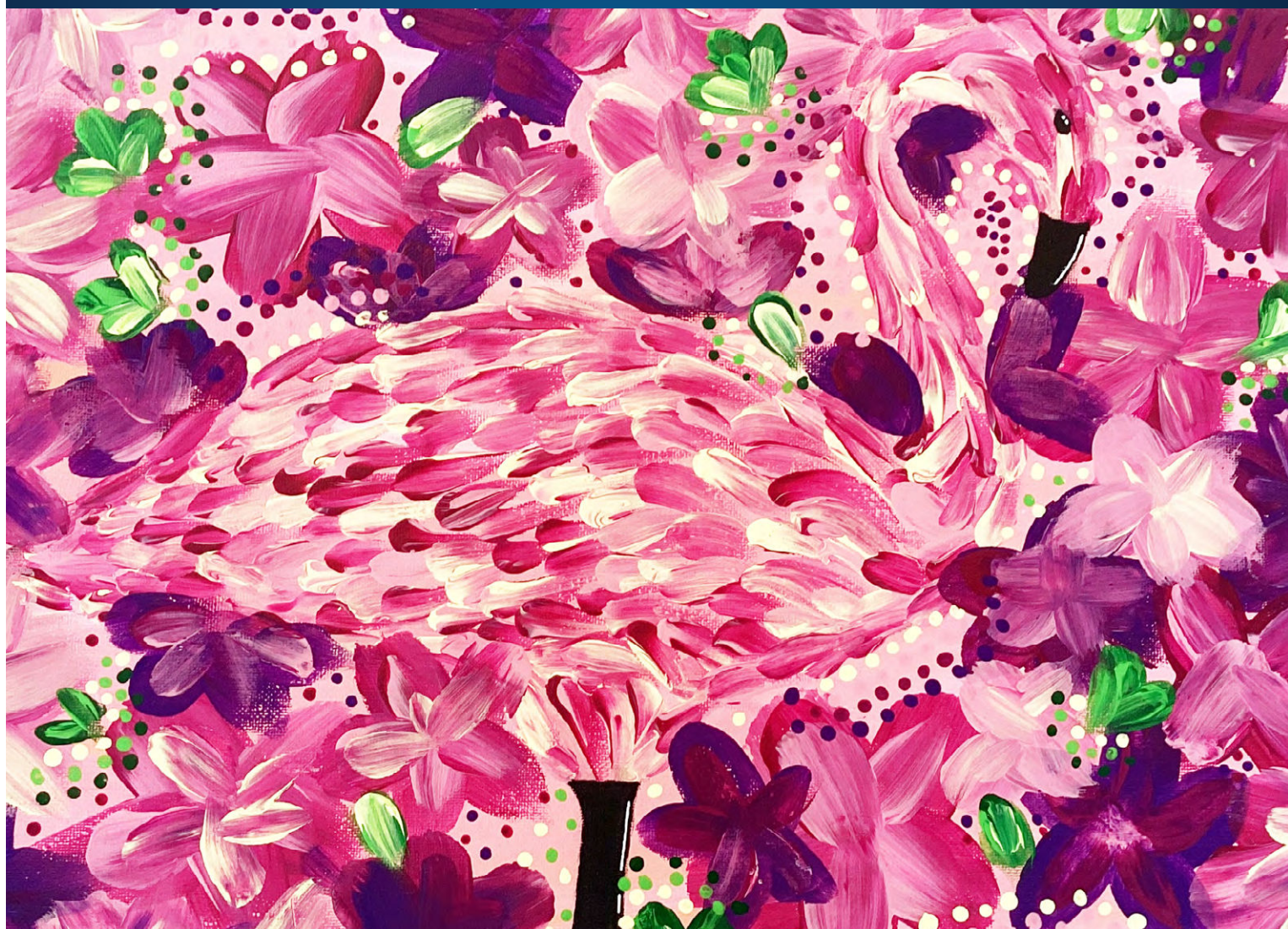




**St Leonard's College**  
An education for life.

# Year 8 Course Guide

## 2024







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# Introduction

**This year 8 Course Guide 2024 provides information about the courses offered in year 8, including the core subjects common to all students and the elective choices available.**

The aims of each subject are included, as well as details of the content covered over the year and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 8 is the second year of a two-year sequence; students are introduced to the full range of learning opportunities over years 7 and 8 with some elective choice, before specialising in later years. Students will have some choice within a balanced program at years 9 and 10, and then free choice – within some requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in years 11 and 12. Students and parents will be given information regarding year 9 and the choices available later in 2024. If you have any queries about future courses please contact the Director of Academic Development, Susanne Haake: [susanne.haake@stleonards.vic.edu.au](mailto:susanne.haake@stleonards.vic.edu.au)

Within the caring and supportive environment of Middle School, students are encouraged to become actively involved in a wide variety of activities and make the most of all opportunities presented to them

throughout the year. As students involve themselves, and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of such decisions.

All students, as a class group and together with their Mentor, participate in the Outdoor Education program based at Camp Ibis, the College's campsite on the Banksia Peninsula. This unique opportunity allows students to get to know each other and build positive relationships and a sense of community whilst developing skills in outdoor pursuits.

All students in year 8 are expected to have an iPad that they bring to every class. Use of the iPad is bound by the *Electronic Device Code of Conduct* and the *Cyber Safety Use Agreement*, which are signed by both parents and students.

Students continue to use their iPad diary application, App4, which is an important means of communication and organisation. As part of their pastoral role, Mentors will check the diary app and parents are also asked to check this regularly.

Assessment is continuous throughout the year and consists of a number of components. Classwork, assignments and project work, oral and dramatic presentations, and homework all form part of the general assessment, together with tests and examinations. Students are encouraged to prepare for tests by revising their work regularly and organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product. Students in year 8 will have formal exams at the end of semester 2 in core subjects only.

Student progress is regularly reviewed throughout the year. Detailed Academic Transcripts are available for parents at the end of term 2 and at the end of the school year. In addition, there are two formal opportunities for parent-teacher interviews to discuss the progress of students. However, should there be any matter for concern, parents are encouraged to contact the Head of Year or Head of Middle School to discuss the matter immediately.

## Curriculum structure

Years 7 and 8 can be seen as the foundation years where all students study a common curriculum. In year 7, all students undertake one LOTE subject. In years 8 and 9, all students must continue this LOTE as part of their core program.

The subjects studied during the year are indicated below with the number of equivalent 80 minute sessions allocated to each class over the two week timetable cycle.

Subject	Equivalent 80 minute sessions per fortnight
<b>CORE SUBJECTS</b>	
Drama (one semester only)	2
English	6
Geography/History	5 (one semester each)
Health and Physical Education	2
Languages Other Than English	4
Mathematics	6
Music	3 (one semester only)
Science	5
Self and Society	3 (one semester only)
Sport	3
Visual Arts	3 (one semester only)
<b>ELECTIVE SUBJECTS</b>	
Elective choice 1	3 (one semester only)
Elective choice 2	3 (one semester only)

## Choosing an elective program

Students must choose 5 elective units in order of preference, they will receive two of the five; one will be studied in first semester and the other in second semester.

While every attempt will be made to provide the top preferences; class sizes, number of classes as well as LOTE selection may require that a lower preference will need to be taken.

## Elective selection process

Each student will receive a link by email that details how to make unit selections using the online system. As part of the security for this system each student has unique login details.

Once you have completed the selection process please make sure that you print out your selections and return the signed selection receipt to the Middle School Office. Elective choices will be confirmed prior to the commencement of transition classes.

If you have any queries at all, please do not hesitate to contact me at the College.

**Susanne Haake,**

Director of Academic Development

[susanne.haake@stleonards.vic.edu.au](mailto:susanne.haake@stleonards.vic.edu.au)

## Core subjects

# Drama

Students undertake the compulsory core subject of Drama for one semester only but may also select Drama as a single semester elective subject.

## Aims

For students to develop:

- Confidence and ability in effective and positive communication with others
- Develop creativity
- Develop communication skills
- Skills in character development
- Clear and effective vocal and physical expression
- A practical understanding of, and skills in, the arts of drama
- Skills in creative problem solving as part of a group
- Imagination and creative processes to realise ideas
- An appreciation of non-realistic/non-commercial forms of drama

## Content

- The Dramatic Method: basic individual and ensemble skills
- Improvisation: terms and techniques through an exploration of theatre sports and improvisation games
- The three stages of Role: Role taking, role play and role creation
- Process drama: independent and cooperative thinking, expressive skills and character development
- Drama Terminology in accordance with VCE/IBDP

## Learning and teaching methods

Students learn new concepts and skills in whole class workshops. Then, in pairs or small groups, students conceive, develop, perform and evaluate original work based on the concept or skill.

## Assessment

Students are assessed both as individuals and as group members.

Assessment tasks include:

- Self and peer reflection and evaluation
- Improvisation task
- Stimulus performance
- Comedy performance
- Process drama piece

Areas of assessment include:

- Drama performance – quality of product and performance skill
- Rehearsal process – ability to stay on task and work in a collaborative manner
- Ability to maintain focus – classwork and performance
- Application and communication of basic skills
- Skills in reflection and evaluation – journal and class discussion

# English

## Aims

For students to:

- Continue to develop the ability to use the conventions of written English
- Write in a variety of styles
- Listen carefully and to speak clearly and coherently
- Read fluently and with perception
- Actively build their vocabulary
- Appreciate a variety of literature including popular culture

## Content

Texts form the basis of study in English. English Skills Builder Book 1 will be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

**Term 1:** How do media texts communicate meaning?  
(Reading and creating a variety of media text types)

How can we use language to influence an audience?  
(Public Speaking)

**Term 2:** How can the journeys we experience shape and transform us? (*Hunt for the Wilderpeople*)

**Term 3:** How do we make meaning from texts?  
(Short stories)

How does conflict shape us? (*Between Us*)

**Term 4:** How can we use language to influence an audience? (Slam Poetry)

## Learning and teaching methods

The treatment of texts can be varied each term to allow diversity in individual responses from students and varied teaching approaches by individual teachers.

**Speaking:** Students participate in class discussions and group work and present their own speech as part of the Norm Fary Public Speaking Competition.

**Writing:** Students are encouraged to continue trying different styles such as narrative, personal writing, persuasive writing, analytical writing, imaginative writing, poetry, and script writing.

**Reading:** A wider reading lesson in the library occurs once per cycle. Set English novels will be read in class and for home learning.

**Listening:** Activities designed to encourage and enhance courteous and effective listening skills are used throughout the year.

## Assessment

- A variety of short and long writing exercises in different genres
- Oral work in varied settings
- Collaborative tasks
- Common assessment tasks each term
- Examination (Semester 2 only)

## Core subjects

# Geography

## Content

The skills and knowledge covered build on the concepts introduced in year 7 and focus on human impact on the environment and the earth's impact on human habitation. Students will undertake both practical and theoretical tasks that focus on applied knowledge.

### Landforms and landscapes

From a height you can see a variety of different landforms such as mountains, valleys and plains. These landforms have been transformed over time through tectonic plate movements, sometimes resulting in earthquakes, tsunamis, and volcanic eruptions. How have humans been impacted by natural disasters and how have some of them adapted to living in these environments?

### Urbanisation

There are so many different types of places where you could live: rural or urban, coastal or inland, small or large, bustling or quiet. Different people find different places more liveable for them than other places. Some people have no choice. The question is: how can we make places more liveable?

### Learning and teaching methods

The range of teaching and learning strategies employed could include research-based work, videos and newspaper/magazine articles, class discussions, and use of the internet.

## Geographical skills

Mapping skills are an integral part of any Geography course and students will undertake activities which will cover the practical skills of:

- Using latitude and longitude
- Calculating distance using scale
- Reading contour lines and drawing cross-sections
- Sketch and overlay maps
- Constructing field sketches
- Compound and climate graphs
- Understanding thematic and choropleth maps
- Interpreting aerial photographs
- Comparing population profiles

A fieldwork experience will occur during the semester at which point students will travel to the Melbourne Zoo and investigate the implications of human use and management on the world's rainforest ecosystems.

## Assessment

- Mountains and skills test
- Rainforest presentation
- Desert research task
- Urbanisation test
- Coastal fieldwork report
- Examination (Semester 2 only)



## Core subjects

# Health and Physical Education

### Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics and athletic principles. Students will develop an understanding and appreciation of physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### Content

Students have two periods of HPE per 10-day cycle. In each term a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sport Skills once per cycle, which links HPE concepts with their ACS sport of choice.

### Health Component

Health concepts are explored in the following units:

- Seeking Help
- Gender and Respect
- Relationships and Wellbeing
- Substance Abuse and Risk Taking (Vaping)

### Physical Education Component

Students will undertake five specific practical units:

- Athletics
- Aquatics
- Invasion games
- Net/Wall games
- Striking/Fielding games

### Sports Skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and, an ACS game or training every Thursday.

### Learning and teaching methods

The activities offered in Year 8 assume a competent level of fundamental motor skill development in the earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

### Assessment

Assessment and reporting are based on a variety of assessment rubrics, including:

- Concept-based written tasks
- Participation in practical classes
- Aquatics
- Game Sense (Invasion, Net/Wall and Striking/Fielding Games)

## Core subjects

# History: Broad Horizons

This course aims to develop an understanding of continuity and change. Case studies from across the world provide platforms for investigating and further developing historical skills introduced in year 7. Central to the course is the understanding that change does not occur in isolation and that there are common characteristics of change, and responses to change, across all societies.

## Content

### Risks and Resources

Students investigate great explorers from the early medieval period. They challenge their own perceptions which have been put forward through popular media and other stories through historical investigation of primary source evidence.

### Collision and Cohesion

The development of social classes in different situations is investigated in the wake of the Roman Empire. Students study dramatic change and conflict which swept across Europe and Asia and the impact of the Black Death upon different cultures around the world.

### Creativity and Culture

The focus then shifts to the collaboration required to build huge monuments, develop complex infrastructure and support each other in difficult times. Students also examine what drives people to develop beautiful things, interpret the world creatively and how scientific and technological advancements came about.

## Historical skills

Students follow a deliberate research process. Their inquiries are completed either individually or as part of a group and the use of technology is embedded where appropriate. Students are required to use a range of historical sources to formulate questions develop hypotheses about past societies. They also gain an appreciation of how oral history influences interpretation.

## Learning and teaching methods

Students deepen their understanding of the past through use of the six historical thinking concepts. They will: establish historical significance; use primary source evidence; identify continuity and change; analyse cause and consequence; take historical perspectives; and understand the ethical dimension of historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

## Assessment

- Research assignments
- Workbook
- Essays
- Oral presentation and discussions
- Critical analysis of sources
- Examination (Semester 2 only)

# Languages Other Than English

## Aims

- Learning a language other than English involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works.
- Language students have the opportunity to:
- Be active participants in the global village
- Become better communicators
- Expand their literacy skills
- Develop intercultural understanding and empathy
- Increase their cognitive flexibility
- Learn new languages and adapt to new cultures more easily
- Broaden their vocational options

## Content

**Chinese Mainstream:** Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in semester one on the weather and places and building skills in planning, discussing and organizing activities. Semester 2 will focus on individual identity and daily routines and health. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

**Chinese Advanced:** Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in semester one on the Environment and planning a holiday which focuses on describing the weather and locations and an insight into transportation and how the Chinese spend their leisure time. Semester 2 will focus on City life and Melbourne and will compare their own experiences with life in different cities in China. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

**French Mainstream:** Students study the topics of time, tourism, leisure activities and weather. Grammatical constructions include the present tense, immediate future, negatives and possession. Semester 2 deals with the topics of school, food and shopping. Students learn how to ask various types of questions and make plans with friends and family. There is also a study of francophone communities. Students participate in the Alliance Française Poetry Competition.

**French Advanced:** Students will learn about towns and giving directions, the world of food and drink, discussing friendships, pocket money and the media. Students will study irregular verbs, the partitive and the past perfect tense. Students participate in the Alliance Française Poetry Competition.

## Core subjects

**Spanish Mainstream:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: holidays, free time, chores, school, relationships professions, housing, healthy lifestyle and sports, and shopping. Grammatical concepts covered include gender and number agreement, word order, the past tenses of commonly used verbs, negation, ordinal numbers, and adjectives, the future tense and the conditional tense.

**Spanish Advanced:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: house, neighborhood and the city; biographies, experiences and memories; ancient civilizations and past events; health and sports. Grammatical concepts covered definite and indefinite articles, quantifiers, prepositions of place, the relationship between different past tenses; imperative tense.

## Learning and teaching methods

Students will take part in cultural immersion activities for their chosen language. These could include activities at school or excursions.

## Assessment

To undertake studies in a particular language at year 8, students will require a background in that language at year 7. Students will be expected to complete all work requirements including assignments, the workbook and homework exercises. There will be regular tests to monitor student progress. There will be a final examination at the end of semester 2.



# Mathematics

## Aims

The aims of mathematics education are to ensure students:

- Can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques
- Are confident, creative users of mathematics
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems

## Content

The content is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Specifically, topics include decimals, ratios, rates, statistics and chance, linear graphs, area and volume.

## Learning and teaching methods

Learning tasks will provide opportunities for students to work both independently and collaboratively. To learn mathematics effectively, students need both instrumental understanding (knowing 'how' to do things) and relational understanding (knowing 'why' certain procedures are used and how concepts relate to each other). In the first years of secondary mathematics, it becomes increasingly important for students to monitor their own learning and identify areas that need further work.

At the end of each topic, time is set aside for a consolidation or extension phase based on student performance in the topic. These classes include either another opportunity to review the material and build on understanding or to cover course content to a greater depth and with a greater emphasis on problem-solving.

All students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

## Assessment

- Topic tests
- Problem solving tasks
- Big Test (Semester 2 only)

Students' results, together with teacher observations, are used to determine the mathematics groups for year 9 including Foundation, Standard and Enrichment Maths.

## Core subjects

# Music

### Aims

In this course students develop and extend their performance, creative thinking and music language skills. They prepare, rehearse and perform either as a soloist or as a member of an ensemble. They develop and expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style and expression. They apply this knowledge as creators in response to a range of composition starting points and as critical listeners to formulate and present critical responses to music excerpts. Students also develop their ability to identify, recreate and notate music language concepts.

### Content

In Music students will:

- Perform regularly either as a soloist or as a member of an ensemble and reflect on these performances.
- Analyse and respond to a music from a wide range styles and traditions using appropriate music language and terminology.
- Compose music using the elements of music and compositional devices.
- Use music language to identify, transcribe and notate music excerpts.

### Assessment

Students will be assessed on:

- Performance
- Creating
- Music Language

# Science

## Aims

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way that science is applied and how scientists work in the community and helps them to make informed decisions about scientific issues, careers and further study.

## Content

In this course students will:

- Compare physical and chemical changes, and use the particle model to explain and predict the properties and behaviours of substances
- Identify different forms of energy, and describe how energy transfers and transformations cause change in simple systems
- Compare processes of rock formations, including the times scales involved
- Analyse the relationship between structure and functions at cell, organ and body system levels
- Identify and construct questions and problems that they can investigate scientifically and consider safety and ethics when planning investigations, including designing field or experimental methods
- Identify variables to be changed, measured and controlled
- Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions

- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types

## Learning and teaching methods

A variety of learning activities will be used including:

- Research, library, internet, journal and practical-based assignments
- Class discussions
- Digital simulations and data-logging
- Home learning activities
- Guest speakers and excursions to scientific places of interest
- Applying the principles of scientific method to problems and challenges
- Formatting and manipulation of primary and secondary data

## Assessment

A range of tests, experiments, investigations and projects are used, which will examine the skills of collecting and using information through observation, measurement, experimentation, and interpretation. There will be an examination in semester 2 only.

# Self and Society

## Aims

Self and Society is a subject which enables students to think critically and rationally, to consider alternative perspectives from the world(s) we are a part of, and to consider themselves and their responses to the questions and concepts we explore.

The aim of the year 8 course is to explore a range of worldviews through the lens of different concepts so that students have a broader understanding of the multicultural world in which we live.

Students will be encouraged to:

- Reflect on, reason with and consider their worldview and the things that shape this. Students are encouraged to explore connections between their personal views and the worldviews which we will explore in class.
- Consider their perspective towards a range of concepts, such as; belief, authority, stories, traditions, values, ethics, conflict and society.
- Examine, compare, and contrast different worldviews in relation to the concepts listed. These worldviews include; the six major religious faiths (Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism), indigenous spirituality and Humanism.

## Content

Throughout each cycle, students will explore a different concept. Students will examine these worldviews through the lens of the concept under review.

**Key Beliefs:** What are the core beliefs of each worldview? What core beliefs do you have? How does

this shape who we are? Are our beliefs connected to alternative worldviews?

**Authority:** What, or who, has authority? Do some forms of authority have more significance than others?

**Stories:** What is the point of a story? Are stories from years ago still relevant today? Are worldviews, religious or not, that different in their storytelling?

**Justice:** What are the different types of justice? Is climate justice the most important kind? Where is there injustice in the world?

**Traditions and community:** What actions express who we are as individuals and communities? Are traditions outdated? What meaning do traditions bring to our lives?

**Values:** What do we value? Where have our values come from? Do we actively take ownership of these values?

**Ethics:** How do we navigate situations to decide what is right or wrong?

## Assessment

- Quiz
- Research projects
- Socratic Method: this is a continuation of the task in year 7 and is crucial to develop the students' ability to coherently develop their reasoning.
- Oral presentation
- Journal entries



## Core subjects

# Sport

### Aims

St Leonard's participates in the Association of Coeducational Schools (ACS) for sport and participation is compulsory for students in years 7 to 11 (optional cocurricular year 12)

Year 8 and 9 ACS Sport is played every Thursday afternoon. There are two seasons of sport - summer and winter. The summer season is in Term 1 and 4 and the Winter season is term 2 and 3.

Students are required to play or train every Thursday afternoon throughout the year. If a sport is oversubscribed, trials may be conducted at the start of the season to determine who makes the final team(s). Students who miss out on their preferred sport will be given another option for that season. Please note, students are expected to stay in the same sport for Year 7-9.

### Match Times

Games start at 2.30pm (with the exception of cricket which starts at 2.00pm) and continue until completed. All sports finish by 4.00pm (4.30pm for cricket). Students return to school at approximately 4.30pm on home games and 5.30pm on away games (with the exception of cricket). On training days, students will be finished by 3.35pm.

The main aims and outcomes of the Sports program include:

- Developing the student's skills, knowledge of the sport, fitness and team-work
- Students learning to work together with their coach and team-mates and become a reliable and valuable member of a team

- Students developing a life-long love of participation in sport, whereby they continue playing and being physically active after they leave the College.

When a game is not scheduled, students undertake training specific to their sport.

Students select a first and second preference for each season.

The sports available for year 8 and 9 students are listed below:

	Girls	Boys
Summer	Soccer Softball Tennis Volleyball Mixed Touch Football	Basketball Cricket Hockey Softball Table Tennis Mixed Touch Football
Winter	Basketball Football Hockey Mixed Badminton Netball Table Tennis	Football Mixed Badminton Soccer Tennis Volleyball

Students also participate in House Sport (Swimming, Athletics and Cross-Country) and have the opportunity to be selected to represent the College in the ACS Swimming, Athletics and Cross-Country Carnivals.

If you require more information, please contact Tony Kiers, Head of Sport

[Tony.Kiers@stleonards.vic.edu.au](mailto:Tony.Kiers@stleonards.vic.edu.au)

9909 9469

## Core subjects

# Visual Arts

Students undertake Visual Arts for one semester in the core program and are encouraged to select from courses offered in the Visual Arts elective program to supplement their creative experience.

## Aims

Visual Arts strives to provide students with a way to express their feelings, experiences, and ideas about the world. The subject gives students an opportunity to engage with a diverse selection of viewpoints and concepts as they engage with artworks and ideas from artists from different cultural backgrounds.

Students are encouraged to think in a critical, creative, and divergent way as they make their unique responses to themes and ideas, and when they consider the relationship between artworks and their audience.

Visual Arts aims to equip students with technical skills to create artworks using a range of materials, techniques, and processes, and to give students confidence and agency to select appropriate ways to express their artistic vision.

## Content

Visual arts teachers will guide students through a selection of experiential practical tasks and artist studies that are unified by a big idea or concept. Each concept or unit of work will culminate in a finished artwork that is supported by a folio of experiments, annotations, and research. Sequential documentation of this studio process will be recorded in a visual diary or online portfolio.

## Learning and teaching methods

Activities include:

- Class discussions
- Collaborative learning experiences.
- Ideation strategies
- Skills based workshops to explore a range of materials and techniques to create aesthetic effects
- Strategies to record critical, creative, and reflective annotations using art terminology
- Research and analysis of artists and their artworks

## Assessment

Students will be assessed on their skills and knowledge demonstrated in two portfolios related to the main units of study. A folio will be comprised of both a finished artwork, and the support material leading up to its creation.

# 3D Design and Construction

3D Design and Construction challenges students to explore imaginative and creative solutions to design problems.

Students will develop knowledge and skills in creative thinking strategies, planning and visualisation drawing, 3D software design, modelling, and construction techniques.

In this elective, students can respond to real world design needs, and engage with a brief and the needs of a client or society.

## Content

Responding to a brief, problem or provocation, students will follow the design process to record their creative decisions as they work towards the making of their 3D constructions. Students will follow a design process that includes researching existing designs, generating ideas, developing concepts, and refining and resolving a final product.

Students will explore an array of materials and techniques ranging from DrawBots (kinetic sculpture) construction, ceramic hand building approaches, to foam core architectural modelling.

## Assessment

- DrawBots (kinetic sculptures) folio
- Protective Creatures folio
- Mini House folio

Each folio will include a final product and students' response to the design process. Students will use a visual diary to collect their design drawings, relevant visual information, photographs, and annotations.

## Why should a student choose this elective?

- Excellent for students who enjoy working with their hands
- Exercises visuospatial thinking
- Fosters a problem-solving disposition
- Provides a strong foundation for students who are interested in exploring visual arts and design subjects

# Critical Thinking

This elective seeks to develop students' abilities to evaluate and question assumptions across academic disciplines such as Maths, Science and History. Students are trained in the use of powerful reasoning tools, which have been developed by philosophers and logicians over the last two millennia. Once a student has mastered these tools, they will never see the material studied in other subjects, or the world in general, in quite so superficial a way again.

Students in this course will develop and refine a range of skills and dispositions that will prove invaluable across the entire school curriculum. These include the ability to analyse and evaluate arguments, to discuss difficult topics with peers in a manner that is constructive and respectful, and to find new ways of looking at persistent problems. These critical thinking and inquiry skills will prove particularly advantageous for students intending to study the International Baccalaureate Diploma Programme in years 11 and 12, particularly in the context of the compulsory Theory of Knowledge course.

## Content

Techniques and skills covered include:

- The use of symbolic logic to represent the underlying structures of statements and arguments
- The use of truth tables and Venn diagrams to test arguments for validity
- The evaluation of non-deductive arguments
- The identification of a range of common fallacies of reasoning such as begging the question, ad hominem and the straw man
- The application of argument analysis and reasoning skills to arguments from a range of subject areas

## Assessment

Students will be assessed on their performance in a series of argument analysis quizzes, their participation in a number of structured group inquiry sessions and class debates, and a number of written-dialogue tasks.



# DigiTech

The year 8 Digital Technologies, or DigiTech, elective aims to develop skills in designing and producing interactive programs using a logic-based programming model. In addition, students learn how data is communicated and how it can be manipulated for a specific purpose.

## Content

Using Python a programming language students will create a range of folio tasks with the end goal being to create their very own text based game. This course also introduces students to how data can be presented in spreadsheets for different purposes which include presenting information in a way that is easier for an audience to understand. How text, images and sound are represented as binary information. Lastly the study also includes an investigation into computer networking and cyber security.

Students will:

- Develop an awareness of the processes involved in creating self-devised work
- Understand how data is communicated throughout the world using real-world scenarios
- Provide feedback to other students and identify its importance in making computer-derived products
- Complete open-ended activities matching their capabilities and what they wish to learn
- Apply formats and conventions to make products more audience-specific

## Assessment

- Folio of Programming modules
- Text based computer game
- Network investigation tasks
- Cyber security investigation
- Spreadsheet folio

# Drama – Bringing Theatre to Life

## A Play in Performance

Ever wanted to get assessed for being in a play? The year 8 Drama elective course aims to develop and refine skills associated with performing and producing a play. These include the ability to negotiate, make decisions, and select and apply a range of structures and techniques including research, dramaturgy, planning, developing and presenting a staged performance that utilises specified production areas. Students can choose to act, direct or be responsible for a design area such as: costume, props, lighting, sound, set and make-up.

### Content

Students will:

- Choose a script to bring to life
- Develop an awareness of the processes involved in creating and interpreting a playscript for performance
- Researching and interpreting a style of theatre
- Creating, preparing, presenting and critically reflecting on theatre as participants and audience
- Understanding of self and global community to promote international mindedness
- Undertake collaborative work that will enable them to understand and apply the common and discrete skills required to structure an effective performance
- Stage a performance evening for a live audience
- Drama Terminology in accordance with the VCE/IBDP

### Assessment

- Group and individual performance work
- Development of a folio outlining the structure of the performance piece
- Research tasks
- Collaborative skills
- Evaluative/reflective writing

# Food Science

Food Science at year 8 aims to promote healthy eating and refine the skills developed in year 7, while presenting new challenges in time management, and food presentation. Students study the applications of the Australian Guide to Healthy Eating. They engage in the design process to create their recipes based on their own dietary evaluation. In the design process, students learn to interpret recipes, calculate portions, convert measurements, write a complete food order, ingredients preparation, manage time, complete sensory evaluations, and investigate a variety of processing techniques.

## Content

Topics covered in this elective include:

- Meal planning – considering a variety of factors contributing to food selection eg. dietary considerations
- New food preparation and time management,
- Key factors in food selection, including the nutritional properties of key food
- Key foods and their functional properties
- Preparation of food for special occasions or events

Students undertake a variety of practical tasks that serve to reinforce the knowledge and skills gained throughout the course, as well as developing confidence and independence.

## Assessment

- Food preparation and skill development
- Bench organisation including cleaning up and time management
- Research and design meals to cater to a variety of factors
- Ability to work independently and interpret a recipe
- Ability to work in teams

# First Nations Studies

The First Nations Australians (Indigenous studies) elective unit has been designed as a practical way, through excursions, guest speakers and activity-based learning, to give students the opportunity to develop a deep understanding of the diversity amongst communities and the special connections Aboriginal and Torres Strait Islander Peoples have with the land and culture. It will focus on the contributions Aboriginal and Torres Strait Islander people make and have made locally, nationally and globally. This unit would help students who are interested in exploring opportunities the school may provide in the future such as a connection to the Warruwi Community in Northern Territory, the Big Experience and an involvement in social justice.

The elective will be broken up into 4 areas of study:

1. Perceptions and Connection studying local history, connection to country and knowledge and perceptions of past and present events
2. Systems and Patterns studying scientific knowledge and understandings of Aboriginal and Torres Strait Islander peoples including astronomy, seasons and land environments
3. Communication studying local and other languages in a practical manner to understand their importance in maintaining culture
4. An Inquiry Project of students' choice covering a concept that is of interest.

The aim is for the elective to be a practical introduction to understanding more about our First Nations Australians and give the students opportunity to explore aspects that personally interest them.

# Law and Order

Law and order provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

Students will gain an understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students will consider how laws are made and the types of laws used in Australia and investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

The course is split up into two units:

**Government and Democracy**, where students will explore:

- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion, and movement
- 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
- The role of political parties and independent representatives in Australia's system of government, including the formation of governments

**Law and citizens**, where students will explore:

- How laws are made in Australia through parliaments (statutory law) and through the courts (common law)
- The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law
- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal

Assessments will be based on: case studies and structured responses, quizzes, class tests, class debates and structured assignments.

# Literature to Life

At its heart, Literature to Life focuses on the love of writing. It challenges students to read diverse examples of writing, craft and share new pieces of writing, and explore the beauty and power that lies behind the written word.

Students with an interest in reading, writing, discussing ideas, challenging themselves and being creative will thoroughly enjoy this course. They will have the option to choose some of the texts explored, as well as being introduced to a variety of new ones. Furthermore, they will enjoy opportunities to explore the process of writing and developing their own creative writing style.

## Content

Students will be exposed to and challenged by a diverse range of authors as they journey through the different genres that have come to characterise modern fiction.

A variety of novels, short stories, poetry, picture books and other texts form the basis of the first part of the course, with an emphasis on exploring a wide variety of writings and expanding understanding of genre.

In the second half of the course, the focus shifts towards students' own creations and they are given the opportunity to investigate and share an aspect of writing of interest to them, and to craft a collection of their own writings.

**Writing Folio:** A variety of writing tasks experimenting with different writing techniques and forms of writing, building towards a collection of original pieces of writing.

**Oral presentations:** Students present their ideas to the class through a variety of means, such as leading class activities and presenting opinions with the use of multimedia tools.

**Class discussions and activities:** Students will share ideas and writings in workshop-style classes, giving them the chance to swap ideas, offer feedback, and learn from one another's work.



# Music: Recording Studio

## Aims

In this course students develop and extend their creative thinking, composition, arranging and music production skills. They complete a range of tasks that build their skills in using notation and digital audio workstation applications. These include Sibelius, GarageBand and Logic Pro X. Students also explore a range of composition strategies and starting points. In the later part of this course students plan, implement and produce a polished and refined music product. This could be a composition, an arrangement/ interpretation of a piece of music or a recorded performance.

## Content

Students will:

- Complete a range of music technology workshops based around Sibelius, GarageBand and Logic Pro X
- Complete a range of compositions in response to designated starting points
- Use music technology to create, edit, refine and produce a polished music product as negotiated with the teacher
- Document the creating process using appropriate music language

## Assessment

- Music Technology Workshop Responses
- Creative responses
- A Negotiated Music Product

# Photography and Video

This creative elective encourages students to use their imagination to explore the potential of digital media. The course provides students with the opportunity to develop skills using creative digital technologies to take high quality photographs. They will learn the basics of camera operation as well as digital enhancement techniques using Adobe Photoshop and Adobe Lightroom. Students will develop a folio of digital photographs based around a theme.

In this course students also reflect on the impact of selfies in contemporary society; we examine societal concerns to do with selfies and why they exist, the ways they are constructed and for whom. This investigation culminates in a series of photographic self-portraits constructed by the students designed to represent themselves through the application of photographic compositional techniques, art elements and principles, which also becomes part of their final folio.

Students will then extend their photographic skills to the moving image by producing a short video production based on the stylistic codes and conventions of filmmaker Wes Anderson. They will explore the capabilities of digital editing software such as iMovie.

In this elective, students develop and refine skills using new and developing technology that may be incorporated into other studies where video editing, audio production and digital imaging are required.

## Content

Students will develop a digital portfolio based on the following:

- **Digital photography:** introduction to the use of digital cameras to create aesthetically pleasing photographs
- **Video production:** developing a concept, filming and editing it

## Assessment

- Camera basics: Understanding of camera operation, functions and camera codes
- Understanding of camera operation
- Digital folio: photography and analysis of selfies in contemporary society
- Digital folio: video production

# Physical Theatre – Urban Circus

Students undertake this elective subject of Drama for one semester only with 3 classes per cycle. It is a new course which combines aesthetic sport training with physical theatre styles and would appeal to students who love kinesthetic learning and wish to develop ways to communicate through physical theatre practices and to develop their core strength.

## Aims

For students to develop:

- Confidence and ability in effective and positive communication with others
- Clear and effective expression through physicality
- A practical understanding of, and skills in, the arts of drama and aesthetic sports conditioning
- Skills in creative problem solving and collaboration as part of a group
- Core training and safe lifting practices
- An appreciation of the training requirements to create effective physical theatre performances

## Content

- Physical training in safe lifting practices
- Core training and strengthening
- Devising and storytelling through physical theatre
- Combined classes of drama workshoping and physical training to create innovative devised theatre

## Learning and teaching methods

Students learn new physical training and devising skills in whole class workshops. Then, in pairs or small groups, students conceive, develop, perform and evaluate original work based on the concept or skill.

## Assessment

Students are assessed both as individuals and as group members.

Assessment tasks include:

- Self and Peer process reflection and evaluation
- Frantic assembly inspired performance task
- Story building through physical expression
- Creating an end of unit performance which combines all of the lifts and drama skills undertaken

Areas of assessment include:

- Drama performance – quality of product and performance skill
- Rehearsal process – ability to stay on task and work in a collaborative manner
- Ability to maintain focus – classwork and performance
- Application and communication of basic skills
- Skills in reflection and evaluation – journal and class discussion
- Adherence to health and safety requirements It is hoped that the students will undertake several excursions to see professional groups performing and take part in other workshops

## Elective subjects

# STEM: Designing the Future

This elective integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies. Such as 3D printing, laser cutting, and ICT tools alongside materials and components to create prototypes that respond to their project's problem.

The course seeks to develop skills in research, design, engineering, technology and 'hands-on' construction. This involves two main projects, one that involves designing and constructing a product that has two ranges of movement, the other is a civil engineering project where they design and construct a model house using limited resources.

## Content

Students will address topics and challenges in the following areas:

- Plan and design:
  - What is it?
  - What must it be able to do?
  - Which design features will it incorporate?
- Modelling and refinement:
  - Making a prototype
  - Testing the prototype and compare the results to intended outputs, make changes
  - Refining ideas and constructing a fully-functional final product

## Assessment

- An engineering project record including background research, design requirements, design process, testing and evaluation
- Making processes – how well the product works to solve the problem
- Sustainable construction – create a solution while understanding technical and economic constraints

# Textiles

The conceptual focus of this course explores 'Creating Products from The Ground Up'. Students are provided the opportunity to develop skills relevant to the design, production and decoration of fun and unique textile products starting with the base unit of fibres. They will become better consumers as they develop a broader understanding of the origins and properties of materials, equipment and processes commonly used in textiles products. Students will explore the balance of function and design in their products and create their own style within the provided design briefs. This course is well-suited to students keen to learn a variety of skills required to make and modify textiles products and artworks.

## Content

During the semester, students will investigate, design and produce a variety of textile products. They will compile a folio of related textile information and designs, providing evidence of their creativity and appreciation of current trends and styles in textile products.

## Product research and design journal

Throughout the semester, students will create a folio of ideas and information, exploring the range and potential of textile products, including:

- Information on commonly used natural and man-made fibres
- Construction techniques and processes in textiles
- Appreciation and generation of design features for everyday products

## Product construction

Students will:

- Learn how to construct fabric from fibres using merino wool fibres and the Nuno felt making technique
- Learn how to safely and competently use hand sewing techniques for constructing items such as sewing seams, buttons and beads
- Learn how to safely and competently use equipment including sewing machines, overlockers and irons
- Learn how to follow and create verbal and written instructions and diagrams to assemble their designs
- Adapt basic product designs to add their own personal flair to soft furnishings and toys

## Assessment

- Assessment criteria will be provided for each area of study. All areas of study will be combined into an overall grade at the end of the semester
- Fibres to Felt: fabric and three-dimensional construction
- Patchwork Design: pattern design, sewing and construction skills

# Visual Communication Design

## Do you have an interest in architecture and design?

Visual Communication Design in Year 8 is an exciting course that seeks to 'find the designer in you'. In this study you will produce original, imaginative and creative responses to a range of design needs. Visual communication relies on images and typeface to communicate.

Works produced by designers include logos, billboards, posters, web design, animation, fashion, as well as designs for products, buildings, interiors and the environment.

The focus for the Year 8 Visual Communication Design course will be on drawing, designing and creating. The design outcomes and final folio works will include investigations in the following areas:

- Design process, elements and principles
- Drawing and rendering
- Designing logos and understanding context
- Perspective and Isometric drawings
- Digital design using Illustrator

## Folio

Throughout the semester students will produce a folio of works that show a range of developed skills and techniques. Students will be expected to develop personal imagery and record design processes in their Visual Diary.

## Visual Diary

This is an essential part of the course as it involves documenting all ideas, practical processes and design solutions.

## Design appreciation

This component of the course develops an awareness and appreciation of the place and purpose of design in society. Students will learn to use design language and develop an understanding of the design industry.

## Assessment

Assessment includes Folios of Design work and Design Analysis.



# Year 8 Course Guide

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