



Parade College

Year 8

CURRICULUM AND SUBJECT SELECTION HANDBOOK - 2027



How to use this Course Guide

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Introduction

In Year 8, Parade College offers students courses based on the Victorian Curriculum. It covers a wide array of Learning Areas and Capabilities offering students breadth in their studies.

Courses at Year 8 are at Level 8 of the Victorian Curriculum.

If you have any questions relating to the Curriculum which this website does not address, please do not hesitate to contact the relevant Learning Area Leader, Dean of Learning (Years 7-9), or the Assistant Principal Teaching & Learning at the College.

Curriculum Structure

In Year 8, students complete seven year-long subjects and four semester-long subjects. All students continue with their Language subject from Year 7. The breadth of the program in Year 8 permits access to a wide range of future educational opportunities. Students undertake nine subjects each semester.

Year 8 Core Subjects

Year-long	
▪ Religious Education	▪ English
▪ Mathematics	▪ Science
▪ Humanities	▪ Health
▪ Languages (Italian, French, Japanese)	
Semester-long	
▪ Physical Education or High Performance	▪ Arts or Technology

Year 8 Electives

Students complete two (2) semester-long subjects from either Physical Education or High Performance. In addition, they select one (1) elective from the Arts and one (1) from the Technology learning areas per semester.

Semester-long	
▪ Physical Education Semester 1	▪ Physical Education Semester 2
▪ High Performance Sport Semester 1	▪ High Performance Sport Semester 2
Arts	Technology
▪ Drama	▪ Electronics
▪ Music Performance	▪ Materials and Design Production
▪ Art and Visual Communication	▪ Game Development
▪ Media	

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Sample Year 8 Program

Please see below an **example** of a year 8 program for both core subjects and elective choices.

Core Subjects	
Semester 1	Semester 2
Religious Education English Mathematics Science Humanities Health French	Religious Education English Mathematics Science Humanities Health French
Electives	
Physical Education Art and Visual Communication	High Performance Electronics

The above is a sample only and may not be possible due to timetable constraints.

Rules

- Offerings in Technology are subject to the availability of specialist teaching staff.
- Trials occur for a place in High Performance electives.
- Manchester City has a separate selection criteria and application process.
- Student cohort and teacher may change between semesters.
- Students must select one elective from The Arts and one from Technology.

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Learning Areas

At Parade College, subjects are grouped into several Learning Areas to ensure that the needs of all students are met:

- The Arts, which includes Art and Visual Communication Design and the Performing Arts (Music and Drama)
- English, including English as an Additional Language (EAL)
- Health and Physical Education (HPE)
- Humanities, which consists of two areas of Humanities: History and Geography
- Commerce
- Design and Digital Technologies
- Languages
- Technology
- Religious Education
- Mathematics
- Science

Capabilities

The Victorian Curriculum includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines. The four capabilities in the Victorian Curriculum F–10 are:

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

It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed, and demonstrated by students in and through their learning across the curriculum.

Altior

The Altior Program is Parade College's Gifted and Talented Program. It is a select-entry academic program that extends and enriches the learning of the highest achieving students in the cohort. It is a challenging academic program that extends and enriches students in the core subject areas of English, Humanities, Science and Mathematics. It is suited to students who demonstrate exceptional abilities in academic achievement, creativity, and problem-solving, who are highly motivated, and possess an excellent work ethic. Students are offered a variety of challenging and enriching tasks that promote leadership skills, higher order thinking, resilience, and teamwork, as well as acceleration for certain topics.

At Year 8, students may be in all four Altior subjects, English, Humanities, Mathematics and Science. Alternatively, students may only be in an Altior class for two subjects; Mathematics and Science, or English and Humanities.

There is no application process for the Altior Program in Year 8. Students may progress to the Year 8 Altior Program after successfully completing Year 7 in the program and a review of their performance in standardised testing, academic results and their learning disposition is undertaken. Students may be invited to join the Altior Program in Year 8, after a comprehensive review of all Year 7 students' performance on standardised testing, academic results and their learning dispositions occurs.

Altior Mathematics

The Year 8 Altior Mathematics develops students familiarity with a broader range of non-linear and linear function, irrational numbers and indices, algebra, geometry, and measurement. Students learn to apply their understanding of these concepts in novel and non-routine ways and complete several analysis tasks to test their knowledge of these mathematical concepts. Throughout the year, students are supported and challenged to develop their skills using a CAS calculator to develop advanced thinking strategies and skills. The curriculum provides access to important mathematical ideas, knowledge and skills that students can draw on in their personal lives and future careers. Finally, students have the opportunity to accelerate learning complete curriculum at a Year 9 standard.

Altior Science

The Year 8 Altior Science curriculum provides students with the opportunity to develop their knowledge across the different disciplines of science. Students investigate physical and chemical change, and the structure and function of different organs in connection to the overall functioning of organisms. Additionally, students are challenged to develop their understanding of the structure and function of the Earth and the different types of energy that it contains. The curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society and its application for our lives. This course allows the exploration of scientific concepts, including practical investigations, at both Year 8 and Year 9 curriculum level.

Altior English

The Year 8 Altior English curriculum focuses on developing metacognition and communication skills, extending students skills in reading, writing, speaking and listening. The course engages students in a broad range of texts that explore various ideas and issues relevant to the students' context. Students are able to identify and understanding the meaning created through language features for specific audiences and key purposes. After study of written, spoken and multimodal texts, students are able to create their own texts, demonstrating intention of a specific effect. Students actively engage in the editing process by reflection and engagement with the development of key literacy skills, developing their abilities as an independent learner.

Altior Humanities

The Year 8 Humanities curriculum extends student knowledge and skills in the areas of Geography, Economics, and History. Students explore the interrelationship between natural and man-made environments and analyse the way in which people live and respond to change in the environment. Students utilise their business acumen to design a small business, developing marketing and promotion strategies, analysing supply, and demand and investigating the characteristics of successful entrepreneurs. Finally, students develop their understanding of how historians approach the study of history and methods used to gain the best understanding of people and societies of the past. They scrutinise how historical societies responded to change, conducting independent research and developing their oral presentation skills.



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Year 8 Core Subjects

Religious Education

Year 8 Religious Education at Parade College offers students a dynamic and thought-provoking journey through the foundations of Christian faith, while encouraging them to explore their own values and beliefs in a supportive environment. The year begins with an exploration of first-century Palestine, helping students understand the historical, cultural, and political world in which Jesus lived. This context sets the stage for the Encounter with Jesus unit, where students trace the life of Jesus from His birth to the many roles He played as a teacher, healer, Messiah, and Son of God.

Students then delve into the experiences of the first Christians, particularly under the persecution of Emperor Nero, gaining insight into the courage and resilience of early believers. This leads into a focused study on Saint Paul the Apostle, whose dramatic conversion and missionary journeys played a crucial role in the spread of Christianity. Students explore how Paul's writings continue to shape Christian thought today. In the Christian Meditation unit, students are introduced to the practice of stillness and reflection, learning both the spiritual and scientific benefits of meditation. This unit encourages mindfulness, inner peace, and a deeper awareness of God's presence. Year 8 Religious Education challenges students to think critically, grow spiritually, and reflect on how faith can guide their everyday decisions. It is a year of deepening understanding and personal growth, rooted in the message and example of Jesus Christ in the lens of Edmund Rice Charism.

English

In Year 8 English, students continue to develop their ability to use both written and oral language by appropriately taking into account purpose and audience. Through historical fiction, and other fictional texts, students develop their awareness of how language changes over time and how it reflects its socio-historical context. Listening, speaking, reading, and writing activities are designed to encourage effective expression of ideas and introduce students to concepts and issues relevant to their lives. Students respond to a variety of text modes, concentrating on building the skills of analysis and reflection. The Extended Reading Program encourages students towards becoming literate, broad-minded individuals with the capacity to think critically.

Foundation English

This course provides specific instruction in literacy skills for students with significant literacy difficulties. Students are in smaller class groups which enables increased levels of teacher assistance. Students develop their oral language skills, note-taking skills, and ability to write for different purposes. Explicit teaching of grammar and spelling is tailored to the needs of individual students.

Year 8 Foundation English leads to Year 9 Foundation English.

Participation in this course is by invitation only.

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Mathematics

Year 8 Mathematics continues to build student skill in understanding, fluency, problem-solving, and reasoning across the six strands of the domain. Students refine their understanding of Algebra, Measurement, and Probability, while beginning to look at Percentages, Linear Patterns, and Linear Equations. Students demonstrate their knowledge through various assessment items including topic tests, application and modelling tasks, and examinations. The use of technology is an integrated part of application tasks and coursework.

Foundation Mathematics

Foundation Mathematics is a modified course for students with significant numeracy difficulties. Students undertake outcome tests in all topics covered as well as an end of semester examination. Homework is set on a regular basis. Throughout the semester, students complete application and assignment tasks. Year 8 Foundation Mathematics leads to Year 9 Foundation Mathematics.

Participation in this course is by invitation only.

Science

In Year 8 students build and extend on the Year 7 science subject. The Chemistry unit delves into states of matter and how matter can change through various types of reactions. Physics introduces the idea of the conservation of energy, forms of energy and energy transformations. The Earth and Space topic covers weathering, erosion, different rock types and various processes of rock formations within Earth over a variety of time scales. In Biological Science students analyse the relationship between structure and function of cells, organs, and exploration of the various body systems as well as reproduction within unicellular and multicellular organisms. Students undertake practical investigations in the laboratory and present their knowledge in a wide variety of ways.

Humanities

The Humanities course in Year 8 involves the study of geography, economics, and history. Students will examine mountain landforms as well as earthquakes, tsunamis, and volcanoes. In contrast, students also explore urbanisation and the impact the growing cities have on the world, including researching a global megacity. With economics and business, students will explore the economic fundamentals whilst creating their own business. Finally, students explore the Middle Ages in history. This begins with looking at Europe and includes exploring castles, knights, and the plague. Feudal Japan is then examined and compared to Europe, for example comparing Kings to Emperors and Knights to Samurais.

Languages

In Year 8, students continue studying the language they studied in Year 7.

Italian

Students continue to develop their knowledge of the Italian language through the study of grammar and functional expressions as it exists in a range of practical communicative contexts. Through topics such as languages and nationalities, travelling and commuting, and food preferences, the course develops student interest through a range of activities designed to build spoken, written and comprehension capacity in the language. Students also continue to study culture in the Italian speaking world with comparisons to their own environment.

French

Students continue to develop their knowledge of the French language through the study of grammar and functional expressions as it exists in a range of practical communicative contexts. Through topics such as home and school life, hobbies, and asking for and giving directions, the course develops student interest through a range of activities designed to build spoken, written and comprehension capacity in the language. Students also continue to study culture in the French-speaking world with comparisons to their own environment.

Japanese

Students continue to develop their knowledge of the Japanese language through the study of grammar and functional expressions as it exists in a range of practical communicative contexts. Through topics such as Japanese food, hobbies, and weekly routines, the course develops student interest through a range of activities designed to build spoken, written and comprehension capacity in the language.

Students will also be introduced to the Katakana script as they continue to Japanese study culture.

Health

Health education at Year 8 aims to equip students with the knowledge and skills to make informed decisions that will lead to good health outcomes now and in the future. Students will examine health topics such as identity, self-esteem, diversity, relationships, communication, body image, resilience, mental health, risk taking, harm minimisation, assertive behaviour, alcohol use, food and nutrition as well as the physical and emotional elements of respectful relationships and sexuality. They will also learn self-help techniques to manage a variety of health issues and where to access quality health information and support services. The study of these topics takes place in a safe, supportive and non-judgemental environment, where students are encouraged to engage in discussion and ask questions.

Year 8 Electives

Physical Education Electives

Physical Education

The focus of Physical Education at Year 8 is physical activity. Students are exposed to a variety of sports where they can develop the specialised skills necessary for effective gameplay. Students will learn these skills in isolation, while also being given the opportunity to implement them in a game situation to improve their decision making and problem-solving abilities. They will be encouraged to cooperate with others in group work and to value their unique talents and abilities. In theory classes, students will investigate how to enhance personal fitness through lifelong physical activity, health benefits of regular physical activity, consequences of inactivity and sedentary behaviour, domains and dimensions of physical activity, measuring physical activity level, influences on participation in physical activity and barriers to physical activity participation. The practical activities studied are invasion and territorial games, target and minor games and, net and court games.

High Performance

This subject is designed for students undertaking an ACC sport and will involve ACC games, training, and theory lessons. Games and training will occur during regular school hours. Whilst students can elect to do this subject, final selection into this elective will be based on a combination of level of expertise, previous involvement in ACC Sport, behaviour, level of commitment, and an ability to represent the College in a sportsmanlike manner.

Through the lens of their specific sport, students will undertake study of individual and team tactics, benefits of physical activity, skill acquisition, and fitness for sport. Students wishing to be involved in a sport in Semesters 1 and 2 must select this subject for both semesters.

ACC Sports			
<u>Semester 1</u>			
Term 1		Term 2	
▪ Swimming		▪ Football	
▪ Athletics		▪ Soccer	
<u>Semester 2</u>			
Term 3		Term 4	
▪ Hockey		▪ Cricket	
▪ Table tennis		▪ Volleyball	
▪ Basketball		▪ Tennis	
▪ Cross country			

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Manchester City Program

Students involved with the Manchester City Program do complete subject selection but only need to select:

- Manchester City elective if they are intending to continue with the program
- High Performance or Physical Education for either semester.
- Reserve elective choices.

ACC Soccer occurs during Semester 1, so Manchester City students need to select High Performance in Semester 1 if they wish to represent the College in ACC Soccer.



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Technology Electives

Materials Design

This elective focuses on the development of knowledge and skills in designing and manufacturing practical solutions to identify needs. Students follow the Design Process to investigate, design, produce, and evaluate solutions to design problems. They work with a variety of materials to create and design a clock of their own expression. They study materials and apply this knowledge to their work as they create their practical work. They use a range of drawing techniques and are introduced to a mix of basic hand tools and equipment. They develop their production skills while observing safe working procedures.

Electronics

This unit focuses on basic electrical and electronic areas of Technology and Design. By applying the technology process of investigating, designing, producing, and evaluating, students develop basic skills in circuit production and soldering. Students design and build a portable speaker system that will connect to a device of their choice. They design the housing for their speaker to suit the needs of an end user, and work to make their speaker both functional and aesthetically pleasing. Students learn some basics about resistors and their role in a basic circuit. Safe work practices are required in the workshop environment.

Game Development

Game Development introduces students to the fundamentals of game design and provides them with the skills necessary to create their own games. As part of the elective, students will expand on their introduction to programming (coding) from Year 7 using other programming languages such as Python. It will address the issues and safety concerns of gaming. It will focus on the critical thinking skills of creativity, problem solving, researching and collaborative learning.

Note: All offerings in Technology are subject to the availability of specialist teaching staff. There are a limited numbers of classes which can run each semester.

The Arts Electives

Electives within The Arts use a range of methods to assess student progress and skills. These methods include solo performance, ensemble performance, research projects, development of folios and response to a design brief, theory tests, film presentations, computer aided design, and visual diary processes.

Music Performance

This course builds on the fundamental concepts of instrumental performance and ensemble skills. With a chosen band-class instrument, students consolidate technical facility, tone production, and conventions in reading notation in solo and group environments. Students are encouraged to undertake tuition in the College Instrumental Music Program and have the option to participate in a College music ensemble to further develop their instrumental development. Musical comprehension is developed in the areas of notation, time signatures, scale patterns, key signatures, and basic harmony. Students develop music analysis skills to complement and deepen their understanding and complete a folio of listening responses, short compositions, and improvisations.

Art and Visual Communication

Art is a means of expression and communication in all societies. In this elective, students develop skills in a wide range of art areas including painting, drawing, printing, digital image production and manipulation, and sculpture. They create and adapt images from a variety of sources to generate and express ideas. They learn to be inventive and imaginative and are encouraged to explore a range of media and materials. Students examine visual arts techniques and processes in the development of visual arts knowledge and skills. Visual communication is the conveying of visual information and ideas using design, free hand drawing, technical drawings, and digital design in relation to fulfilling a design brief. Students participate in activities that develop practical knowledge of the graphic elements and devices which are essential to effective visual communication.



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Drama

In Drama, students create and make Comedy and Tragedy based performances gaining a firm understanding of the genre and style. Students experiment with Comedy, particularly in the styles of Slapstick and Commedia Dell'arte. In comparison to this, students will also experiment with Melodrama and Naturalism. Students perform both improvised and scripted work and analyse naturalistic and non-naturalistic forms of Drama. In this course we explicitly teach the skills necessary for fast thinking and good improvisation, from making both physical and verbal offers through to verbal and non-verbal cues. Students move towards developing and being creative with their own characters as well as appreciating what past theatrical styles of Comedy and Tragedy have brought to our understanding of Drama and Theatre.

Media

Students are required to interact with incredible amounts of media in current times; including video, audio, photography, advertising, digital technologies and also in hard copy print media. Year 8 Media provides an opportunity to engage with print and digital media critically, develop an understanding of how and why the media is constructed, the way in which that form is developed and ultimately its purpose. Students will explore ways of making meaning for themselves through analysing and producing work. They engage with media texts such as film, photography, print and podcasts. They also have the opportunity to construct their own media texts in a variety of forms including photography and podcasts, focusing on current issues using software, technology and model contemporary industry practice.

Careers Advice

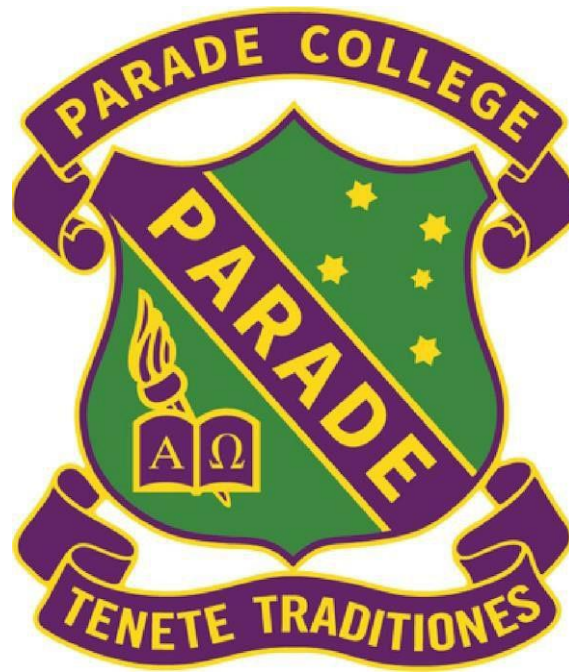
All students are invited to make appointments with the Career Adviser to discuss Course and Career options and subject selection and to use the many Careers resources located on the Careers website.

For all Career related inquiries, information and appointment bookings, please refer to the College's Career Website <https://www.paradecollegecareers.com.au/>

Careers Coordinator: Ms Liz Bult

Careers Advisor: Ms Justine Barnes

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