



GREATER  
**SHEPPARTON**  
SECONDARY  
COLLEGE

**YEAR**

**8**

**SUBJECT SELECTION GUIDE**

**2024**



GREATER  
**SHEPPARTON**  
SECONDARY  
COLLEGE

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Students will preference their elective choices. Electives will operate for 1 semester.

## YEAR 8 SUBJECT OVERVIEW

Subject Offerings	Details
English Or EAL English	
Mathematics	
Humanities	
Science	
PE	
ELECTIVES	Details
Media Arts	Art
Art	Art
Peforming Arts	Art
Drawing and Design	Art
LOTE	Languages
Music	Music
Songwriting and Production	Music
Food Technology	Technology
Textiles	Technology
Digital Technology	Technology
Design Technology	Technology

Students will preference their elective choices. Electives will operate for 1 semester.



## ENGLISH

### Description of 21st Century Skills:

In Year 8 English you will continue to improve and strengthen your literacy skills in a range of areas, with a focus on developing your thinking skills through your readers and writers' notebooks. You will work closely with classmates by working in book clubs, developing your leadership and social and cultural skills through your discussions. You will use a range of ICT skills to communicate and show your abilities in completing a range of learning tasks across the year.

### Description of the Learning:

Year 8 English focuses on developing your skills in reading, writing and speaking & listening through your participation in the workshop program. You will respond to a range of self selected texts. You will learn and improve your skills using reading and writing strategies which will be demonstrated by the teacher. You will then have the opportunity to practise and develop these skills and responses in your notebooks and in formal pieces of writing. You will study texts such as short stories, non-fiction texts, films and novels.

### Description of the Assessment:

Regular formative assessment will take place in the form of entries in the writing notebooks, student/ teacher conferences, peer discussions and personal reflections. Summative assessments will also take place at regular intervals throughout the year, such as creative and narrative responses, persuasive texts, personal responses to texts, informative writing pieces, formal and informal spoken texts such as speeches, formal essays. You will be expected to draft and edit your work, making choices about audience, voice, purpose and other literary devices in order to achieve your goals. The formal presentation of some pieces will be expected, whereas others may be presented more informally in order to demonstrate development in thinking and understanding.

**Contact Person:** Caitey Wilton



## EAL (English as an Additional Language)

### Description of 21st Century Skills:

This subject has been designed to build students communication skills with student choice being integrated into learning and assessment tasks. Through collaboration with others, students will build their social and cultural awareness between their own, others and Australian culture.

### Description of the Learning:

EAL focuses on developing and building the English language skills that are required for effective communication and for successful interaction within school and in the wider community. It supports students to integrate their knowledge of multiple languages to enrich their learning across all subject areas. Students will undertake focused learning in three key areas:

- Reading and Viewing
- Writing

- Speaking and Listening

### Description of the Assessment:

Within this subject students will participate in a wide range of assessment activities connected to the areas of study. These activities will include a mix of verbal assessments such as speeches, presentations and participation in group activities. Along with a mix of written assessments such as text analyses, persuasive pieces and narrative writing.

**Contact Person:** Megan Dixon

## SCIENCE

### Description of 21st Century Skills:

This unit is designed for students to develop their curiosity and initiative through an inquiry-based approach to learning. Using the Scientific Method, students are encouraged to think critically and creatively to solve problems, draw evidence-based conclusions and communicate their findings. They are supported to develop their scientific knowledge and understanding and acquire the skills needed to make informed decisions about local, national and global issues.

### Description of the Learning:

Throughout this year students will develop their knowledge and understanding via a student-centred inquiry approach to scientific investigation.

Science knowledge and understanding will be developed in the following areas;

- Inquiry: Students will further develop their science inquiry and reporting skills using a series of short practical activities.
- Biological Science: Exploring the structure, function and specialisation of cells. With a focus of the digestive system which carries out specialised functions that enable multicellular organisms to survive and reproduce.

- Chemical Science: Using the particle model, students describe the differences between elements, compounds and mixtures. They investigate chemical change forming new substances.
- Physical Science: Inquiry into the different forms of energy, how energy transfers and transformations can change in simple systems. Investigations will be conducted relating to light and sound.

### Description of the Assessment:

Students will undertake regular formative assessment to guide the teaching and learning process. Assessed tasks will include a variety of reports on practical tasks and investigations, topic tests and research tasks. Where appropriate, students will be provided with the freedom to choose between presentation formats.

### Contact Person: Sarah Beattie





## MATHEMATICS

### Description of 21st Century Skills:

This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems, communicate their ideas and explain their thinking, with the aid of technology when required.

### Description of the Learning:

Mathematics in Year 8 focuses on learning a variety of topics from Number and Algebra, Measurement and Geometry and Statistics and Probability from the Victorian Curriculum. Students will extend their knowledge into the understanding of new concepts, moving from concrete through visual to abstract representations. Students will be given a variety of tasks which focus on developing an understanding of the concept before being required to apply the new knowledge to a range of contexts, with a focus on worded problems and real-life applications. Students will continue to develop problem solving skills

and perseverance through undertaking tasks that provide them with an appropriate challenge. Students will develop their collaboration and communication skills using regular problem-based lessons, where they will work on a problem in a small group, before presenting their ideas to their teacher and peers. Students will also complete regular number fluency activities to help develop their number sense.

### Description of the Assessment:

Each learning sequence will begin with a problem-based task to determine the students' prior knowledge. This will then determine which activities students will complete to ensure that each student is appropriately challenged. Assessment will be ongoing throughout each topic, which will also assist in highlighting their individual needs. Students will also complete problem-solving tasks and projects, where they will be able to connect and apply knowledge across different topics.

**Contact Person:** Tara Richardson

## PHYSICAL AND HEALTH EDUCATION

### Description of 21st Century Skills:

This course has been designed to develop the skills and knowledge of students to be physically active for life. Students will perform a variety of tasks that will develop leadership, collaboration and communication skills within team environments. Students will also explore the local environment to discover physical activity facilities that are available. The units will be designed to develop the literacy of students throughout the year.

### Description of the Learning:

Students will develop the physical and social skills for participating in a variety of sports and games within their community. Students will engage in the following units for the movement and physical activity component of this subject:

- Body systems movement analysis
- AFL/Badminton
- Community sports
- Inclusion in sports
- SEPEP

Students will also engage in a number of Health topics throughout the year to provide them with the knowledge and understanding of the changes that occur to the body and mind, including the following:

- Nutrition
- People and Environment
- Body Systems
- Adolescence, Identity and Change

Through these units, students will continue to gain the knowledge and strategies for dealing with the changes that occur in the developmental years ahead as well as how to maintain a healthy lifestyle in their community.

### Description of the Assessment:

Forms of assessment will include:

- Components of nutrition (Semester 1)
- Movement analysis in AFL/Badminton - Body Systems Movement
- Community facilities and access audit/community sports participation (Semester 1)
- Performing of roles in a SEPEP (Sport Education for Physical Education Program) unit (Semester 2)
- Body systems (Semester 2)

**Contact Person:** Alicia Cornelius





## HUMANITIES

### Description of 21st Century Skills:

In Humanities students will have the opportunity to actively engage in 21st century skills through learning activities that encourage critical thinking and problem-solving, social and cultural awareness. Students will actively participate in collaborative learning and be given opportunities to show initiative, be self-directed and develop the foundational literacy skills of ICT, financial and civic literacy.

### Description of the Learning:

Year 8 Humanities is the study of History, Geography, Economics and Civics and Citizenship.

Throughout the course of the year, students will investigate:

- Geography - How landforms are created
- History - Viking and Middle Age history
- Civics - An introduction to Criminal and Civil Law, and Australian Citizenship
- Economics - the world of work with students creating a resume in conjunction with the GSSC Careers Practitioners

### Description of the Assessment:

A variety of assessment strategies will be utilised that meet the learning needs of students. Examples may include research tasks, presentations, reports, analysis and written tasks.

**Contact Person:** Cathy Falk



## LANGUAGES AT YEAR 8

Did you enjoy learning a language in Year 7? Why not continue with one in Year 8! In 2024, we are offering Arabic, Auslan, French, Italian and Japanese for you to learn at GSSC.

Only 17 % of the world can speak English, that means 83% don't and you can't just use Google Translate for everything. Having another language is a benefit socially and in careers. Language skills are hugely in demand in the global job market and could set you apart financially and perhaps take you beyond Shepparton, Victoria and Australia. And honestly, it is just fun to speak another language. So, join the global community and learn another language and culture with us.

This elective will run for the entire school year.

### ARABIC

#### Description 21st Century Skills:

This subject will give students the opportunity to further improve their skills, knowledge and enhance their critical and creative thinking. Studying this subject will allow students to build upon their language skills which will enable them to express more complex concepts in Arabic.

The study of Languages will enable students to satisfy their curiosity, challenge their creativity, and require collaboration and interaction with their peers which will also develop their initiative and leadership skills on their journey to achieving positive outcomes for all students.

#### Description of the Learning:

In this unit we will be focusing on learning the Arabic script and students will actively commit to the acquisition of skills

to communicate in Arabic and develop knowledge and understanding of the language and culture.

#### Description of the Assessment

Assessment of the Arabic language is based on the Victorian curriculum. Assessments are designed to show their knowledge and skills to understand and communicate in the target language. Different assessment methods will be used to assess students' knowledge, reading, writing, speaking and listening skills over the course of this subject.

#### Contact Person: Maria Carla Stevens

### AUSLAN

#### Description of 21st Century Skills:

This subject is designed to build your social and cultural awareness, and encourage persistence and adaptability. Through regular 'Auslan only' experiences, you will have opportunities to communicate, problem solve and collaborate with each other, as well as apply culturally appropriate behaviours for both learning and assessment tasks. Learning tasks will regularly involve you using numeracy skills, literacy skills and ICT literacy skills.

#### Description of the Learning:

You will develop your capacity to communicate in Auslan (Australian Sign Language) through a series of tasks and interactive learning activities, for a number of different topics. You will continue to target many functional signs and topic signs as you interact with your signing peers, teachers, adults and Deaf people for meaningful discussions and collaborations. You will be encouraged to use appropriate Auslan communication skills (reading signs and producing signs) and apply your cultural understandings for interactions. An awareness of deafness, Deaf culture, and the connection between language and culture will be developed through incidental and targeted class learning, discussions and modelled behaviours.

#### Semester 1

**Learning topics:** Pastimes, weekend plans, weather and the world around us. (countries, sign languages, customs and cultural identity).

**Text types:** Exchanging information, (ask questions, make plans, compare, role-play, recount and describing).

**Language:** The sign structure - H.O.L.M.E, how to construct, organise information and ideas in different contexts, indicating verbs, depicting signs, constructed actions.

**Cultural and Intercultural Awareness:** Interview videos, YouTube stories, real life scenarios, reading and research tasks and when possible, live interactions and interviews with Deaf people in the target language.

#### Semester 2 – Auslan B

**Learning topics:** Transport and travel, Deaf technology, foods, money and ordering from a menu.

**Text types:** exchange information, ask questions, make plans, translate and interpret stories and explain preferences.

**Language:** The sign structure, H.O.L.M.E, reconstruct and reorganise ideas and information for different situations, indicating verbs, depicting signs, constructed actions.

**Cultural and Intercultural Awareness:** Videos, YouTube stories, real life scenarios, reading and research tasks and when possible, live interactions and interviews with Deaf people in the target language.

#### Description of the Assessment:

You will complete mini-tasks and one assessment task for learning topics. All tasks support the assessment of communication skills in both directions: Expressive [producing signs] and Receptive [reading signs] as well as elements of cultural awareness.

At the start of each topic, you will set individual learning goals about your communication skills (both directions) and intercultural awareness. You can select from four different level descriptions, where you will aim to work best and challenge yourself in a positive way. Rubric feedback will allow you to see your achievements against your own learning goals.

#### Contact Person: Maria Carla Stevens

## FRENCH

### Description of 21st Century Skills:

In our globalised 21st century context, language and cultural exchange have never been more relevant. French is a rich and dynamic language formally spoken in 29 countries, including Australia's Pacific neighbour New Caledonia. Historically, French has been considered la langue de diplomatie (the diplomatic language) and it remains one of the six official languages of the United Nations.

Languages enrich learning skills across all subjects. Bilingualism boosts memory, literacy and cognitive function -- and as such is linked to academic advantage in school students.

Learning French encourages students to access new perspectives, interact with different cultures and consider the interplay between language and culture within our Australian context. French learners benefit from engaging and fun learning activities designed to foster curiosity, creativity and lateral thinking skills.

### Description of the Learning:

Our French course is designed to equip students with the skills and understanding to use practical French in the classroom from day one. Covering key concepts related to identity, family and culture, the learning is structured to engage students in the fascinating world of French beyond croissants and the Eiffel Tower.

Students conduct classroom routines and interact with one another and their teacher in simple French. They formulate and respond to questions about their identity, their cultural background and their daily lives in spoken French. Students become familiar with the French sound system and experiment with pronunciation, pitch and rhythm in French.

The French course promotes cultural understanding and exchange, as we observe differences and similarities between French and English. Students gain an appreciation of how language use varies across cultures and different social situations – and what this reveals about sociocultural values.

### Description of the Assessment:

The GSSC French offering aligns with Victorian Curriculum achievement standards to evaluate students' understanding of both the linguistic mechanics and cultural context of French.

Summative and formative assessment focuses on the four key competencies of language learning: writing, reading, listening and speaking. With an emphasis on social communication, students apply their language skills in group work, role play, research tasks, self-assessment, interactive online tasks and listening exercises.

**Contact person: Maria Carla Stevens**

## ITALIAN

### Description of 21st Century Skills:

Develop your 21st skills by participating in engaging and fun educational activities that involve communication, collaboration, critical and creative thinking, intercultural understanding and ICT skills, all while you learn a second language, Italian. Having more than one language is essential in the 21st Century. People today increasingly talk with others across the globe for work, socialising, and as part of travel. Mother tongue speakers of English make up only 6% of the world's population. Why not put yourself at an advantage and become bilingual!

### Description of the Learning:

Throughout the course, you will follow the lives of young Italian students as presented in the course book "ECCO! Uno", and through them you will learn how to talk about animals, including your pet friends, as well as your hobbies and pastimes. You will also learn how to discuss your plans for the weekend, talk about nationalities, languages, and the weather.

This course also allows you to develop your intercultural understanding by learning explicitly about the Italian society and culture, and drawing comparisons with both your own and others.

### Description of the Assessment:

Reflecting the Victorian Curriculum outcomes and standards, we develop and demonstrate our language, literacy, and intercultural skills and knowledge, through formative and summative assessments. We do so by engaging in group work, role-plays, enquiry-based tasks, authentic real-life projects, creative tasks, peer and self-assessment, tests, and multimodal presentations.

**Contact Person: Maria Carla Stevens**

# WELCOME TO LACHLAN



## JAPANESE

### Description of 21st Century Skills:

This subject has been designed to further develop students' skills in critical and creative thinking through a series of problem-solving scenarios, including real world situations. Students will be required to regularly collaborate with their peers to find solutions to different problems, communicate their ideas and explain their thinking, with the aid of technology when required.

### Description of the Learning:

Year 8 Japanese focuses on teaching Japanese language and culture:

- Language: Japanese scripts (Hiragana, Katakana and simple Kanji characters), basic Japanese vocabulary (nouns, verbs, adjectives), negative form and past tense (verbs and adjective) and simple expressions for a daily conversation (good at, bad at, when, where, let's).
- Culture: Festivals and celebrations in Japan, school, sports, bullet trains, after school activities, manga and anime.

The teaching materials are authentic and realistic so that you can enjoy learning Japanese in every class. You have a variety of learning tasks for speaking, listening, reading and writing, which help you to improve those skills. Tasks will be differentiated to meet the need of every student.

### Description of the Assessment:

You will complete assessment tasks for the following content:

- Japanese scripts – writing, reading and recognition
- Basic Japanese vocabulary – writing, reading and recognition
- Simple expressions for a daily conversation – speaking (role-play) and listening
- Cultural awareness – cultural task (research and essay writing in English)

**Contact Person:** Maria Carla Stevens



## MEDIA ARTS

### Description of 21st Century Skills:

This subject has been designed to encourage student curiosity and creativity as they explore and develop skills in photography and media. Students will develop communication, collaboration and leadership skills when they work in small teams. They will use ICT literacy Skill and deepen their social and cultural awareness as they explore, reflect and comment on a range of media issues and products.

### Description of the Learning:

Media Arts focuses on teaching students about visual representations, storytelling and graphic elements and their importance in media products.

They will show their knowledge of Media conventions when planning, filming, editing, and presenting stories. Students will develop a Media product of their choice using the pre-production, production, and post-production process.

### Description of the Assessment:

Media assessment enables students to demonstrate their collaborative skills as they work in small groups to plan, prepare and reflect on the consumption of media.

- **Students must supply their own laptop for this class**

**Contact Person:** Alison Sealie

## ART

### Description of 21st Century Skills:

In this Art, students will look at the work of other artists as inspiration to create artworks in different artforms. They will develop an understanding of art terminology which can be used to discuss both their own work and that of other artists. Through their artmaking, they will have the opportunity to develop skills in using different materials and techniques. Students will maintain a visual diary recording the planning and development work for their artworks.

### Description of the Learning:

Visual Arts focuses on teaching students about the Art Elements and Principles by completing a folio (or body of work) through the duration of the semester. On completion of this unit, students may have the opportunity to explore two dimensional and three-dimensional art forms, such as:

- Drawing
- 3D Art
- Painting
- Collage

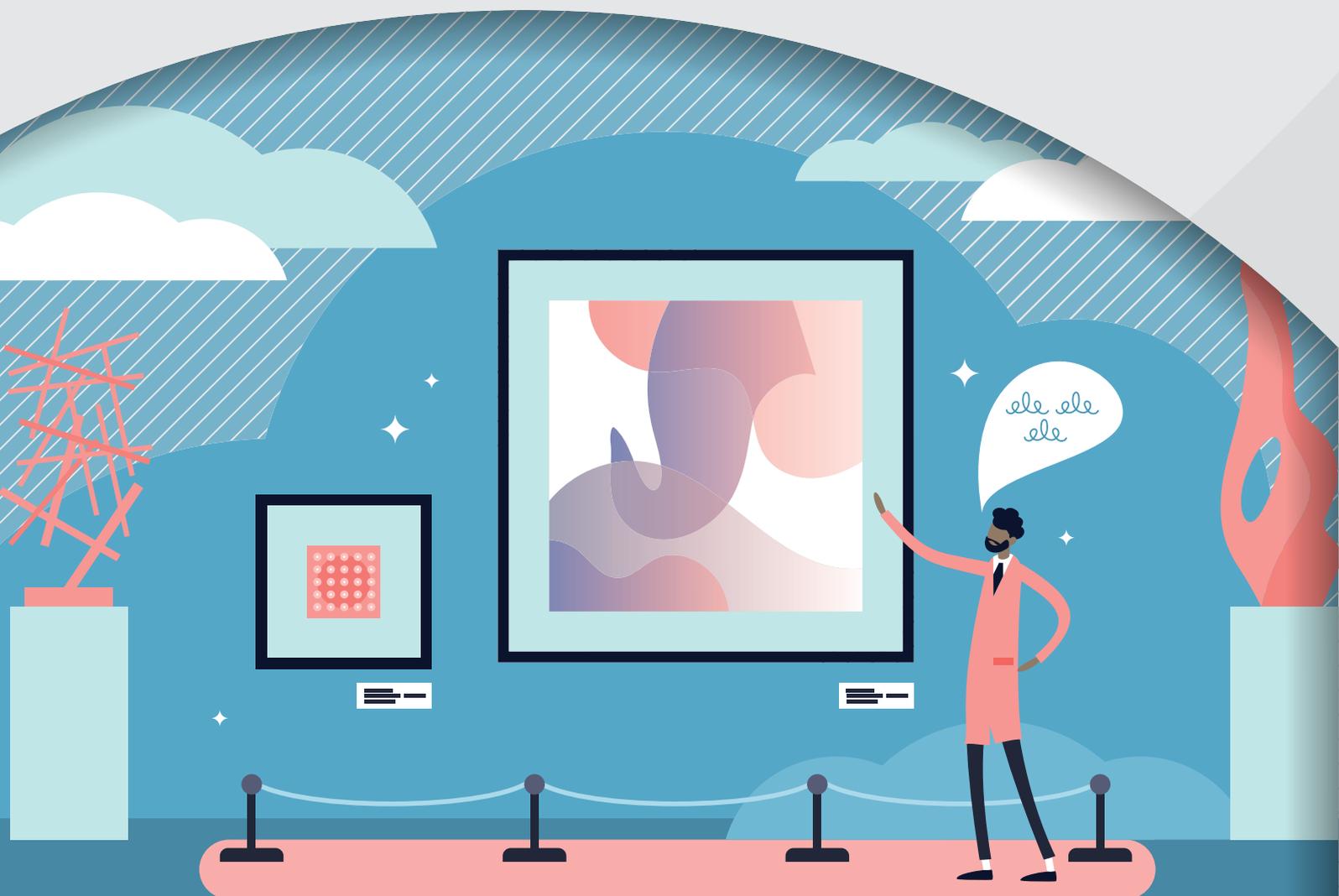
Students will develop the skills necessary for using these different mediums and techniques in preparation for their electives in Year 9. Students will begin to learn how to analyse and evaluate both their own work and the work of other artists by being exposed to artists and artworks beyond the school.

### Description of the Assessment:

Within this subject, the teacher will act as facilitator to the students learning as they explore different materials and techniques. Development work presented in a visual diary is an integral part of the assessment. Upon completion of an artwork, students will undertake a verbal or written task to demonstrate their understanding.

- **Students must supply their own laptop for this class**

**Contact Person:** Alison Sealie



## PERFORMING ARTS

### Description of 21st Century Skills:

The Performing Arts curriculum is rich with transferrable skills that will equip students for all other aspects of school life and life-long learning. Each topic within the subject is designed to ensure students are building on their reading and writing skills, intertwined with cultural and civic literacy and social and cultural awareness. Performing Arts stokes critical thinking and problem solving through the devising and choreography processes, as well as fostering and building creativity in students. Students will communicate and collaborate to produce their own works inspired by their environments and culture.

### Description of the Learning:

Throughout the Performing Arts curriculum students will be exposed to both Drama and Dance Learning Areas from the Victorian Curriculum. Whilst exploring Drama students will participate in a range of activities designed to build confidence and self-esteem. Students will respond to stimulus, whilst working with others, to devise and plan a variety of narratives that will be rehearsed and performed to the class. Students will self-evaluate their work and record their experiences in a theory workbook, reflecting on challenges and areas of achievement. Whilst exploring Dance, students will learn, create and perform their own dances and maintain a theory workbook. During practical class, students participate in various movement activities, including warmups, safe dance practice skills and learn short movement phrases to develop their own movement vocabulary. Students will learn about the elements of dance and choreographic devices in both practical and theoretical settings and use improvisation exercises to explore new movement possibilities and eventually create their own phrases. Students will write responses, keep a journal and develop a glossary of terminology as a part of their work book.

### Description of the Assessment:

Along with the Victorian Curriculum Achievement standards students will be assessed on the following:

- Devising and Choreographing - Students will be assessed on their ability to devise and choreograph a dance and narratives using techniques and concepts demonstrated in class.
- Rehearsal and Participation - Students will be assessed on their use of class time, their ability to collaborate and work with others respectfully, and the level of productivity and organisation during dedicated rehearsal time.
- Perform - The final performances of the student's narratives and dances will be assessed by the use of techniques and concepts learned in class.
- Evaluation, Reflection and Research - Students will be assessed on the culmination of their theory work, self-evaluation and reflection.

**Contact Person:** Alison Sealie



## DRAWING AND DESIGN

### Description of 21st Century Skills:

Drawing and Design students researched and investigated how to visually communicate ideas to an audience. They experimented and developed their skills in creative, critical and reflective thinking through a design process. Students learnt how to use visual language through drawing conventions, Design Elements and Principles and how these communicate ideas to different audiences in different contexts and locations. Students also developed the skills necessary for designing on computers as well as manual drawing techniques.

### Description of the Learning:

Drawing and Design focuses on teaching students about the Design Elements and Principles by completing a folio (or body of work) through the duration of the semester. On completion of this unit, students will have the opportunity to design products, visually communicate ideas and develop technical drawing skills. Students will develop the skills necessary in preparation for their electives in Year 9.

### Description of the Assessment:

Within this subject, the teacher will act as facilitator to the students learning as they explore different materials, techniques and ICT technologies. Present an annotated folio of work. This folio will include research, technical drawings, designed products and promotional merchandise. Upon completion their folios, students will undertake a verbal or written task to demonstrate their understanding.

- **Students must supply their own laptop for this class**

**Contact Person:** Alison Sealie





## MUSIC

### Description of 21st Century Skills:

This subject has been designed to stimulate student curiosity and creativity, with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs and their own compositions.

### Description of the Learning:

In year 8 Music, students continue to build on their skills gained in year 7. Students will learn about various elements of music including Harmony, while focussing on

collaborating with peers when performing. Students will continue to develop skills on Guitar, Keyboard, Bass Guitar, Drums and Ukulele.

### Description of the Assessment:

Students will be assessed on their implementation of the various elements of music into their performances. There will be the opportunity to present major tasks in a variety of ways including:

- Group Performance
- Music Theory 1 Technical Skills Test

**Contact Person:** Lachlan Gallacher



## SONGWRITING AND PRODUCTION

### Description of 21st Century Skills:

This subject has been designed to stimulate student curiosity and creativity, with student choice being encouraged in learning and assessment tasks. Students will utilise ICT literacy skills and collaboration skills within small ensembles, and communication skills will be built upon in the performance of songs and their own compositions.

### Description of the Learning:

In this unit, students explore the elements of song writing and production. Students will learn how to create lyrics and how to produce a digital backing or live accompaniment.

Students will study recording and production techniques to review and present their work.

### Description of the Assessment:

Key assessment activities to this unit include:

- Songwriting Analysis
- Recording an Original Song

**Contact Person:** Lachlan Gallacher

## FOOD TECHNOLOGY

### Description of 21st Century Skills:

Through the learning journey of this unit students will experience a growth in their creativity and initiative through the design and production of a variety of products. Students will improve their numeracy and literacy skills, including ICT, creative and critical thinking and problem solving.

### Description of the Learning:

Have you ever wondered where our food comes from? How do we get to enjoy such a wonderful array of different foods? In this unit, students explore different food groups such as fruits, vegetables, grains, dairy, meat, and eggs. They learn how to make the best use of these ingredients to prepare fresh, healthy, and exciting dishes for breakfast, lunch, dinner, and snacks. Working with foods in season, students discover how they can be used to meet our

nutritional needs as well as using suitable methods of cookery. Additionally, students learn about packaging and the effect it has on the environment while continuing to develop skills in responding to a design brief.

You will develop skills in safe equipment use in the kitchen, time management, working in teams, using the design process, healthy eating, and meal preparation.

### Description of the Assessment:

Students will be assessed on their safety and use of equipment in the kitchen, time management and working in teams, creating designs using the design process.

### Contact Person: Claire Garnham



## TEXTILES

### Description of 21st Century Skills:

Through the learning journey of this unit, students will experience growth and creativity using initiative through designing and making using a variety of production technique. Students will improve their IT, numeracy and literacy skills as well as their critical thinking and problem solving during this unit.

### Description of the Learning:

In this unit students will learn new skills and build confidence in using design processes, pattern, tools and sewing machines to generate sustainable ideas and products.

### Description of the Assessment:

Students will be assessed on the finished products, design brief and process, accompanied by a self-evaluation.

### Contact Person: Claire Garnham





## DIGITAL TECHNOLOGY

### Description of 21st Century Skills:

This subject has been designed to develop student understanding of technology and how it functions. Students will develop their critical thinking skills with a focus on problem-solving in a variety of activities. They will work collaboratively on specific tasks to achieve a set goal, work creatively to improve their ICT Literacy skills.

### Description of the Learning:

In Digital Technology students are further introduced to the computing world. Students will learn HTML, a mark-up language used to create websites. Students learn HTML syntax by creating web pages using tags and attributes. They also learn basic design techniques using 3D CAD and 3D printing to create real-world objects from digital models. They explore algorithms, computational thinking and programming by programming a tiny programmable computer known as a micro:bit. Skills learned in the subject will be cross-disciplinary and can be used to aid further understanding in other subjects.

### Description of the Assessment:

Within the Digital Technology subject, students will create a website using HTML markup language to set the style and content of the page. Students will also plan, design and create a 3-dimensional rendering of an object, simulating the relationship between a digital object and its counterpart in the real world with a focus on relation to scale. Students will write code using a compiler that utilises the core concepts of programming: iteration, branching, functions, and variable.

**Contact Person:** Claire Garnham



## PRODUCT DESIGN AND TECHNOLOGY

### Description of 21st Century Skills:

Product Design and Technology develops students understanding of design-based solutions by using a variety of materials and traditional skill-based processes and new and emerging technologies. Responding to a problem of need, designing a solution based on constraints and evaluating the designed products reflect the current demands within industry and society. Student innovation, creativity and critical thinking are fostered by an open design brief and access to the latest technologies. A focus on literacy, numeracy, ICT and innovation provide the foundation for studies of product design and technology in future years.

### Description of the Learning:

Product Design and Technology focuses on teaching students about the design process, by completing a series of engaging design tasks. Students will develop the skills necessary for communicating their designs using traditional drawing techniques and conventions and using Computer Aided Design (CAD). Students will learn basic hand skills using a variety of tools and machinery and how they can be

used to support the design process.

### Description of the Assessment:

Within this subject, students will have the opportunity to choose how they will meet the design brief based on a structured evaluation criterion. From this they evaluate the final product against the constraints. This will determine their level of success.

**Contact Person:** Claire Garnham

# GREATER SHEPPARTON SECONDARY COLLEGE

## Year 8 Elective Preferences Sheet

Student Name: \_\_\_\_\_

### Instructions:

- Please write an elective next to the preference number. List in order your top 10 preferences.

### Preference Electives

PREFERENCE ORDER	PREFERENCE NUMBER
1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
	_____
	_____

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_







GREATER  
**SHEPPARTON**  
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