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INTRODUCTION

This Year 8 Course Guide 2016 provides information about the courses offered in year 8 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, 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 minimum 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 2016. If you have any queries about future courses please contact the Director of Curriculum.

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 class tests and examinations across the year level. 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 formal reports are completed 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.
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.

**Core subjects**
The following subjects are compulsory for all students:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Equivalent 80 minute sessions per fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
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<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
</tr>
<tr>
<td>Geography/History</td>
<td>5 (one semester each)</td>
</tr>
<tr>
<td>LOTE</td>
<td>4</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>3 (one semester)</td>
</tr>
<tr>
<td>Sport</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>3 (one semester)</td>
</tr>
<tr>
<td>Head, Heart and Soul</td>
<td>2 (one semester)</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Drama</td>
<td>2 (one semester)</td>
</tr>
<tr>
<td>Elective units</td>
<td>3 (single semester length each)</td>
</tr>
</tbody>
</table>

We encourage all students to do their best in the opportunities presented to them this year.

Dr Tom Fisher
Director of Curriculum

Mrs Robyn Marshall
Director of Teaching and Learning
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
- 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 one's 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
- Music as stimulus: creating drama from a stimulus
- Comedy: elements of comedy and genre
- Process drama: independent and cooperative thinking, expressive skills and character development

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:
- Drama and movement journal
- 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 (classwork)
- 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
• use the fiction section of libraries with confidence to select reading beyond the set novels
• use a dictionary and thesaurus regularly and naturally
• appreciate a variety of literature including popular culture
• read newspapers regularly and begin to take an interest in current issues

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.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Billy Elliot (film study)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>The Boy in the Striped Pyjamas by John Boyne</td>
</tr>
<tr>
<td></td>
<td>Students also write and perform poetry in small groups.</td>
</tr>
<tr>
<td>Term 3</td>
<td>The Ghost's Child by Sonya Hartnett</td>
</tr>
<tr>
<td>Term 4</td>
<td>Students explore the overarching question “What do our fears tell us about ourselves?” by considering a range of texts in the horror and humour genres. A movie or play in small groups will be produced at school and at home.</td>
</tr>
</tbody>
</table>

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 Dr N G Fary Public Speaking Competition.

Writing: Students are encouraged to continue trying different styles such as narrative, autobiography, informative writing, persuasive writing, analytical writing, imaginative writing, poetry, and dialogue. iPads will be used as an integral part of the curriculum.

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

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 in term 4
GEOGRAPHY

In year 8, students will undertake one semester of Geography and one of History, as in year 7.

The content for this course provides opportunities for students to develop geographical knowledge, understanding, inquiry and skills. 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. The geographic concepts of space, place, interconnection, change, environment, sustainability, and scale are used to tie together the units of inquiry that make up the course.

Landforms and Landscapes
Have you ever stood on a hill or high ground and looked at the scenery and landscape in front of you? From a height you can see a variety of different landforms such as mountains, valleys and plains. How are these different landforms created?

Mountain Landscapes
The forces that shape mountains come from deep with the earth and have been forming landscapes for millions of years. How do we use mountain environments? What are the forces involved in the shaping of landscapes? What are the impacts of these forces and how do we deal with them?

Rainforest Landscapes
Rainforests contain complex layers that support thousands of plant and animal species, but what are the impacts of clearing large areas of rainforest in unsustainable ways? Students will be introduced to the structure and location of rainforests, investigate the possible future for these landscapes, and reflect on their personal contribution to conservation.

Desert Landscapes
Approximately one-third of the earth’s land surface is desert: arid land with little rainfall. The actions of wind, and sometimes water, shape the rich variety of landscapes found there. Students will investigate desert environments, including exploring Antarctica as a cold desert.

Learning and Teaching Methods
Each unit is designed to build student knowledge and skills by using teaching and learning activities designed to meet the inquiry-based method of learning: investigation, communication and participation. Activities will include a variety of interesting tasks completed either as individual or group submissions. 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 practical activities which will cover the practical skills of:

- using latitude and longitude
- topographic mapping
- sketch and overlay mapping
- field sketches
- general and climate graphs
- population pyramids

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

- Landforms and Landscapes test
- Antarctica mapping task
- Melbourne Zoo field report
- Classwork
- Exam
HEAD, HEART AND SOUL

Growing and Developing through Life and Faith

Students undertake Head, Heart and Soul for one semester only.

Aims
An ongoing theme for year 8 students is ‘the power of one’: how Jesus changed the course of history. Students will be encouraged to:

- study and assess the synoptic Gospels and how they each portray Jesus
- examine how the Jesus story impacts the modern world
- expose the concept of a personal faith
- appreciate contemplation, prayer, silence and meditation
- explore the Christian idea of social justice and liberation theology

Contemporary themes are explored through a range of Bible stories that trace the life and ministry of Jesus.

The themes will be applied to a four-strand methodology:
2. Core beliefs and philosophy, mainly by examining themes in the ministry of Jesus
3. Ethical systems and values
4. Exploring the concept of social justice, what that meant in Jesus’ time and how we can respond to social injustice today

Content
During the course, students examine and study the life and times of Jesus from faith and historical perspectives through the study of the Gospels and other historical sources. Students focus on the New Testament stories and themes, examining the parables and the role of story and allegory in religious communication. As a school of the Uniting Church of Australia students are encouraged to develop a strong inner sense of social justice and are given opportunities to explore how they can make a positive impact on the world.

Learning and Teaching Methods
Each unit is designed to build student knowledge and skills by using teaching and learning activities designed to meet the inquiry-based method of learning: investigation, communication and participation. Activities will include a variety of interesting tasks completed either as individual or group work. The range of teaching and learning strategies employed could include research based work, videos and newspaper/magazine articles, class discussions, and the use the internet.

Assessment
- Class work – class activities, homework, participation in group work, and class discussion
- Research Assignment
HISTORY: MEDIEVAL AND RENAISSANCE

Students undertake the study of medieval and renaissance history (c650 - 1750) during either semester 1 or semester 2. This course aims to develop an understanding of continuity and change. Case studies of both Europe and Asia provide platforms for investigating and further developing historical skills introduced in year 7. The scope and sequence for History in years 7 to 10 ensures a breadth and depth to the course that will prepare students for studying History at the senior level.

The development of feudalism is investigated as a societal structure after the decline of the Roman Empire. The rise and influence of the Church and its position within medieval society is also explored. Central to the course is the understanding that change does not occur in isolation and that there are common characteristics of change no matter where the society is located.

Medieval History
With the decline of the Western Roman Empire, Europe faced new challenges to order and stability. This led to conflicts, but also new and creative solutions in all areas of human endeavour. Students investigate the Vikings and question the validity of their reputation as a violent people. They study the rise of the feudal system and significance of religion in both uniting people and creating new sources of division. An examination of feudal Japan allows students to make comparisons and to deepen their appreciation of many of the core drivers that shaped these societies, and still shape our own. Similarly, a close study of the Black Death provides an insight into the dramatic, often transformative impact of such an event.

Renaissance History
Change occurs when individuals struggle against society's accepted order. Students consider questions such as: Why do societies change and is change inevitable? Once underway, can change be stopped? Who should rule in a society and how should rulers be chosen? The study of renaissance history allows students to evaluate change and continuity, as well as the causes and consequences of a number of significant events.

Historical Skills
Students follow a deliberate research process (posing an inquiry question then developing a research focus, identifying information needed and planning their tasks). 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 consider the use of primary and secondary sources as information to develop concepts about a society. They will write biographies and create historical narratives to understand how fact and fiction can intertwine in historical studies. They will also understand how the oral tradition influences history.

Learning and Teaching Methods
Each unit is designed to build student knowledge, understanding and skills, and uses an inquiry-based approach. 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
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
French: Students study the topics of school, time, daily routine, household activities and weather. Grammatical constructions include the present tense, immediate future, negatives and possession. Semester 2 deals with the topics of housing, 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.

Indonesian: Students will learn about sporting activities, the use of leisure time, characteristics of people and people we admire, the concept of house and home, and important celebrations in Indonesia and our own lives. The language focus throughout the year will include personal pronouns, superlatives, conjunctions, possessive verb forms, time indicators, expressing preferences and expressing good wishes.

Mandarin Chinese: Students will continue to explore the topic of ‘China every day’ focusing on the daily life of students their own age in China. This will include a detailed examination of school life in China and a continuing reflection on the differences and similarities to their own school life in Australia. Semester 2 will focus on Chinese cuisine and the role that food plays both socially and from an identity perspective within Chinese society. The four major language skills – reading, writing, speaking and listening – will be covered, as well as a continuation of the students’ mastery of Chinese characters.

Learning and Teaching Methods
Students will take part in cultural immersion activities for each of their LOTEs. These activities may include trips around Melbourne to visit an Indonesian village or to enjoy a French play, for example.

Further school-based activities included in the study of language at year 8:
- students develop and perform role plays to foster fluency, presentation and dramatic skills
- students participate in repetition and game activities to establish good pronunciation and intonation habits and to foster automatic language production
- students do writing exercises to reinforce language that has been learnt through listening and speaking
- students view videos to learn about the culture of each language and to practise language items
- students prepare posters, brochures and projects to use the language in creative ways and extend their cultural knowledge
- students work in groups to practise speaking and writing skills and to develop cooperative learning
- students use iPad apps to practise language skills through games and in the preparation of assignments
- students are encouraged to further their language skills independently, finding opportunities to use the language by watching TV programs, reading magazines, accessing relevant internet sites and conversing with speakers of the language
- students celebrate festivities and engage in craft activities to understand the cultural traditions of the language

Assessment
- Students will be expected to complete listening, speaking, reading and writing tasks
- Students must complete workbook and homework exercises after each class
- Assignments must be completed at a satisfactory standard and presented punctually
- There will be regular tests to monitor student progress and to provide feedback and guidance to students
MATHEMATICS

Mathematics is a study of patterns in number and space. Essential mathematical activities include abstracting, inventing, proving, applying and problem solving.

The program in the first two years of secondary mathematics is designed to provide access to worthwhile and challenging learning in a way that takes into account the needs and aspirations of all students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of their mathematical knowledge and skills.

Content
This course has been designed to follow the Australian Curriculum by developing knowledge and skills through the study of the three strands: number and algebra, measurement and geometry, and statistics and probability. Specifically, topics include integers, algebra, indices, fractions and decimals, equations, congruency, linear graphs, area and volume, percentages, ratio, and statistics and chance. Students learn to apply their knowledge in these areas to analyse, investigate and solve problems in a variety of situations.

Learning and Teaching Methods
Students will experience learning through explicit teaching, using manipulatives, conducting investigations, exploring open-ended questions and applying skills to real life problems. Other classroom activities will include number and logic puzzles, problem solving, using mathematics specific apps and online resources, and construction activities. Students also learn to communicate mathematical ideas and make use of scientific calculators and iPads.

In year 8 there is an accelerated group and an enrichment group, which comprise the most able mathematics students as determined by their performance in year 7. Students can be moved in or out of these groups based on their results in class assessments and commitment to the subject. The accelerated group covers the same topics as the standard year 8 course, plus additional topics from the year 9 course. The enrichment group covers the standard year 8 course but to a greater depth. A foundation group also exists, catering for students requiring additional support, and studies a modified version of the year 8 course.

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
- Assessment is based on common classroom tests in each topic together with home-learning tasks, projects and problem solving activities
- Examinations completed in term 4 will cover more than one topic
- Students’ results, together with teacher observations, are used to determine the mathematics extension groups for year 9
MUSIC

Students will complete this subject in either semester 1 or semester 2.

Aims
This course aims to further the musical development of students through class ensemble work, performance, composition, and the study of historical context. The course provides continuing development of student musicianship, with a focus on music reading skills and aural skills.

Content
Students will explore the elements of music including rhythm, tone colour, instrumentation, melody, structure, style, harmony and texture. They will create their own compositions and develop appropriate musicianship and performance skills. The historical focus will include the blues, early rock ‘n’ roll, and famous composers from a range of historical periods and genres.

Learning and Teaching Methods
A range of hands on tasks will be included in this course to engage and inspire students in their study of music. They will study different genres of music and will complete practical activities and critical listening tasks in relation to the elements of music. Students will have the opportunity to develop their composition skills in groups and individually. Students will develop their aural and theory skills throughout the course and will apply these skills in many areas including music analysis tasks. Students will complete solo and/or group performances to the class as appropriate to their individual level of skill.

Assessment
Students will be assessed on:
- Performance
- Composition
- Understanding of the elements of music
- Musicianship
HEALTH AND PHYSICAL EDUCATION

Aims
Health and Physical Education (HPE) aims to develop and apply students’ motor skills to game-type scenarios (game sense), aquatics and athletic principles. In addition, students will develop an understanding and appreciation of physical, mental and social health (wellness). Students will learn to work together in teams and small groups. There is a close link between the HPE and sport programs. During the sport program, students will apply skills and principles learned within HPE, such as techniques, tactics and teamwork.

Content
Students will have two periods per cycle of HPE. Sessions will either be classroom-based (health principles) or practical in nature (active sessions). The health sessions will involve discussion on wellness and behavior change as it relates to exercise and National Physical Activity Guidelines, mental coping strategies, nutrition, and growth and development. During HPE practical sessions, the health-related topics and values will be reinforced.

Students will undertake four specific units:

Invasion games: students learn techniques and tactics using small-sided games, linked to basketball, netball, handball and tchouk ball.
Striking/fielding games: students learn techniques and tactics using small-sided games, linked to softball, baseball, rounders and cricket.
Net/wall Games: students learn techniques and tactics using small-sided games, linked to table tennis, bat tennis and badminton.
Aquatics: students learn techniques specific to survival, life-saving and stroke development (freestyle, backstroke and breaststroke).

In addition, students will participate in a non-assessed sport program, which has one sport skills session per cycle, and an ACS game/training every Tuesday.

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 aquatic program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

Assessment
Reporting is based on teacher observations and interaction with students during classes. The focus is on:
- Techniques and tactics during games
- Level of participation, interaction with peers and teacher, and organisational skills
- Level of discussion, oral and written tasks (health sessions)
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
The learning program in Science focuses on the nature and experience of each student, recognising that there are different ways of learning and different learning styles. Students are challenged to grow and develop as learners and to recognise the dynamic nature of knowledge and learning.

Teachers endeavour to develop learning and teaching programs that clearly define outcomes, maintain effective assessment, recording and reporting strategies, and meet all external curriculum and assessment requirements.

The student learning activities endeavour to recognise the student as an individual. Delivery of concepts and assessment of student learning occurs in a range of ways, which endeavour to provide all students with the opportunity to experience success and achieve to the best of their abilities. A variety of different classroom activities occur at St Leonard's College. This includes:

• research, library, internet, journal and practical based assignments, projects, tasks and investigations
• class, group and individual student discussions and presentations
• simulations, data-logging, and other iPad based activities
• the use of puzzles and activities which promote and mesh creative and logical thinking
• whiteboard, slides, demonstrations or video sessions
• roleplays, drama, creative compositions (poetry, songs, models)
• various types of homework activities
• guest speakers and excursions to places of scientific interest
• thinking about ways to solve problems and come up with potential solutions
• applying the principles of scientific method to problems and challenges
• note and data recording and collection
• formatting and manipulation of data, results and other information
• comprehension, discussion, interpretation and analysis of data, articles and other information
• class tests and examinations

Assessment
A range of tests, experiments, investigations and projects are used, which will examine the skills of collecting and using information through observation, measurement, experimenting, and interpretation. There will be an examination in term 4.
SPORT

School Sport is concerned with:

- Further development and application of the knowledge, skills, attitudes and values gained through physical education
- Encouraging all students to maximise their potential, and to use their knowledge and skills in an appropriate sporting and educational environment
- Students having a sense of identity and belonging to a team, and representing the college with pride against other schools

St Leonard’s College is a member of the Association of Coeducational Schools (ACS). This requires that students will play one summer and one winter interschool sport. Each sport has ten home and away games and the possibility of one final. Students select from the following:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong></td>
<td>Softball</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
<td>Hockey</td>
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<tr>
<td></td>
<td>Tennis</td>
<td>Cricket</td>
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<tr>
<td></td>
<td>Soccer</td>
<td>Softball</td>
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<tr>
<td></td>
<td></td>
<td>Table Tennis</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Netball</td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
<td>Soccer</td>
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<tr>
<td></td>
<td>Hockey</td>
<td>Tennis</td>
</tr>
<tr>
<td></td>
<td>Table Tennis</td>
<td>Volleyball</td>
</tr>
</tbody>
</table>

St Leonard’s also enters large teams into the ACS Athletics, Swimming, and Cross Country carnivals. Regular training occurs for these teams on Thursday afternoons.
VISUAL ARTS

Students undertake Visual Arts for one semester but are encouraged to select from the range of Art courses in the elective program to supplement their creative experience.

Aims
The course focuses on the development of students' aesthetic, conceptual and technical skills and processes in art production. The emphasis is on producing original or appropriated artworks that convey meaning in an aesthetically resolved form. This will be complemented by the exploration of traditional and cultural practices of contemporary art in Australia. Students will develop their understanding of the influences of place and time on art practices.

Content
The program consists of the following themes and media:

- The Vintage World – still life drawing
- As Far as the Eye Can See – acrylic landscape painting
- Reality to Fantasy – etching and monoprints

Design: Design is an essential element in all visual arts activities. This process is essential in combining all considerations and limitations of aesthetic, conceptual and technical factors to create and complete a fully resolved artwork. Design is included in the curriculum both formally and informally when discussing themes and individual ideas. Students are encouraged to produce original, imaginative and creative responses to all design problems posed.

Visual Diary: This workbook is an important component of the visual arts program. It should be used on a weekly basis for students to document work requirements, creative thinking, aesthetic idea development and completing homework. Workbook requirements contribute directly to the assessment process for each separate unit of study.

Learning and Teaching Methods
Addressing the key focus areas of the Australian Curriculum: The Arts, the students at St Leonard’s College are immersed in a comprehensive learning experience in this subject area. Exploration of aesthetic, conceptual and technical skills and processes are fundamental to their personal experience and creative expression. Students will also develop skills in project management as they address each area of study through:

- Research and experimentation
- Planning and annotation
- Technical skills and processes
- Concept resolution
- Visual literacy

The visual arts encourage the growth mindset of all students. Existing skills and creativity are recognised through formative assessment practices. These are extended through a variety of experimental exercises in each of the areas of study as they work towards honing specific technical skills and processes. Teacher-guided student inquiry enhances these practical experiences to help each student realise their fullest potential in creative expression and practice.

Assessment
Assessment criteria will be provided at the beginning of each area of study. This will assess specific requirements under each of the five bullet points listed above. All areas of study will be combined into an overall grade at the end of the semester.
Year 8
Elective Subject
Booklet 2016
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INTRODUCTION

In 2016 students entering year 8 have the opportunity to choose two units from a range of elective subjects. This booklet details those subjects and provides information regarding the process of selecting electives. Please read the booklet in its entirety before considering your choices.

A Year 8 Course Guide outlining the core subjects will be available later this year. The guide contains information on the entire course of studies at year 8, and details each of the subjects studied.

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 curriculum offerings for years 7 and 8 are outlined below.

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Choosing an elective program
When considering elective choices students should identify their strengths and weaknesses, as well as their areas of interest. They should seek advice from their parents and teachers.

Students must choose two elective units for year 8, which will be studied during the course of the year. One of the units will be studied in first semester and one in second semester. While every attempt will be made to provide for the choices of the students, numbers of classes and class sizes may require a third or even fourth preference to be taken.

Elective selection process
Each student will receive an instruction sheet by email that details how to make unit selections using the online system. As part of the security for this system each student has a unique login and password.

Please note that you will be asked to make four selections in order of preference. Once you have completed the selection process please make sure that you return the signed selection receipt to the Middle School Office. Elective choices will be confirmed before the end of the year.

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

Dr Tom Fisher
Director of Curriculum
tom.fisher@stleonards.vic.edu.au
DRAMA

Play-building from Workshop to Performance

What is the elective about?
The year 8 Drama course aims to develop and refine skills associated with creating and performing self-devised work, through practical and theoretical activities. These include the ability to negotiate, make decisions, and select and apply a range of structures and techniques including improvisation, research, workshops, script writing, and editing, to create a staged performance that utilises specified stagecraft elements.

What will students do in the elective?
- Students will develop an awareness of the processes involved in creating self-devised work
- They will incorporate stimuli from a wide range of media and cultures to create an original piece of theatre
- Students will undertake collaborative work that will enable them to understand and apply the common and discrete skills required to structure an effective performance

Assessment
- Group and individual performance work
- Development of a folio outlining the structure of the performance piece
- Research tasks associated with the subject matter chosen by the group
- Stagecraft development project connected to performance work
- Collaborative skills
- Performance
- Evaluative/reflective writing piece

FOOD AND TECHNOLOGY

What is the elective about?
Food and Technology at year 8 aims to promote healthy eating and refine the skills developed in year 7, whilst also presenting new challenges in time management, and the presentation of food.

What will students do in the elective?
Topics covered in this elective unit include:
- Meal planning, food preparation, time management, food hygiene and safe use of equipment and appliances:
  - Family meals
  - Snack foods
  - Baked food
  - Working in teams to present a menu of food items
- Key factors in food selection, nutrition and preparation
- Preparation of food for special occasions and events

The subject is allocated three periods per fortnight. 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
Practical work:
- Food preparation and skill development
- Plating and food presentation
- Cleaning up and time management
- Ability to work independently
- Ability to work in teams
- Evaluation of dishes based on taste and nutritional value
ENGLISH

LITERATURE TO LIFE

What is the elective about?
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.

What will students do in the elective?
Students will be exposed and challenged by a diverse range of authors as they journey through the different genres that have come to characterise modern fiction. From Roald Dahl to Dan Brown, from Steinbeck to Shakespeare, they will be able to explore new authors, new genres, and expand their knowledge of the riches that can be found in literature.

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

In the second half of the course the focus shifts towards students’ own creations where they’re given the opportunity to investigate and share an aspect of writing of interest to them, and to craft a more extensive piece of writing of their own.

Assessment
Creative writing: a variety of writing tasks experimenting with different writing techniques and forms of writing, building towards a final extended creative piece of the students’ own choice.

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 people the chance to swap ideas, offer feedback, and learn from one another’s work.

Why should a student choose this elective?
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 one’s own creative writing style.
HUMANITIES

CRITICAL THINKING

What is the elective about?
This course 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, he or she will never see the material studied in other subjects, or the world in general, in quite so superficial a way again.

What will students do in the elective?
The course builds on the basic meaning analysis and argument analysis skills and techniques covered in year 7 Philosophy. 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 Community of Inquiry (structured group inquiry) sessions and class debates, and a number of written-dialogue tasks.

Why should a student choose this elective?
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.

MUSIC

PERFORMING, COMPOSING AND RECORDING STUDIO

What is the elective about?
- Developing composition, arranging and music performance skills
- Developing skills in using music technology to compose and record
- Developing skills in using music technology in a creative way

What will students do in the elective?
- Students will learn how to use Sibelius, GarageBand and Pro Tools in both the music technology lab and the recording studio
- Through composition, arranging and performing, students will develop a folio of recordings and notated works
- Students will plan, propose and implement a major music production project that will be presented at a record launch

Assessment?
- Music production folio work
- Major music production project

Why should a student choose this elective?
This unit will provide students with the opportunity to perform, compose and create, whilst building skills using the music technologies of Sibelius, GarageBand and Pro Tools. It will help provide students with the background for the study of music at IBDP and VCE level.
SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

DESIGNING THE FUTURE

What is this elective about?
This course integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, solar cells and robotics with simple materials to build working models that address a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and ‘hands-on’ construction.

What will students do in the elective?
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 making changes
    - Refining ideas and constructing a fully-functional final product

Assessment?
  - A notated photographic journal documenting the design and construction journey
  - A report including experiments/data, research on materials/other inventions, background science and mathematics.
  - Final model - how well the product works to solve the problem

Why should a student choose this elective?
Creative students with an interest in inventing, tinkering and making models will enjoy this course. Many new occupations and career paths require STEM skills. Accordingly, this course offers students excellent preparation for life beyond secondary and tertiary education.
VISUAL ARTS

DIGITAL MEDIA

Photography, Digital Imaging, Video and Audio Editing

What is the elective about?
This course provides students with the opportunity to develop computer skills using various technologies. It explores different digital media elements using a range of specialised industry software and hardware to create digital media assets. The elective also concentrates on the development of the students’ skills in critical analysis of still and moving images. Students will create a portfolio in the classroom using a range of software applications including Adobe Premiere Pro, Audition, Photoshop, Bridge and Illustrator.

What will students do in the elective?
Students will develop a digital portfolio based on the following:

- **Digital photography**: introduction to the use of digital cameras to capture colour digital images
- **Digital montage**: developing an understanding of image resolution, file types, and ways to crop, rotate, enhance and manipulate images using Adobe Photoshop to create individual artworks
- **Video, audio editing and production**: filming, importing and editing video files and audio manipulation using Adobe Premiere Pro and Audition software with a combination of sound, photography and video capture

Assessment

- Colour digital photography
- Digital montage/manipulation
- Video and audio editing

Why should a student choose this elective?
This elective provides the opportunity to develop and refine skills using new and developing technologies in an educational context. Students will develop computer skills that may be incorporated into curriculum areas where video editing, audio production and digital imaging are required.
VISUAL ARTS

CERAMICS AND 3D MIXED MEDIA SCULPTURE

What is the elective about?
This elective should be seen as a continuation of the year 7 course in 3D artwork, ceramics and mixed media sculpture. Students will have the opportunity to design their own artworks and will learn how to use a range of materials and techniques. This elective encourages students to further develop concepts and follow proper working practices and procedures.

What will students do in the elective?
During the semester, students will produce one major clay piece, and one major mixed media sculptural piece. They will also document their design stages, processes and construction methods by maintaining a photographic record of their design development and processes.

Assessment
Exhibition: At the completion of the unit the students will exhibit their art works for an invited audience. They will also present a document outlining the development of their ideas.

Written document: Students will submit a booklet, which records their design processes and techniques. The booklet will also include design drawings, relevant visual information, photos and appropriate annotations of images.

Two finished art works: One ceramic piece and one sculpture.

Why should a student choose this elective?
Students interested in the visual arts and working in mediums other than drawing and painting will enjoy this course. They should have a keen interest in designing their own artworks and developing their skills in 3D construction - including ceramics and mixed media materials. The course aims to give students an opportunity to further enhance their visual arts skills, putting them at an advantage if they intend pursuing art studies in future years.
VISUAL ARTS

VISUAL COMMUNICATION DESIGN

Finding the Designer in You

What is the elective about?
Visual Communication Design in year 8 is an exciting new 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 to communicate. Works produced by designers include logos, billboards, posters, web design, animation, and fashion, as well as designs for products, buildings, interiors and the environment.

What will students do in the elective?
The focus for this course will be on drawing, designing and creating. The design outcomes and final folio works will include investigations in the following areas:

- Architecture and interior design
- Typography and logos
- Graphic design elements and principles
- Illustration
- Digital design using Photoshop and 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, which 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 a folio, visual diary and design appreciation assignments.

Why should a student choose this elective?
Visual Communication Design is a practical subject, which can lead students into a variety of career opportunities including architecture, visual communication, web design, animation, media, film, interior, fashion design.
VISUAL ARTS

TEXTILES

Designer Bears and Bean Bags

What is the elective about?
This course provides students the opportunity to develop skills relevant to the design, production and decoration of fun and unique textile products.

What will students do in the elective?
During the semester, students will design and produce a variety of textile products, including two major projects on designer bears and bean bags. They will compile a folio of related textile information and designs, providing evidence of their creativity and appreciation of current trends and styles across major brands such as Disney, Marvel and Pixar animations.

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

- Collages of garments, toys and home products
- Construction techniques and processes in textiles
- Information on commonly used natural and man-made fibres and other materials

Product construction

- Students will learn how to safely and competently use equipment including sewing machines, overlockers and irons
- Students will adapt basic product designs to add their own flair to soft furnishings and toys
- Students will learn how to follow verbal and written instructions and diagrams to assemble their designs

Assessment

- Product design journal
- Construction techniques
- Creative textile design: designer bears and bean bags

Why should a student choose this elective?
This course is well-suited to students keen to learn the skills required to make and modify clothing and furnishings. They will explore the balance of function and design in their products and create their own style within the provided design briefs. Students will become better consumers as they develop a broader understanding of the origins and properties of the products and materials they choose.