

Content for Year 8 - Learning area content descriptions

English							
LANGUAGE	<b>Language variation and change</b> Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)	<b>Language for social interactions</b> Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)	<b>Evaluative language</b> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	<b>Purpose audience and structures of different types of texts</b> Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)	<b>Text cohesion</b> Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	<b>Punctuation</b> Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)	<b>Sentences and clause-level grammar</b> Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)
	<b>Word-level grammar</b> Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)	<b>Visual language</b> Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)	<b>Vocabulary</b> Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)	<b>Alphabet and phonic knowledge</b>  <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>		<b>Spelling</b> Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)	
LITERATURE	<b>How texts reflect the context of culture and situation in which they are created</b> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626) Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	<b>Expressing preferences and evaluating texts</b> Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	<b>Features of literary texts</b> Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)	<b>Language devices in literary texts, including figurative language</b> Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	<b>Creating literary texts</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	<b>Experimentation and adaptation</b> Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)
LITERACY	<b>Texts and the contexts in which they are used</b> Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	<b>Listening and speaking interactions</b> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	<b>Listening and speaking interactions</b> Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	<b>Oral presentations</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	<b>Purpose and audience</b> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	<b>Reading processes</b> Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	<b>Comprehension strategies</b> Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)
	<b>Analysing and evaluating texts</b> Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)	<b>Creating texts</b> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)	<b>Editing</b> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)	<b>Handwriting</b>  <i>This sequence ends at this year level</i>	<b>Use of software</b> Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)		

Content for Year 8 - Learning area content descriptions

Mathematics						
<b>Proficiency Strands</b>	<b>Understanding</b> Includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area	<b>Fluency</b> Includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects	<b>Problem Solving</b> Includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities	<b>Reasoning</b> Includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>	
<b>NUMBER AND ALGEBRA</b>	<b>Number and place value</b> Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182) Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)	<b>Real numbers</b> Investigate terminating and recurring decimals (ACMNA184) Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187) Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)	<b>Money and financial mathematics</b> Solve problems involving profit and loss, with and without digital technologies (ACMNA189)	<b>Patterns and algebra</b> Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190) Factorise algebraic expressions by identifying numerical factors (ACMNA191) Simplify algebraic expressions involving the four operations (ACMNA192)	<b>Linear and non-linear relationships</b> Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193) Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194)	
	<b>Fractions and decimals</b> <i>This sequence ends in Year 6</i>					
<b>MEASUREMENT AND GEOMETRY</b>	<b>Using units of measurement</b> Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195) Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196) Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197) Develop formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198) Solve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199)			<b>Shape</b> <i>This sequence ends at Year 7</i>	<b>Geometric reasoning</b> Define congruence of plane shapes using transformations (ACMMG200) Develop the conditions for congruence of triangles (ACMMG201) Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202)	
				<b>Location and transformation</b> <i>This sequence ends at Year 7</i>		
<b>STATISTICS AND PROBABILITY</b>	<b>Chance</b> Identify complementary events and use the sum of probabilities to solve problems (ACMSP204) Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. (ACMSP205) Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)			<b>Data representation and interpretation</b> Investigate techniques for collecting data, including census, sampling and observation (ACMSP284) Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206) Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293) Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207)		
Science						
<b>SCIENCE UNDERSTANDING</b>	<b>Biological sciences</b> Cells are the basic units of living things; they have specialised structures and functions (ACSSU149) Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)	<b>Chemical sciences</b> Properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151) Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152) Chemical change involves substances reacting to form new substances (ACSSU225)		<b>Earth and space sciences</b> Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)		<b>Physical sciences</b> Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)
<b>SCIENCE AS A HUMAN ENDEAVOUR Y 7-8</b>	<b>Nature and development of science</b> Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE134) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226)			<b>Use and influence of science</b> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)		
<b>SCIENCE INQUIRY SKILLS Y 7-8</b>	<b>Questioning and predicting</b> Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139)	<b>Planning and conducting</b> Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140) Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSIS141)	<b>Processing and analysing data and information</b> Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (ACSIS144) Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS145)		<b>Evaluating</b> Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS146) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS234)	<b>Communicating</b> Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS148)

Content for Year 8 - Learning area content descriptions

Humanities and Social Sciences					
HISTORY					
KNOWLEDGE AND UNDERSTANDING	<b>Overview</b> Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:		<b>Depth studies</b> The depth studies for this year level include:		
	<ul style="list-style-type: none"> <li>the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)</li> <li>key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)</li> <li>the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)</li> </ul>		<ol style="list-style-type: none"> <li>The Western and Islamic World (ONE of The Vikings, Renaissance Italy, Medieval Europe, The Ottoman Empire)</li> <li>The Asia-Pacific World (ONE of Angkor/Khmer Empire, Japan under the Shoguns, The Polynesian expansion across the Pacific)</li> <li>Expanding contacts (ONE of Mongol Expansion, The Spanish Conquest of the Americas, The Black Death in Asia, Europe and Africa)</li> </ol>		
SKILLS Y 7-8	<b>Chronology, terms and concepts</b>	<b>Historical questions and research</b>	<b>Analysis and use of resources</b>	<b>Perspectives and interpretations</b>	<b>Explanation and communication</b>
	<ul style="list-style-type: none"> <li>Sequence historical events, developments and periods (ACHHS205) &amp; (ACHHS148)</li> <li>Use historical terms and concepts (ACHHS206) &amp; (ACHHS149)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of questions about the past to inform a historical inquiry (ACHHS207) &amp; (ACHHS150)</li> <li>Identify and locate relevant sources, using ICT and other methods (ACHHS208) &amp; (ACHHS151)</li> </ul>	<ul style="list-style-type: none"> <li>Identify the origin and purpose of primary and secondary sources (ACHHS209) &amp; (ACHHS152)</li> <li>Locate, compare, select and use information from a range of sources as evidence (ACHHS210) &amp; (ACHHS153)</li> <li>Draw conclusions about the usefulness of sources (ACHHS211) &amp; (ACHHS154)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) &amp; (ACHHS155)</li> </ul>	<ul style="list-style-type: none"> <li>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) &amp; (ACHHS156)</li> <li>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) &amp; (ACHHS157)</li> </ul>
GEOGRAPHY					
KNOWLEDGE AND UNDERSTANDING	<b>Landforms and landscapes</b>		<b>Changing nations</b>		
	<ul style="list-style-type: none"> <li>Different types of landscapes and their distinctive landform features (ACHGK048)</li> <li>Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049)</li> <li>Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050)</li> <li>Human causes and effects of landscape degradation (ACHGK051)</li> <li>Ways of protecting significant landscapes (ACHGK052)</li> <li>Causes, impacts and responses to a geomorphological hazard (ACHGK053)</li> </ul>		<ul style="list-style-type: none"> <li>Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054)</li> <li>Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055)</li> <li>Reasons for, and effects of, internal migration in both Australia and China (ACHGK056)</li> <li>Reasons for, and effects of, international migration in Australia (ACHGK058)</li> <li>Management and planning of Australia's urban future (ACHGK059)</li> </ul>		
INQUIRY AND SKILLS Y 7-8	<b>Observing, questioning and planning</b>	<b>Collecting, recording, evaluating and representing</b>	<b>Interpreting, analysing and concluding</b>	<b>Communicating</b>	<b>Reflecting and responding</b>
	<ul style="list-style-type: none"> <li>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGS047) &amp; (ACHGS055)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) &amp; (ACHGS056)</li> <li>Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) &amp; (ACHGS057)</li> <li>Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050) &amp; (ACHGS058)</li> </ul>	<ul style="list-style-type: none"> <li>Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) &amp; (ACHGS059)</li> <li>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) &amp; (ACHGS060)</li> </ul>	<ul style="list-style-type: none"> <li>Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053) &amp; (ACHGS061)</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) &amp; (ACHGS062)</li> </ul>

Content for Year 8 - Learning area content descriptions

CIVICS AND CITIZENSHIP					
<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>Government and democracy</b> <ul style="list-style-type: none"> <li>The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061)</li> <li>How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)</li> </ul>	<b>Law and citizens</b> <ul style="list-style-type: none"> <li>How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063)</li> <li>The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)</li> </ul>	<b>Citizenship, diversity and identity</b> <ul style="list-style-type: none"> <li>The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065)</li> <li>Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)</li> <li>How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)</li> </ul>		
<b>SKILLS Y 7-8</b>	<b>Questioning and research</b> <ul style="list-style-type: none"> <li>Develop a range of questions to investigate Australia's political and legal systems (ACHCS054) &amp; (ACHCS068)</li> <li>Identify, gather and sort information and ideas from a range of sources (ACHCS055) &amp; (ACHCS069)</li> </ul>	<b>Analysis, synthesis and interpretation</b> <ul style="list-style-type: none"> <li>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) &amp; (ACHCS070)</li> </ul>	<b>Problem-solving and decision-making</b> <ul style="list-style-type: none"> <li>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) &amp; (ACHCS071)</li> <li>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) &amp; (ACHCS072)</li> </ul>	<b>Communication and reflection</b> <ul style="list-style-type: none"> <li>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) &amp; (ACHCS073)</li> <li>Reflect on their role as a citizen in Australia's democracy (ACHCS060) &amp; (ACHCS074)</li> </ul>	
ECONOMICS AND BUSINESS					
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027)</li> <li>The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)</li> <li>The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)</li> <li>Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)</li> <li>Influences on the ways people work and factors that might affect work in the future (ACHEK031)</li> </ul>				
<b>SKILLS Y 7-8</b>	<b>Questioning and research</b> <ul style="list-style-type: none"> <li>Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) &amp; (ACHES032)</li> <li>Gather relevant data and information from a range of digital, online and print sources (ACHES022) &amp; (ACHES033)</li> </ul>	<b>Interpretation and analysis</b> <ul style="list-style-type: none"> <li>Interpret data and information displayed in different formats to identify relationships and trends (ACHES023) &amp; (ACHES034)</li> </ul>	<b>Economic reasoning, decision-making and application</b> <ul style="list-style-type: none"> <li>Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024) &amp; (ACHES035)</li> <li>Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025) &amp; (ACHES036)</li> </ul>	<b>Communication and reflection</b> <ul style="list-style-type: none"> <li>Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026) &amp; (ACHES037)</li> </ul>	
The Arts					
	DANCE Y 7-8	DRAMA Y 7-8	MEDIA ARTS Y 7-8	MUSIC Y 7-8	VISUAL ARTS Y 7-8
<i>Exploring ideas and improvising with ways to represent ideas</i>	Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM40)	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)	Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
<i>Manipulating and applying the elements/concepts with intent</i>	Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills in style-specific techniques (ACADAM015)	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)	Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)	Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)

Content for Year 8 - Learning area content descriptions

<i>Structuring and organising ideas into form</i>	Structure dances using choreographic devices and form (ACADAM016)	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)	Plan, structure and design media artworks that engage audiences (ACAMAM069)	Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)	Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
<i>Sharing artworks through performance, presentation or display</i>	Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)	Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
<i>Analysing and reflecting upon intentions</i>	Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018)	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)	Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)	Analyse how artists use visual conventions in artworks (ACAVAR123)
<i>Responding to and interpreting artworks</i>	Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019)	Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)	Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072)	Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098)	Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)

Technologies

	DIGITAL TECHNOLOGIES Y 7-8	DESIGN AND TECHNOLOGIES Y 7-8
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance (ACTDIK023)</p> <p>Investigate how digital systems represent text, image and audio data in binary (ACTDIK024)</p>	<p>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</p> <p><i>By the end of Year 8 students will have had the opportunity to create designed solutions addressing the four technologies contexts below.</i></p> <p>Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)</p> <p>Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)</p> <p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)</p> <p>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</p>
<b>PROCESSES AND PRODUCTION SKILLS</b>	<p>Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</p> <p>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)</p> <p>Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</p> <p>Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)</p> <p>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029)</p> <p>Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030)</p> <p>Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)</p> <p>Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</p>	<p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</p> <p>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)</p> <p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p> <p>Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</p> <p>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</p>

Content for Year 8 - Learning area content descriptions

Health and Physical Education			
<b>PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 7-8</b>	<b>Being healthy, safe and active sub-strand</b> Investigate the impact of transition and change on identities (ACPPS070) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Practise and apply strategies to seek help for themselves or others (ACPPS072) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	<b>Communicating and interacting for health and wellbeing sub-strand</b> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Evaluate health information and communicate their own and others' health concerns (ACPPS076)	<b>Contributing to health and active communities sub-strand</b> Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
	<b>Moving our body sub-strand</b> Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)	<b>Understanding movement sub-strand</b> Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) Participate in and investigate cultural and historical significance of a range of physical activities (ACPMP085)	<b>Learning through movement sub-strand</b> Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
Languages			
	See <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages		