gained in the Music Skills unit to create a melodic composition and perform a piece of selected repertoire	Making Task – Composition Responding Task – Analysis Making Task – Performance
4	Drama - Theatre for Young People (Elective) – 10 weeks. Students apply basic drama skills from the Drama Skills unit to perform and respond to Theatre for Young People which is theatre that communicates a moral for the intended audience	Making Task – Performance Responding Task – Written

Special requirements

Nil

Additional information

Nil

Digital Technologies
E-Learning Faculty

DIG

Subject overview

Digital Technologies equips year 8 students with computational thinking skills to break down real-world problems, design solutions and implement algorithms. They explore how data is represented, modelled and analysed using spreadsheets and simple databases. Students investigate digital systems, understanding how hardware, software and networks interconnect and secure information. They apply user-centred design and systems thinking to generate, evaluate and refine solutions. This subject develops problem-solving skills, creativity and responsible technology use in the digital world.

Skills developed

Throughout this course, students will be able to:

- **Apply computational thinking:** break down problems and design step-by-step algorithms
- **Use Python programming:** collect, model and analyse data for meaningful insights
- **Handle data effectively:** collect, model and analyse data for meaningful insights
- **Communicate design ideas:** use flowcharts, diagrams and technical terms to plan and share solutions
- **Collaborate with others:** work with peers to brainstorm, build and refine projects
- **Understand systems:** explore how hardware, software and networks interact
- **Demonstrate cyber-security awareness:** apply safe practices to protect data and privacy
- **Employ creative problem-solving:** use imagination and design thinking to develop user-friendly solutions

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Exploring the Digital Frontier with Python and Miro:bits	Student complete a folio of assessment tasks including: • Weekly revision questions • Flowcharts • Programming tasks • Mini projects Activities are completed in class and online, and folios are submitted individually by the end of week 8

Special requirements

Nil

Additional information

Skills developed in Digital Technologies in Year 8 will open opportunities for further studies within our school environment and beyond into the workplace.

Subject overview

Ever wondered how businesses grow or what makes a new idea succeed? In Year 8 Economics and Business, students explore the world of entrepreneurship, business operations, and smart decision-making. With a focus on innovation and enterprise, students will investigate what it takes to grow a business into new regions while learning how consumer behaviour and financial decisions influence business success.

This subject introduces real-world concepts in a hands-on and creative way—perfect for students with big ideas and a curiosity for how the economy works.

Skills developed

Students will build a strong foundation in skills that will benefit them across school and life, including:

- Asking questions and thinking critically
- Creative problem-solving
- Financial awareness
- Communicating clearly
- Making responsible decisions
- Adapting to new situations

These skills prepare students for future studies in Business and open doors to a variety of learning pathways.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Seeds of Success: Growing a Business in New Regions	Project

Special requirements

Nil

Additional information

This subject provides a solid foundation for future studies in Business. Students may also have the opportunity to explore real-world scenarios through practical tasks and collaborative activities, helping them become confident, informed, and future-ready learners.

Japanese
International Faculty

JAP

Subject overview
Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts. Students recognise how identity is shaped by language, culture, beliefs and values. Through studying Japanese in Year 8, our students interact and collaborate with each other, state their opinions and plan activities, within and beyond the classroom.

Skills developed

Through the study of Japanese, students will continue to develop the following skills based on previous experience in Year 7 Japanese:

- Writing in Kanji
- Speaking Japanese
- Reading Hiragana

Unit and assessment overview

	Unit Overview	Assessment Summary
1	What's for dinner?	Multimodal Assignment.
2	Celebrating Community	Reading, writing exam.

Special requirements
Has studied Japanese in Year 7 or primary school at a minimum.

Content information
Year 8 Japanese builds on vocabulary, grammar and scripts learned in year 7 including:

- Greetings and classroom vocabulary
- Numbers, vocabulary and Kanji
- Family members vocabulary, grammar and Kanji
- Hiragana (base 46) and Katakana
- Food items
- Restaurant vocabulary
- Cultural comparisons
- Japanese holidays

Additional information
Wired headphones and a laptop are required for assessment tasks.

French
International Faculty

FRE

Subject overview
French in year 8 continues the journey started in year 7. French offers an opportunity for learners to study a unique and versatile language. Students use French to describe their personal world, likes, dislikes and routines. It lays the foundation to communicate with others from different cultures. Students demonstrate awareness that the French language is connected with culture and identity.

Skills developed
- Listening and understanding French language
- Speaking with increased fluency and confidence
- Reading and comprehending simple French texts
- Writing skills
- Increased cultural awareness

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Food	Written script and speech
2	My schedule	Reading, writing and listening exam

Special requirements
Has studied French in Year 7 or primary school at a minimum.

Content information
Year 8 French builds on vocabulary and grammar learned in year 7 including:
- Greetings and classroom vocabulary
- Numbers, vocabulary and dates
- Family members vocabulary and grammar
- Cultural comparisons

Additional information
Wired headphones and a laptop are required for assessment tasks.