

# Year 8 2025 Subject Guide



**BRIGHTON  
GRAMMAR**

# Year 8 2025 Subject Guide

This document details the subjects taught at Brighton Grammar School to Year 8 (2025) students. Each individual subject has a one page summary on the proceeding pages.

## Overview of Subject Offerings

Students take a range of subjects to offer them a breadth of experiences to explore, discover and develop their interests.

Subject	Compulsory	Full year
Chinese	Select at least one. The language must have been studied in Year 7. A second language can be taken but it is optional.	✓
Chinese (Advanced)		✓
French		✓
Japanese		✓
Latin		✓
Art & Design and Media	Select at least one (both to be selected if no second language taken)	
Food Technology & Wood Technology		
Drama	Select at least one (both to be selected if no second language taken)	
Classroom Music (including Enrichment Music by invitation*)		
English	Select one (criteria applies for English as an Additional Language)	✓
English as an Additional Language		✓
Health, Wellbeing and Physical Education	✓	✓
Mathematics (including Enrichment Mathematics by invitation**)	✓	✓
Science	✓	✓
Humanities	✓	✓

\*Enrichment Music selection is based on a student's proficiency level on their chosen instrument and classroom grades from the previous year.

\*\*Enrichment Mathematics selection is initially completed using grades from the previous year. Other students are then invited into this subject as their grades meet the criteria.

## Subject Preference Submission Process

A link and instructions will be emailed to parents with information on how to submit subject preferences. These are completed online.



# Year 8 2025 Subject Guide

## Year 8 Art

### Overview

Students expand on their practical and theoretical understanding of art. They explore Art more deeply through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Pop Art Unit, students explore popular culture through a range of practical and analytical tasks, specific to the analysis of the historical movement. This includes a range of drawing, painting, and printmaking techniques incorporating digital and manual processes.

### SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning artworks
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of art terminology and the application of analytical frameworks

### Assessment

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Self-directed exploration

# Year 8 2025 Subject Guide

## Year 8 Chinese

### Overview

Students continue to build their understanding of Chinese through exploration of several topics. The development of students' listening, speaking, reading, writing and viewing skills are a focus.

The units are designed to teach students topics related to nationalities, transportation, home addresses, jobs and daily routines (eg. what languages they speak at home; how to invite people to visit their homes; what careers their parents/guardians have and where they work; how they travel to work, whether or not they often go on business trips, etc).

The students will work on various skills using worksheet exercises, role-playing and using a wide range of ICT multimedia activities.

### SKILLS TO BE DEVELOPED

- Describe nationalities and current residential locations of oneself and family members
- Discuss the occupations of family members and how they travel to work
- State the language(s) one's family members can speak, whether they are busy with their work and how often they go on business trips

### Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Listening comprehension
- Reading comprehension
- Written tests
- Oral presentations
- Projects
- Quizzes
- Education Perfect

### Prerequisites for subject

- Completion of Year 7 Chinese

# Year 8 2025 Subject Guide

## Year 8 Chinese (Advanced)

### Overview

Students in the Year 8 Chinese (Advanced) class use Chinese at school and home and through increased engagement with members of their local communities. Classroom interaction is primarily conducted in Chinese. The online environment is used to connect students with other Chinese language users globally. They will be provided with opportunities to explore and maintain their sense of belonging to both their home and their outside culture. They can alter their conduct to fit different contexts within the world of teenage experiences.

Students engage with a variety of text types and modes, including visual and digital media, music, TV, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations. They extend their knowledge of language structures and text organisation through reading and viewing authentic material and discussing how to apply new learning to their own communication. They explore issues related to youth culture (e.g. friends, use of internet, shopping trends, etc), Chinese legendary stories, family structure and welfare, and the features of diverse Chinese personal and social environments.

Students extend their communication and presentation skills to include more persuasive and formal genres.

### SKILLS TO BE DEVELOPED

- Collate and analyse information from a range of sources to develop a position on an issue
- Interact and socialise with familiar groups and individuals, exchanging personal opinions on topics such as friendship and sharing perspectives on aspects of contemporary life such as young people's use of internet
- Reflect on own intercultural experiences and contrast ways in which people of different generations, genders and linguistic backgrounds use language and respond to different experiences

### Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Oral presentations
- Projects
- Quizzes
- Dictations
- End of year examination

### Prerequisites for subject

- Completion of Year 7 Chinese (Advanced)



# Year 8 2025 Subject Guide

## Year 8 Design and Media

### Overview

Students expand on their practical and theoretical understanding of Design and Media. They explore each more deeply through a variety of equipment, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Stop Motion Animation Unit, students develop skills involved in the media folio process and modern animation techniques. Students develop an understanding of cinematography, technological advancements and contemporary examples in film and animation. Students create their own plot, set, characters and storyboards; editing their productions with varied visual and audio effects utilising video editing software.

In the Logo Design Unit, they develop skills to design and develop a company logo. This includes design concepts, drawings and digital refinements using the Adobe software. To promote their brand, they create a company slogan and use this identity in promotional material.

### SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning and designing
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of Design and Media terminology
- Application of analytical frameworks

### Assessment

Assessment tasks may include:

- Visual diary
- Finished designs
- Developmental works
- Final productions



# Year 8 2025 Subject Guide

## Year 8 Drama

### Overview

Year 8 Drama is a fun and practical approach to creating performance that extends on the foundation skills developed in Year 7. Students participate in activities and workshops that arm them with the skills and knowledge they need in order to express themselves and create their own Drama performances. In addition to this, they learn about theoretical approaches to Drama and how to critically analyse their own work.

The primary focus of Year 8 Drama is to build up the boys' self-confidence and their ability to work in teams as these skills are vital throughout their schooling and as they enter the workforce.

Exploring Comedy as a style, from the ancient Commedia dell'Arte through to modern day clowning, the boys learn to use their expressive and performance skills creatively in order to create a range of characters and tell stories in various different ways.

### SKILLS TO BE DEVELOPED

- Self-confidence
- Self-expression
- Public speaking
- Inter-personal skills
- Creativity
- Working in teams
- Critical thinking

### Assessment

Assessment tasks may include:

- Class work
- Performances
- Performance analyses



# Year 8 2025 Subject Guide

## Year 8 English

### Overview

In Year 8 English, students continue to study written, visual and multimodal text, and further develop their writing, reading and speaking skills to help create confident communicators, imaginative thinkers and informed citizens. The texts chosen support students to identify language features, ideas and issues. In preparation for further study, students continue to develop their understanding of how all texts are influenced by context, purpose and audience.

Students begin the year studying a range of short films as text. They examine the features of film and develop their understanding of how visual language can be used to communicate ideas.

Through studies of extended texts, students examine and explore the creation of characters, setting, and events within historical and contemporary contexts. Students explore viewpoints and perspectives from different cultural and social contexts to help them become ethical, thoughtful, informed, and active members of society. Students also engage with a range of current issues, develop their own arguments in response and present their own persuasive speeches.

As part of our commitment to reading, students share their personal reading with their peers. They provide recommendations for books they have enjoyed and encourage their peers to read the books they have endorsed.

### SKILLS TO BE DEVELOPED

- Creative, persuasive and analytical writing
- Reading for understanding and pleasure
- Analysing texts and textual features
- Understanding the purposes of text
- Forming opinions and developing arguments
- Gaining confidence in speaking in front of audiences
- Learning to listen to the viewpoints of others and respond accordingly
- Developing their ability to participate meaningfully in discussions
- Writing for a number of different styles and for different audiences
- Developing the accurate use of grammar, spelling and punctuation

### Assessment

Assessment tasks may include:

- Text analysis responses
- Essay writing
- Personal reflections
- Creative writing
- Opinion pieces
- Oral presentations
- Book Honourings
- End of year examination



# Year 8 2025 Subject Guide

## Year 8 English as an Additional Language (EAL)

### Overview

The English as an Additional Language (EAL) curriculum supports students to enhance their knowledge, understanding and skills in relation to spoken English. At this level, students learn to negotiate topics when speaking in English in a range of contexts.

Students explore a wide range of familiar and unfamiliar texts, including visual and interactive texts. They learn to identify the main ideas in texts, and they can paraphrase their understanding in spoken English. The EAL curriculum covers strategies that help students to read new texts and deduce meaning of unfamiliar words.

EAL provides students with opportunities to write for a range of purposes on different topics. Students learn to organise their ideas and use more complex sentence structures, as well as to incorporate punctuation into their writing to increase the fluency of their texts.

### SKILLS TO BE DEVELOPED

- Annotation of texts
- Writing for a range of purposes
- Building and presenting argument
- Creative, persuasive and analytical writing
- Analysing texts and textual features
- Developing the accurate use of spelling, punctuation and grammar

### Assessment

Assessment tasks may include:

- Analytical response
- Creative response
- Film analysis
- Debate
- Examination



# Year 8 2025 Subject Guide

## Year 8 Food Technology

### Overview

Students explore food, with an emphasis on extending food knowledge and skills and building individual understanding of food nutrition through the application of practical food skills.

This starts with an introduction to the kitchen and culinary skills along with the basics of food nutrition, preparation and production.

Using these skills, they then learn to prepare a range of quick and easy nutritious meals and snacks, both sweet and savoury. This may include: Sushi, Pizza, Pasta, Salads, Cakes, Biscuits, Scones, Healthy Burgers and Family Dinners.

### SKILLS TO BE DEVELOPED

- Developing skills with a range of utensils
- Planning and preparing nutritious meals
- Conducting investigations and research into food related concepts, themes and topics
- Use of Food Technology terminology

### Assessment

Assessment tasks may include:

- Visual diary
- Taste Tests
- Skill competency tests
- Meal presentation
- Evaluation



# Year 8 2025 Subject Guide

## Year 8 French

### Overview

The Year 8 French course builds upon the basic skills acquired during the Year 7 French course. Students develop their understanding of sentence structure and expand their vocabulary in order to be able to add more detail to their written and spoken French.

Topics covered in the Year 8 French course include describing family members and the house, telling time, daily routine, school life (including comparing French and Australian school systems), hobbies and sports. Students develop their knowledge of fundamental verb conjugations and key grammar points and use these to read and write longer texts in French.

Students are exposed to cultural similarities and differences pertaining to their personal world and are encouraged to consider the way languages reflect ways of thinking and behaving.

### SKILLS TO BE DEVELOPED

- Communicating in French, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

### Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks) assessing listening, speaking, reading and writing skills
- Quizzes
- Pair work and individual tasks
- Creating videos
- Homework exercises
- End of year examination

### Prerequisites for subject

- Completion of Year 7 French



# Year 8 2025 Subject Guide

## Year 8 Humanities

### Overview

In Semester One, students study History, examining the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. Students further develop their understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance. Students also develop their capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

In Semester Two, students turn their attention to the study of Geography, examining the topics 'Landforms and Landscapes' and 'Changing Nations'. Students explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale. Students also learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world, and propose actions designed to shape a socially just and sustainable future.

In addition, during the course of the year, students study Civics and Citizenship, examining the Australian Constitution and how its features, principles and values shape Australia's democracy. They explore the responsibilities and freedoms of citizens and how citizens can participate.

### SKILLS TO BE DEVELOPED

- Sequence significant events in chronological order
- Analyse sources and ask questions about their accuracy, usefulness and reliability
- Explain different historical interpretations
- Identify and explain patterns of continuity and change
- Analyse the causes and effects of significant events
- Explain processes that influence the characteristics of places
- Identify, analyse and explain interconnections and spatial characteristics and identify their implications
- Collect, record and analyse relevant geographical data and information
- Explain how citizens can participate in Australia's democracy
- Describe the process of constitutional change through a referendum
- Demonstration of literacy skills reflected in concise, accurate written responses with specific attention to grammar and spelling

### Assessment

Assessment tasks may include:

- Presentations
- Projects
- Skills tests
- Extended response writing
- Field report
- Essay writing
- End of year examination

# Year 8 2025 Subject Guide

## Year 8 Japanese

### Overview

The Year 8 Japanese course builds upon the Year 7 introductory course. Students use Japanese in classroom interactions and short communicative tasks. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They develop knowledge of Japanese word order and of grammatical features including particles, adjectives, verb tenses and politeness forms. Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences.

Students will learn how to use Japanese in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds.

Students will study Japanese culture and make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving.

### SKILLS TO BE DEVELOPED

- Communicating in Japanese, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

### Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Listening and reading comprehension tests
- Oral and written communicative tasks
- End of year examination

### Prerequisites for subject

- Completion of Year 7 Japanese



# Year 8 2025 Subject Guide

## Year 8 Latin

### Overview

As the second part of the elementary course in Latin, students in Year 8 will thoroughly review components learned in Year 7 before proceeding to new concepts. This year's program will take students from the basics of Latin sentence structure to begin the study of more complex endings and grammar, alongside broader worlds of vocabulary, whilst also establishing fluency in reading adapted Latin passages and texts. Students must develop here the required work habits, reading skills, grammar and vocabulary knowledge that are critical for continued study at senior level.

In addition, an increased body of linguistic content will enable a burgeoning exploration of the ancient Roman world. Through the reading of richer sentences and texts, students will begin to gain an understanding of the historical, social and mythological spheres that detailed the lives of the ancient Romans. In this way, studying the language will begin to inform students' knowledge of these classical landscapes – and vice versa.

### SKILLS TO BE DEVELOPED

- Memorisation
- Linguistic analysis
- Pattern recognition
- Deductive analysis
- Comprehension skills
- Communication skills (written and oral)
- Language acquisition

### Assessment

Assessment tasks may include:

- Vocabulary tests
- Short-answer tests
- Comprehension skills
- Translation tests
- Reading tests
- End of year examination

### Prerequisites for subject

- Completion of Year 7 Latin



# Year 8 2025 Subject Guide

## Year 8 Mathematics (incl. Enrichment)

### Overview

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts in one of three content strands from the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

Students gain exposure to the three content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

The Enrichment class includes a focus on deeper understanding of Mathematics and provides opportunities for students to explore more complex and abstract problems and their varying mathematical solutions.

### SKILLS TO BE DEVELOPED

- Fractions and directed numbers
- Measurement
- Algebra
- Ratios and rates
- Equations
- Straight line graphs
- Geometry
- Probability and statistics

### Assessment

Assessment tasks may include:

- Assigned coursework
- Quizzes
- Topic tests
- End of semester test
- End of year examination

# Year 8 2025 Subject Guide

## Year 8 Classroom Music

### Overview

During the Year 8 Classroom Music course, students will explore and perform music through the 'Blues Brothers' and 'Pop Stars' units. Over the semester, students will acquire the theoretical knowledge and practical skills to perform as a class ensemble.

During the study of the 'Blues Brothers' unit, students will explore theoretical components that underline the 12 Bar Blues. As a class ensemble, the students will apply their theoretical knowledge to perform a famous jazz piece on their keyboards.

Throughout the investigation of the 'Pop Stars' unit, students will perform famous pop charts as a class ensemble and in smaller group settings using their keyboard skills along with other pop instruments that they will be introduced to throughout the unit.

Students who study an instrument to a certain level of proficiency are involved in the enrichment pathway. While this course also studies the 'Blues Brother' and 'Pop Stars' units, this course is designed to extend the students' musical knowledge and practical skills through the involvement of their instrument.

### SKILLS TO BE DEVELOPED

- Correct keyboard technique
- Notating and reading music literacy
- Choral and auditory skills
- Ensemble skills in large and small settings
- Responding to a musical excerpt using the elements of music
- Linking theoretical skills acquired and applying it in practical setting

### Assessment

Assessment tasks may include:

- Performance as a class and small ensemble on keyboards and other instruments relating to the 'Pop Stars' unit
- Demonstrating the ability to perform key concepts from the 12 Bar Blues structure
- Responding to musical excerpts to explore and express the different elements of music
- Musicianship and auralia quizzes
- End of term tests
- Choral Performance





# Year 8 2025 Subject Guide

## Year 8 Health, Wellbeing and Physical Education

### Overview

At Year 8, students engage in a range of activities that enable them to develop their physical, mental, social, emotional and spiritual health and wellbeing.

The Physical Education curriculum allows students to develop specialised movement skills and understanding in a range of physical activity settings. They learn how coordination influences movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Through a holistic approach to health and wellbeing, students learn how to take positive action to enhance their own and others' health, safety and wellbeing through the development of a personal toolkit of strategies. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students develop a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

### SKILLS TO BE DEVELOPED

- Teamwork and collaboration
- Leadership
- Decision making
- Communication
- Physical skills
- Cognitive skills

### Assessment

Assessment tasks may include:

- Fitness tests
- Topic tests
- Physical skills
- Research/workbook
- Collaboration and teamwork



# Year 8 2025 Subject Guide

## Year 8 Science

### Overview

Students continue to build their understanding of Science through exploration of several topics. Whilst paying particular attention to students' practical work and inquiry skills, there are five main units of focus for the year

In the Chemistry Unit, students learn about the nature of atoms and a basic structural understanding of the periodic table. Students also learn why some metals are more reactive than others according to their position on the periodic table.

In the Rocks Unit, geological formations and rock types are explored. Students learn how rocks are recycled through the rock cycle and link this to rocks they observe in their everyday lives.

In the Energy and Heat Unit, students explore energy transfers and transformations and how these affect our everyday life. Students construct their own Rube Goldberg machines to help deepen their conceptual understanding.

In the Electricity Unit, students learn how to build simple series and parallel circuits and when each of these are appropriate. Students are taught to solder and construct their own circuits in a project that sees them design and build a model.

In the Cells and Digestion Unit, an exploration of cells is undertaken which includes students looking at their own cheek cells. They learn the digestive system and the different cells and organs required to make this function.

### SKILLS TO BE DEVELOPED

- Scientific writing
- Working collaboratively
- Drawing evidence based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

### Assessment

Assessment tasks may include:

- Quizzes
- Projects
- Practical reports
- Topic tests
- End of year examination



# Year 8 2025 Subject Guide

## Year 8 Wood Technology

### Overview

Students further explore practical and theoretical components of Wood Technology. They utilise a variety of tools, technologies and techniques to create works of personal significance. This involves folio development through brainstorming, research, concept development and technical refinement.

In the Pencil Box Unit, they build a pencil box using traditional woodworking techniques, which further develops their problem solving and joinery skills throughout the design process. The pencil boxes are decorated using both traditional and more modern digital techniques.

In the extension unit they can utilise these skills to design and build wooden toys for charity. This includes design concepts, cut lists and construction.

### SKILLS TO BE DEVELOPED

- Developing skills with a range of tools
- Planning and designing products
- Conducting investigations and research into selected concepts, themes and topics
- Use of Wood Technology terminology
- Application of tools for construction

### Assessment

Assessment tasks may include:

- Visual diary
- Concept design
- Finished designs
- Evaluation