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Introduction

Philosophy of Education in Middle School

The philosophy of education at Flinders Christian Community College for Year 7 and 8 students is that the College should provide a rich, diverse, engaging, stimulating and enjoyable educational experience, and one that provides for the development of their unique skills and abilities. The curriculum is based on a Biblical worldview and provides challenging opportunities for all students. There are a range of co-curricular activities available such as: school production, retreat, community service, music and sporting teams. These activities promote a sense of responsibility and achievement and give students an opportunity to extend themselves in different fields.

Middle School students are recognised as young people who are establishing their identities and going through a transitional time in their lives. It is typically a time for growing independence. Learning programs focus on integration of subject knowledge, higher order thinking skills, problem solving and connectedness to the world around us.

The Year 7 and 8 curriculum at Flinders Christian Community College consists of a number of core subjects as well as a range of specialist subjects as outlined within this Handbook. The curriculum has been developed in accordance with the Victorian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented that ensure educational, emotional, spiritual and physical growth.

General capabilities are a key dimension of the Victorian Curriculum and are expressed explicitly in the content of each of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Victorian Curriculum identifies seven general capabilities which encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. These general capabilities are:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical behavior
- Intercultural understanding

Dedicated staff provides strong pastoral care and are committed to promoting the academic, emotional and spiritual development and character of each student.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future.”

Jeremiah 29: 11

Mr Luke Swain
Head of Middle School
Flinders Christian Community College – Tyabb Campus
Middle School Timetable

The Year 7 and 8 timetable at Flinders Christian Community College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 7 Periods Per 10-day Cycle</th>
<th>Year 8 Periods Per 10-day Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>LOTE (German or Indonesian)</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Geography</td>
<td>5*</td>
<td>5*</td>
</tr>
<tr>
<td>History</td>
<td>5*</td>
<td>5*</td>
</tr>
<tr>
<td>PASE and Health Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Specialist Subjects</td>
<td>12 (4+4+4)</td>
<td>12 (4+4+4)</td>
</tr>
<tr>
<td>Studies in Faith</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chapel/Homegroup and Assembly</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Independent Learning</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>60 periods</strong></td>
<td><strong>60 periods</strong></td>
</tr>
</tbody>
</table>

* Semester based

Year 7 and 8 Specialist Subjects

The Year 7 and 8 Specialist Subjects Program provides students with an opportunity to experience a range of practically based subjects. Over the course of Year 7 and 8, students will study each of the following subjects: Agricultural Studies, Art & Digital Design, Design & Technology (Wood/Plastics/Textiles), Drama, Food & Technology and Music. Three specialist subjects are studied for four periods per cycle over each semester. The table below indicates the Specialist Subjects on offer:

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Studies</td>
<td>Agriculture Studies</td>
</tr>
<tr>
<td>Art &amp; Digital Design</td>
<td>Art &amp; Digital Design</td>
</tr>
<tr>
<td>Design and Technology (Textiles/Wood/Plastics)</td>
<td>Design and Technology (Textiles/Wood/Plastics)</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Food &amp; Technology</td>
<td>Food &amp; Technology</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
</tr>
</tbody>
</table>
LOTE - Languages Other Than English

At Flinders Christian Community College, the study of LOTE is compulsory for students in Years 7 and 8.

We currently offer students the opportunity to study either German or Indonesian for five periods per cycle over the two years.

Students who wish to continue to study a LOTE in Year 9 will have the opportunity to select this subject in the Year 9 Elective Program.

Learning Enrichment Program (LEP)

In Year 7 and 8, the program is designed to provide extra assistance for students who have experienced difficulty with Mathematics or English. It runs concurrently with the LOTE Program and, consequently, students enrolled in the LEP Program will be withdrawn from LOTE.

In consultation with the subject teachers, enrolment in the LEP is based on the recommendation of the Head of Teaching and Learning (Middle) and the Centre for Inclusive Learning Coordinator.

Camps Program

The Year 7 and 8, Camps Program provides additional opportunities for students to challenge themselves in environments outside the school setting, develop friendships with their peers and build a sense of teamwork. The Camp Program is part of the curriculum and is integrated with the material students complete at school.

To aid the development of new friendships and transition into the College, Year 7 students go to Forest Edge camp in West Gippsland. There, they learn a variety of new skills such as archery, bush walking and raft building. Students enjoy the annual talent show. This camp is a key event for effective transition into the Middle School.

In Year 8 students will attend an interstate camp, travelling to Tasmania.

Learning Technologies

Students in Year 7 and 8 are encouraged to become independent learners; able to be resourceful and solve problems before seeking teacher assistance.

The development of the College online course management system, our.flinders.vic.edu.au, means students can constantly check their progress and learning pathway.

The College encourages students to complement their studies and instruction at school with supporting Web 2 technologies. We particularly recommend: www.grammarly.com & www.Khanacademy.org as useful resources.

Year 7 and 8 students are required to bring in an iPad or a Laptop each day to further enable them to be in control of their learning and have immediate access to the internet and Moodle.
Year 7 and 8 Curriculum

The curriculum at Years 7 and 8 is designed to offer students a range of educational experiences, which will broaden their interests and prepare them for the challenges of senior secondary schooling.

Details and Explanation

Each subject is developed from a Christian perspective so that the teaching reinforces the basic Christian values and principles that are necessary for the development of Christian integrity and character.

Learning Outcomes

The Learning Outcomes expressed in each subject specify the teacher’s aims for the unit. These should be recognised as realistic and attainable aims for students at the particular level. Parents, students and teachers should take active roles in monitoring student performance and if a problem arises the Home Group teacher should be alerted. It is our intention that parents, students and teachers work together to ensure all students develop to their full potential.

Assessment Tasks

Assessment Tasks are the means by which a student’s level of performance is determined. These tasks may include Tests, Assignments, Essays, Presentations, Reports, Examinations or other specified tasks. Students are graded on an eleven-point scale from A+ to UG. The specific information regarding Assessment Tasks will be documented in the Student Course Planning Document, which is accessible on the School Learning Management System – “Moodle”, at the beginning of each semester.

Reporting

Flinders by Design (FbD) Reporting is continuous, dynamic, purposeful and accessible. Parents and students will have continuous access to reports via the Moodle portal. They will be able to log in at any time to see the most up to date results for the following: Subject Attainment (Grades), Course Work Progress, Learning Disposition, Leadership and Participation, Attendance and Lateness, and Organisation and Uniform.

Teachers will update reports frequently. As the marks are entered, the results will be automatically adjusted and be available to students and parents when they log in. Parents can print copies of these reports whenever they choose during the year or access them electronically at the school office. At the end of each semester, an electronic printable snapshot of the report will be stored in our records. The End of Semester Report will be considered the final and official report. All past reports will also be accessible to parents electronically.

Parent-Student-Teacher Interviews will also be held at regular intervals throughout the year so that the student’s progress can be discussed.

The End of Semester Report for each subject will include the following:

- A grade for each of the school-based Assessment Tasks
- An “Overall Grade” that complies with a directive on reporting from the Federal Government. The Overall Grade is reported on a 6-point scale from A to UG and is calculated on the basis of the Assessment Tasks listed on the report. The report also indicates the relative weighting of each Assessment Task in the calculation of the Overall Grade.

- A rating for Work Progress and for each of the three Learning Dispositions: Persistence and Application, Communication and Social Competence, Thinking and Reflection.

In accordance with Federal Government directives, a Grades Summary Report is also provided. This details the performance of all students studying a particular subject at a given year level.

Home Learning

College policy is that all Year 7 students should be engaged in a maximum of one hour of home learning Monday to Thursday and all Year 8 students should be engaged in a minimum of one hour of home learning each week night. This involves completing, reinforcing, revising or practising course work completed recently in class. This is not to be confused with study. Study is consolidating in an organised manner all of the material covered in a unit of work. This means that students need to be disciplined in their approach to study in order to maximise the learning process.
Useful Hints for Home Learning and Study

The Study Environment

The student should have a quiet study area, which is free from distractions and interruptions. To study effectively, students need a comfortable learning environment, a reasonably neat and well organised work area and adequate lighting. Research studies and experience have shown that serious, effective study cannot occur if the television is turned on (no matter what the student may say). Similarly, telephone interruptions should be kept to a minimum and spaced in such a way that they correspond to the study breaks. Students in Year 8 should be completing a minimum of one and a half hours of home learning each weeknight with the understanding that they have worked conscientiously at school.

Organising Study Time

At this level the students should be organising their study times in blocks of 30-45 minutes. It has been shown that concentration and efficiency of work is better if the time is broken up with times of relaxation in between. However, there is always the danger of reluctance to return to work and this should be taken into consideration. Students should, with the help of their parents, decide what works best for them. The study time is generally spent in three ways: doing homework, revising for examinations and tests and revising the content completed in class. Each Semester students review their study routine, set goals and use the Success Planner as the means of organisation and accountability.

Set Home Learning

Students are required to keep a diary designed to help them organise their work. All home learning should be written in the diary, and if parents and the school work together to enforce this, then the students will benefit. Good diary habits are absolutely essential if students are to be successful in the senior school and further studies. A "running list" of assignments, test dates and other significant dates should be kept once a week to avoid leaving work to the last minute. Specific home learning set for the next day should also be entered. Each night the student should consult the diary, completing the most urgent work first, followed by assignment work, study for tests, etc. Students should not avoid difficult work, but if they cannot complete the work set by the due date, then a note in the diary from the parent to that effect is required before the day it is due. Intervention Notices and Unsatisfactory Progress Reports, and Penalties for Late Work, will apply as per the College Discipline system outlined in the College Diary.
Study
If no specific home learning is set, students should be constantly revising their textbooks and consolidating their note taking, using the Cornell Method. A good hint for this type of longer-term preparation is for the student to purchase one small exercise book for each subject. The important aspects of each subject can then be noted in these books and become "study notes" for consolidation of the material covered. A note-taking template is available on the Middle School Moodle page. It can be helpful to use notes and lists to help students’ commit some facts to memory.

Wider Reading
Students can always be reading ahead in some subjects. It is beneficial to read certain scientific magazines, other textbooks and reference materials. Regular reading of daily newspapers is also highly recommended, as many subjects; English, History and Geography, in particular, refer to current events.

Extra Commitment
Some students do put in more study time than required and this usually results in improved grades. Students should be encouraged to develop a serious approach to their studies. However, if parents are concerned about their child’s study habits they should contact the Year Level Coordinator or Home Group teacher.

STRETCH
Students have the opportunity to stay at school on Wednesdays and attend STRETCH. Here, students can continue to work collaboratively with their peers, complete assignments and access teachers for extra assistance. STRETCH is held in the library from 3:30pm to 5:00pm each Wednesday.

Contact with the School
If parents have any concerns regarding their child’s behaviour or attitude, they are invited to telephone the Year Level Coordinator. For any concerns regarding home learning or subject progress, parents are invited to contact the subject teachers as the first point of contact.

Success Planner
Students work through thirteen units on how to study and learn effectively. Parents are encouraged to familiarise themselves with the material. It can be found on the Middle School Moodle Page.
Year 7 Core Subjects

English
Mathematics
Science
Humanities:
  1. Geography
  2. History
  3. Civics and Citizenship
  4. Economics
LOTE – German
LOTE – Indonesian
Physical and Sport Education
Studies in Faith

How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

Psalm 119: 9-10

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

Proverbs 2: 6

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.

Psalm 95: 4 – 6
Course Content

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed. Students communicate with peers, teachers, individuals, groups and community members in a range of face to face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

The Year 7 English course addresses the individual needs of students to further develop their ability to interpret and respond to written, viewed and spoken texts. The course is designed to provide the students with a variety of language experiences that will increase their confidence and assist them to become effective communicators.

The study of English at Year 7 aims to enable students to:

1. Develop an understanding of the ways in which language is an aspect of human beings created in the image of God, allowing them to think, order, reflect, respond, make meaning and communicate and operate in community.

2. Use the conventions of Standard Australian English with increasing understanding, in a variety of forms and situations.

3. Speak, listen, view, read and write effectively with purpose and critical awareness.

Students will be provided with the opportunity to extend themselves in all aspects of the course in ways that reflect their own skills, abilities and interests. This will include interactions with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students will engage with a variety of texts in order to understand the different purposes of texts. This will include texts of which the primary purpose is aesthetic as well as those designed to inform or persuade. Text types will include literatures of Aboriginal and Torres Strait Islander peoples as well as wider world literature with an emphasis on Asia.

Victorian Curriculum Achievement Standards

1. Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information.
2. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

3. Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters.

4. Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons.

5. Students create texts that show how images support the meaning of the text. They create texts; drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.
Mathematics

Course Content:
The Year 7 Mathematics course seeks to build a solid understanding of basic concepts in: Number, Algebra, Measurement, Geometry, Statistics and Probability as well as provide an introduction to Problem Solving strategies. There is a strong emphasis on improving speed and confidence in Mental Maths Skills, developing reasoning skills and presenting detailed solutions in a clear and logical manner. The course seeks to highlight the unique realm of pattern and order that God created in our world and encourage a positive attitude towards Mathematics.

The course also seeks to implement the use of Technology to aid understanding.

Victorian Curriculum Strands:
Content: Number and Algebra; Measurement and Geometry; Statistics and Probability

Areas of Study:
Whole Numbers; Decimals; Fractions; Percentages; Measurement; Geometry; Algebra; Linear Equations; Statistics and Probability

Learning Outcomes:
At the end of the year students should be able to:

- Define and explain key skills concepts from the areas of study and to use these concepts in a variety of tasks, investigations and assessments
- Set out mathematical solutions in a detailed and logical manner
- Select and apply problem solving and investigative techniques to a range of mathematical processes
- Demonstrate mental and written fluency in calculations of advanced number facts using: integers, fractions, decimals and algebra
- Use reasoning strategies such as: explaining, comparing and estimating when solving mathematical problems

Victorian Curriculum Achievement Standards

Number and Algebra
1. Students solve problems involving the order, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving all four operations with fractions, decimals, percentages and their equivalences and express fractions in their simplest form.

2. Students compare the cost of items to make financial decisions and make simple estimates to judge the reasonableness of results.

3. Students represent numbers using variables and substitute numbers into algebraic expressions.

4. Students assign ordered pairs to given points on the Cartesian plane, interpret and analyse graphs of relations from real data and develop simple linear models for situations.
Measurement and Geometry

5. Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane.

6. Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles.

7. Students describe different views of three-dimensional objects and use models, sketches and digital technology to represent these views.

8. Students calculate volumes of rectangular prisms.

Statistics and Probability

9. Students identify issues involving the collection of discrete and continuous data from primary and secondary sources.

10. Students construct stem-and leaf plots and dot-plots.

11. Students identify, calculate and describe the relationship between mean, mode, median and range for data sets.

12. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities outcomes.
Science

Course Content:
This course prepares students to work safely in a science laboratory and develops their practical scientific skills when conducting science experiments. Students will be encouraged to develop their understanding of the physical, biological and chemical changes and activities that are taking place around them all the time. Students will recognise their role and responsibilities to care for the environment in the way God has instructed us to live our lives.

**Victorian Curriculum Strands:**
Science Understanding; Science Inquiry Skills

**Areas of Study:**
Science as a human endeavour, Biological Science, Chemical Science, Earth and Space Science and Physical Science.

**Learning Outcomes:**
This unit involves practical activities including chemistry, biology and physics experiments to apply scientific knowledge.

At the end of the year students should be able to:

- Demonstrate the skills which are required to work safely and responsibly in a Science Laboratory
- Undertake individual and group research, take part in role plays and class presentations, in order to assist their own and their peers, understanding of topics covered. Display an ability to work independently or as part of a group.
- Make use of technology to enhance thinking and research skills, process information in order to draw conclusions, to demonstrate an understanding of scientific principles

**Victorian Curriculum Achievement Standards**

1. Students describe how science knowledge can be applied to generate solutions to contemporary problems and how these solutions may input on society.

2. Students identify and classify living things. They describe and apply techniques to separate pure substances from mixtures. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth. They analyse how sustainable use of resources depends on the way they are formed and cycle through Earth systems. They represent and analyse the effects of unbalanced forces, including Earth’s gravity on motion.

3. Students investigate scientifically and make predictions based on scientific knowledge. They consider accuracy and ethics when planning investigations and represent data to reveal patterns and relationships. Students use appropriate scientific language and representations when communicating science ideas.
Humanities

Course Content
The Y7 Humanities course covers the areas of History, Geography, Civics and Citizenship and Economics.

In History, students study from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in Rome and China and a study of Aboriginal and Torres Strait islander History in Australia.

In Geography, the focus is on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. Livability focuses on the concept of place through an investigation of livability. This unit examines factors that influence livability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

For Civics and Citizenship, students study the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students look at how the rights of individuals are protected through the justice system.

In Business and Economics, students develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income.

Learning Outcomes

**History**
- Chronology, terms and concepts. Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies

**Geography**
- Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts
- Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources
• Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies.

• Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate.

• Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships.

• Apply geographical concepts to draw conclusions based on the analysis of the data and information collected.

• Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate.

• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal.

**Civics and Citizenship**

• Develop a range of questions to investigate Australia’s political and legal systems.

• Identify, gather and sort information and ideas from a range of sources.

• Analysis, synthesis and interpretation; Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues.

• Appreciate multiple perspectives and use strategies to mediate differences.

• Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action.

• Present evidence-based civics and citizenship arguments using subject-specific language.

• Reflect on their role as a citizen in Australia’s democracy.

**Business and Economics**

• Develop questions about an economic or business issue or event, and plan and conduct an investigation or project.

• Gather relevant data and information from a range of digital, online and print sources.

• Interpret data and information displayed in different formats to identify relationships and trends.

• Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative.

• Apply economics and business knowledge, skills and concepts in familiar and new situations.

• Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions.
LOTE - German

Course Content:
Students will be introduced to the German language, culture and lifestyle. They will learn and understand to speak, read and write German at a basic level.

Semester 1

Areas of Study:
In this unit, students find out why it is important to learn German, discover similarities between English and German. Students learn facts about German speaking countries and identify some famous German people. They learn basic German language skills through topics such as Greetings, School, Hobbies, Clothing and Food.

Semester 2

Areas of Study:
The students will work through chapters 4 to 8 of the “Genau!” course and are required to develop basic skills in reading, writing, speaking and listening in German. They will cover the following topics: Family, Countries, Student Exchanges, Clothing items, Food, Christmas and other Celebrations.

Learning Outcomes:
At the end of the year students should be able to:

- Demonstrate an understanding of aspects of German culture
- Communicative skills in both spoken and written Language Other Than English (LOTE)
- Linguistic and Grammatical skills
- Listening and comprehension skills from both spoken and written texts
LOTE - Indonesian

Course Content:
Students will be introduced to the Indonesian language, culture and lifestyle. They will learn and understand to speak, read and write Indonesian at a basic level.

Areas of Study:
Basic Conversation; Greetings; Food; Numbers; Transport and Places; Recreation; School.

Learning Outcomes:
At the end of the year students should be able to:

• Communicate in Indonesian on the topics studied in the written form
• Communicate in Indonesian on the topics studied in the spoken form
• Intercultural knowledge
Health and Physical Education

Course Content:
This course aims to help students to be resilient and make health-enhancing decisions by taking action to promote their own health, safety, wellbeing and physical activity participation. Students will be involved in a wide variety of physical activities that will focus on the development of fundamental movement skills, and the concepts and strategies that enable confident, competent and creative participation in a range of physical activities. Students will also investigate the importance of personal and athletic fitness and the functioning of the musculoskeletal system.

This subject has both theoretical components and practical activity involvement whereby students are required to wear the full sports uniform as indicated in the College Diary.

Areas of Study
Fitness and Athletics Instruction; Fundamental movement skills; Ball Handling; Co-ordination & Balance; Swimming Stroke Development; Rhythmic and Expressive movement; Health Benefits of Physical Activity; Safe Physical Activity Participation; Food and Nutrition; Wellbeing.

Learning Outcomes:
At the end of the year students should be able to

- Demonstrate an increase in their personal fitness levels through testing
- Understand basic rules of the physical activities and sports studied
- Devise and perform body movement responses to the changing demands of game play with control and purpose
- Utilise equipment to demonstrate the linking of a series of motor skills in a game or an activity that requires communication, co-operation and the application of rules
- Evaluate information and develop strategies to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity.
Studies in Faith

Course Content:
A foundational overview of the Bible, including the themes of: Creation, the fall of man and the pivotal role of Jesus in bringing salvation to all people. Students will learn about the Bible through inquiry style approaches and open discussions. An important aspect of this course is to provide opportunities for students to develop the spiritual dimension of their life through times of contemplation, silence, prayer and participating in the student retreat. Time will also be spent discussing how the Bible can be relevant and applied to everyday life.

Areas of Study:
The Bible and Faith:
The Structure of the Bible; Some Major Characters and Events of the Old Testament; The Creation Stories;
The Exodus; Jesus’ Life, Death and Resurrection; Retreat; Developing a Spiritual Life.

Learning Outcomes:
At the end of the year students should be able to:
• Understand how we know what is true about God
• Understand the role of the Bible
• Know that God is loving
• Experience a retreat and explore silence, prayer and Christian medication
• Look at the meaning of Jesus’ life and ministry, and His death and resurrection and what it means to them personally
Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:2

Your love, O Lord, reaches to the heavens, your faithfulness to the skies. Your righteousness is like the mighty mountains, your justice like the great deep. O Lord, you preserve both man and beat. How priceless is your unfailing love!

Psalm 36: 5-7
Agricultural Studies

**Course Content:**
Theory will cover Health and Safety (H &S); the definition of agriculture in Australia; sustainability and water conservation; pest animals for farmers and horticulture. The practical component of this course will include care and maintenance of the school garden and some of the following: alpacas, sheep, cattle, ponies, poultry and worm farms. A large component of the course is practical based with students undertaking basic animal husbandry on a range of animals. The practical component of this course will be influenced by many factors such as cost, season, weather and availability. The main emphasis on practical work will be following: caring for sheep and lambs and/or incubating chicken eggs and/or planting fruit trees or vegetables or crops. The opportunity to show sheep and chickens may be given to students as an optional activity outside of normal school hours.

**Areas of Study:**
Health and safety at the school and on the farm; repair and maintenance of the school farm; introducing agricultural and horticultural studies; basic farming; types of farms; requirements for farming enterprises; sustainability and water conservation; pests. Some of the following livestock: poultry, sheep, alpacas, ponies and cattle.

**Learning Outcomes:**
On completion of this unit students should be able to:

- Develop knowledge and skills in implementing cooperative and safe work practices in agricultural contexts
- Demonstrate a responsible attitude for the care of livestock and horticulture
- Understand issues related to sustainability and water conservation within agriculture
- Explain the importance of managing pests on farms and understand pest management strategies
- Understand farm practices and Australian farming enterprises
Art & Digital Design

Course Content:
In this unit the students will be introduced to two Pop artists, techniques and media related to the Pop Art style. The various activities are designed to develop their abilities in the area of composition, digital art and design with imaginative drawing, painting, sculpture and digital technology. Students will be taught the painting, drawing and digital skills needed to create simplified interpretations of realistic images.

Areas of Study:
Students will do 2 digital and 1 practical art piece each semester:
1. Pop Art Cartoon Painting
2. Pop Art Celebrity Canvas Portraits
3. Design a Ceramic or Paper Mache Pop Art Sculpture
4. Line, Shape, Positive and Negative Space Investigation
5. Developing Black and White Design using Pop Art Imagery
6. Theoretical Study of Pop Artists Roy Lichtenstein and Andy Warhol

Learning Outcomes:
On completion of this unit students should be able to:
• Demonstrate an understanding of Pop Art and be able to apply that knowledge to practical tasks.
• Develop their own skills in applying what they have understood of Pop Art and develop their own individual uniqueness to the art style.
• Students should be able to analyse the art work of Roy Lichtenstein and Andy Warhol
• Demonstrate an understanding and skill in the use of digital programs Photoshop and Illustrator.
Design & Technology
Textiles/Wood/Plastics

Course Content:
This unit provides an introduction to Design and Technology working in the 3D construction materials of Textiles, Wood and Plastics

Textiles - This section provides an introduction to textiles, both in hand and machine sewing tasks. Students will learn about the production of cotton based fabrics and apply product design elements and principles in their projects.

Wood/Plastics - This section aims to introduce the students to the skills involved in designing, making and evaluating items. At first considerable guidance and instruction will be needed but, as the students' progress, the aim is to encourage them to work with increased independence by giving them more open ended design briefs and allowing them to work at their own pace.

Areas of Study:
1. What is Design and Technology?
2. Design Process
3. Introduction to the sewing machine and hand sewing techniques
4. Fabric properties
5. Product design elements and principles
6. Workshop Safety
7. Joining and Shaping Materials
8. Methods of Finishing Materials
9. The Use of Hand Tools and Machinery

Learning Outcomes:
On completion of this unit students should be able to:

• Generate and expressively develop ideas when making and presenting textile craft
• Demonstrate a range of skills, techniques and processes when using the sewing machine and completing hand sewing tasks
• Justify, develop and implement design ideas, using some complex equipment and processes.
• Choose appropriate tools and machines for the development of items and use them safely.
• Develop ideas for the design and production of items.
• Choose appropriate finishing techniques.
• Communicate design ideas by using basic drawing techniques
Drama

Course Content:
This course focuses on developing an interest in the Performing Arts and the skills that can be gained through creation, rehearsal and performing. The drama skills are used to explore different themes. Active involvement is encouraged rather than theoretical note taking, although a workbook is maintained. Vocal skills and movement skills are explored and extended.

Areas of Study:
Mime and Movement; Improvisation; Scripted Performance; Journaling and Drama Games

Learning Outcomes:
On completion of this unit students should be able to:

• Effectively use their bodies to communicate emotion, character and story in a series of Mime and Movement sequences.
• Create polished improvisations with effective use of the 4Ws (who, when, where, what).
• Effectively perform strong characters in spontaneous role plays
• Effectively work in collaboration with their peers and perform a scripted class production
• Reflect in written and verbal form on the efficacy of their performance work
Course Content:
This course introduces students to food and technology. Students will learn basic production skills and knowledge in order to cook food safely and hygienically. They will study how the Healthy Eating Pyramid can assist them to make good food choices. The Eat Most section, including fruit and vegetables and cereals will be studied. The physical and sensory properties of these foods will be discussed and how they promote good health.

Areas of Study:
Introducing Food and Technology; The Healthy Eating Pyramid.

Learning Outcomes:
On completion of this unit students should be able to:

• Prepare food hygienically and safely in the kitchen
• Understand the Healthy Eating Pyramid and how it promotes good health
• Design and create a meal in response to a design brief using the design process
• Perform cooking methods and skills to produce high quality food products
Music

Course Content:
The Year 7 Music course addresses the individual needs of students to develop their ability to interpret, understand and respond to music in its written, aural, improvised and composed forms. The course is designed to provide the students with a variety of musical experiences that will help them articulate their existing knowledge of music; develop further knowledge that allows students to aurally and visually recognise the musical language as well as read, write, compose and improvise individually and in different group settings.

Areas of Study:
Aural and visual music recognition; Elements of Music; Improvising and Composing; Individual instrumental skills (guitar); Group instrumental skills (African drumming); Notational and Compositional software; Basic Music Literacy

The study of Music at Year 7 aims to enable students to:

1. Develop an understanding of the ways in which music is a universal language and that allows people to communicate and share a variety of human experience (emotional, spiritual, psychological) in a way that can be enjoyed collectively.

2. Develop a vocabulary of terms to help articulate their current knowledge of music through discussion of the Elements of Music.

3. Develop basic music literacy skills to enable students to aurally and visually recognise, improvise and write music.

4. Students will be provided with the opportunity to extend themselves in ways that reflect their own skills, abilities and interests. This will include interactions with peers, teachers, senior music students and guest professionals. This will take place through active music making sessions involving instruments (guitar, keyboard, African drums) and music compositional software (Sibelius; Acid Music Studio).

5. Students will study a range of musical examples from contemporary examples they are already aurally familiar with; to other examples that embody particular musical elements; to other examples that have aesthetic or historical significance in the history of music.

Learning Outcomes:
On completion of this unit students should be able to:

- Describe familiar and unfamiliar music using language with reference to Musical Elements - eg melody; rhythm; harmony; range; timbre; mood; beat.
- Read, Practice and Perform fluently simple melodies and chord progressions on the guitar.
- Practice and perform fluently ostinato rhythms in a group context on the African drums.
- Compose simple musical notation or complex soundscapes on the relevant software.
- Aurally and visually recognise/read/write/improvise and compose on the treble staff using – crotchets/quavers/semi-quavers/minims; and using major pentatonic scale and major scale; and I-IV-V chord progression.
Year 8 Core Subjects

English
Mathematics
Science
Humanities:
  1. Geography
  2. History
  3. Civics and Citizenship
  4. Economics
LOTE – German
LOTE – Indonesian
Physical and Sport Education
Studies in Faith

How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

_Psalm 119: 9-10_

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

_Proverbs 2: 6_

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.

_Psalm 95: 4-6_
English

Course Content

The Year 8 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed. In Year 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, nonfiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Victorian Curriculum Achievement Standards

Students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information.

Students apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

Students’ texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.

Students use knowledge of letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

Students listen to others’ views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.
Mathematics

Course Content:
The Year 8 Mathematics course seeks to provide consolidation of concepts in the key learning areas of: Number and Algebra, Measurement and Geometry, Statistics and Probability. Students are taught to use efficient mental and written strategies as they investigate concepts across each learning area. The course seeks to highlight the unique realm of pattern and order that God created in our world. Students are guided to work mathematically to solve a range of puzzles and problems and choose from a variety of problem solving strategies. The course also seeks to further enhance the use of Technology as a learning tool, develop their understanding of mathematical language and enhance independence in learning and organisational skills.

Victorian Curriculum Strands:
Content: Number and Algebra; Measurement and Geometry; Statistics and Probability

Areas of Study:
Integers; Real Numbers (Fractions, Decimals and Percentages); Probability; Algebra; Geometry; Ratios and Rates; Linear Graphs; Statistics and Data; Indices; Length, Area and Volume.

Learning Outcomes:
At the end of the year students should be able to:

• Understand, identify and explain skills concepts, number patterns and formulae using relevant mathematical language
• Demonstrate mental and written fluency in calculations of advanced number facts using: integers, fractions, decimals, algebra, measurement and data, with improved speed and accuracy
• Solve problems, using clear problem solving steps and strategies and set out mathematical solutions in a detailed and logical manner
• Use reasoning strategies such as: explaining, comparing and estimating when solving mathematical problems

Victorian Curriculum Achievement Standards

Number and Algebra
1. Students use efficient mental and written strategies to make estimates and carry out the four operations with integers and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context.
2. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages.
3. Students simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions.
4. Students solve linear equations and graph linear relationships on the Cartesian plane.
Measurement and Geometry
5. Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites.
6. Students name the features of circles, calculate circumference and area.
7. Students solve problems relating to the volume of prisms.
8. Students make sense of time duration in real applications, including the use of 24-hour time.
9. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.

Statistics and Probability
10. Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population.
11. Students model situations with Venn diagrams and two-way tables and explain the use of ‘not’, ‘and’ and ‘or’.
12. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.
Course Content:
This course develops and extends what students already know about science from the Year 7 science curriculum. They will explain how evidence has led to an improved understanding of a scientific idea. Content is drawn from the different science areas as listed in the ‘Areas of Study’.

Victorian Curriculum Strands:
Science Understanding; Science Inquiry Skills

Areas of Study:
Science as a human endeavour, Biological Science, Chemical Science, Earth and Space Science and Physical Science.

Learning Outcomes:
At the end of the year students should be able to:

• Demonstrate safe working practices in the science laboratory and be able to work with purpose

• Undertake individual and group research in order to assist their own, and their peers, understanding of topics covered

• Demonstrate scientific reasoning, processing and inquiry skills

• Analyse and evaluate from a scientific perspective and display an ability to work independently or as part of a group

• Use technology to enhance thinking and research skills

• Process information, drawing conclusions based on scientific reasoning, demonstrating an understanding of scientific principles being studied

• This unit involves practical activities including dissection, chemical experiments and a number of other practical applications of scientific theory.

Victorian Curriculum Achievement Standards

1. Science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science and this knowledge can generate solutions to contemporary problems.

2. Students investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound. Students provide evidence for observed chemical change. Students predict the effect of environmental changes on feeding relationships between organisms in a food web.

3. Students plan experiments, identifying variables to be changed, measured and controlled. Students consider accuracy and ethics when planning investigations. They explain how modifications to methods would improve the quality of their data and scientifically evaluate claims made by others. Students use appropriate scientific language representations and simple word equations to communicate science ideas, methods and findings.
**Humanities**

**Course Content**

The Y8 Humanities course covers the areas of **History, Geography, Civics and Citizenship and Economics.**

**History** is studied from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

**Geography** focuses on investigating geomorphology through a study of landscapes and their landforms. Students examine the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students will also study Human Geography. They will investigate the changing human geography of countries, as revealed by shifts in population distribution.

In **Civics and Citizenship** students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

In **Economics** students develop their understanding of business concepts by exploring the ways that markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future.

**Learning Outcomes**

**History**

- Sequence historical events, developments and periods
- Use historical terms and concepts
- Identify a range of questions about the past to inform a historical inquiry
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin and purpose of primary and secondary sources
- Locate, compare, select and use information from a range of sources as evidence
- Draw conclusions about the usefulness of sources
- Identify and describe points of view, attitudes and values in primary and secondary sources
- Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Use a range of communication forms (oral, graphic, written) and digital technologies
Geography

• Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts
• Collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources
• Evaluate sources for their reliability and usefulness and represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies
• Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate
• Analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships
• Apply geographical concepts to draw conclusions based on the analysis of the data and information collected
• Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate
• Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal

Civics and Citizenship

• Develop a range of questions to investigate Australia's political and legal systems
• Identify, gather and sort information and ideas from a range of sources
• Analysis, synthesis and interpretation; Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues
• Appreciate multiple perspectives and use strategies to mediate differences
• Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
• Present evidence-based civics and citizenship arguments using subject-specific language
• Reflect on their role as a citizen in Australia's democracy

Business and Economics

• Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
• Gather relevant data and information from a range of digital, online and print sources
• Interpret data and information displayed in different formats to identify relationships and trends
• Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative
• Apply economics and business knowledge, skills and concepts in familiar and new situations
• Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions
LOTE - German

Course Content:
The course aims to develop communication skills in the German language. Classroom activities are based around developing skills in thinking, speaking, understanding, reading and writing basic German. The course also aims to foster creativity and the use of information technology.

Semester 1

Areas of Study:
In this unit, students continue to improve their German language skills through topics such as dates and seasons, food, school, telling the time, the body, places and buildings and transport. Students also study various aspects of German culture.

Semester 2

Areas of Study:
In this unit, students continue to improve their German language skills through topics such as weather, winter sports, transport, travel and food. Students also study various aspects of German culture.

Learning Outcomes:
At the end of the year students should be able to:

- Demonstrate an understanding of aspects of German culture
- Communicative skills in both spoken and written German
- Linguistic and Grammatical skills
- Listening and comprehension skills from both spoken and written texts
**Course Content:**
The study aims to develop communication skills in the Indonesian language. Classroom activities are based around developing skills in thinking, speaking, understanding, reading and writing basic Indonesian. The course also aims to foster creativity and the use of information technology.

**Areas of Study:**
Telling Specific Times; Family and Pets; Appearance; Going to the Doctor.

**Learning Outcomes:**
At the end of the year students should be able to:

- Communicate aspects of Indonesian culture
- Communicate in both spoken and written Indonesian.
- Listen and comprehend from both spoken and written texts.
Health and Physical Education

Course Content:
This course aims to help students to be resilient and make health-enhancing decisions by taking action to promote their own health, safety, wellbeing and physical activity participation. Students will be involved in a wide variety of physical activities that will focus on the refinement of fundamental movement skills and the game play strategies and tactics that enable confident, competent and creative participation in a range of physical activities. Students will also investigate the importance of personal and athletic fitness. This subject is based on both theoretical content and involvement in practical activity whereby students are required to wear the full sports uniform as indicated in the College Diary.

Areas of Study:
Fitness and Athletic Instruction; Indoor Game Play Strategies and Tactics, Swimming safety Skills, Racquet/ Bat/ Stick Skills, Co-ordination and Balance, Rhythmic and Expressive movement, Drug and Alcohol Consumption, Mental Health, Sexuality and Relationships.

Learning Outcomes:
At the end of the year students should be able to:

• Perform and modify co-ordinated movement sequences of the body and demonstrate an increase in their personal fitness levels
• Devise and implement strategies and tactics in games and activities, using and adapting a range of fundamental motor skills
• Understand the rules of the sport-based areas of the study design to enable scoring, umpiring and effective participation in class games and sports
• Demonstrate controlled and purposeful ball handling skills, using both feet and striking implements, during skill drills and in response to the changing demands of game play
• Understand and demonstrate the techniques required for water safety and survival
• Evaluate information and use critical inquiry skills to research, analyse and understand their own and others health, safety and wellbeing
Studies in Faith

Course Content
The Y8 Course looks at the importance of stories in the Old Testament and their value for Christians today, in particular their links with the Gospel of Matthew. Students also look at the major festivals in Christianity and relate these back to key stages of the life of Jesus. Students research an issue that Christians have disagreed upon in the past and discover how it was resolved. Ethics are considered from a personal point of view and in particular caring for others. Philosophically, Evil and Suffering are discussed and ways to deal with these issues are studied. Throughout the year, students are encouraged to reflect and practice silence and prayer. Finally, we look at the ways in which religion is discussed and dealt with in today's media, and the important contribution of religion to world issues.

Australian Curriculum Strands
Ethical Understanding

Areas of Study

Key questions
• What are Christian Ethics and how should I respond to contemporary moral issues?
• Why is there suffering in the world and how can I respond?
• How is the Old Testament connected to the New Testament?
• How do I develop devotional practice?

Learning Outcomes
• Recognise and explore ethical concepts in context - analyse the ethical dimensions of beliefs and the need for action in a range of settings
• Reason and make ethical decisions - analyse inconsistencies in personal reasoning and societal ethical decision making
• Consider consequences - investigate scenarios that highlight ways that personal dispositions and actions can affect consequences
• Reflect on ethical action - analyse perceptions of occurrences and possible ethical response in challenging scenarios
• Examine values - assess the relevance of beliefs and the role and application of values in social practices
• Explore rights and responsibilities - analyse rights and responsibilities in relation to the duties of a responsible citizen
• Consider points of view - draw conclusions from a range of points of view associated with challenging ethical dilemmas
Specialist Subjects

Agricultural Studies
Art & Digital Design
Design & Technology (Textiles/Wood/Plastics)
Drama
Food & Technology
Music

My heart is steadfast, O God, my heart is steadfast; I will sing and make music.

Psalm 57: 7

Let us come before him with thanksgiving and extol him with music and song. For the Lord is the great God, the great King above all gods.

Psalm 95: 2, 3
Agricultural Studies

Course Content:
Theory will cover Health and Safety (H &S); the definition of agriculture in Australia; enhancing production through effective managing animal nutrition; sustainability and water conservation; pest animals for farmers and horticulture. The practical component of this course will include care and maintenance of the school garden and some of the following: alpacas, sheep, cattle, ponies, poultry and worm farms. A large component of the course is practical based with students undertaking basic animal husbandry on a range of animals. The practical component of this course will be influenced by many factors such as cost, season, weather and availability. The main emphasis on practical work will be following: caring for sheep and chickens and/or planting and maintaining fruit trees or vegetables or crops. The opportunity to show sheep and chickens may be given to students as an optional activity.

Areas of Study:
Australian farming; Animal Nutrition; Pests on farms; Sustainability.

Learning Outcomes:
On completion of this unit students should be able to:

- Develop knowledge and skills in implementing cooperative and safe work practices in agricultural contexts
- Demonstrate a responsible attitude for the care of livestock and horticulture
- Explain the importance of managing pests on farms and understand pest management strategies
- Explain the importance of effective animal nutrition and how this enhances production on Australian farms.
- Understand farm practices and Australian farming enterprises
Art & Digital Design

Course Content:
In this unit students will be introduced to Abstract Expressionist and Surrealist artists and their art works, style and techniques from both digital and practical media. The various activities are designed to develop student’s abilities in the area of composition, design, colour, shape and line in an imaginative application related to Abstract Expressionism and Surrealism. This course marries artistic and photographic design skills to enable students to extend their creative potential.

Areas of Study:
Students will complete 2 digital art works and 1 manual art piece each semester

- Abstract Expressionism Collage Canvas
- Abstract Expressionism Foam Print/Scraper Film with Cut Paper Design
- Photography / Digital Dream Scene
- Animated Food Character
- Analytical written task on one of the following Abstract Expressionists: Willem de Kooning; Jackson Pollock or Arshile Gorky.
- Analytical written task on Surrealism and Rene Magritte

Learning Outcomes:
On completion of this unit students should be able to:

- Demonstrate an understanding of Abstract Expressionism and be able to apply that knowledge to their digital and manual art tasks.
- Develop their own skills in applying what they have understood of Abstract Expressionism and develop their own individual uniqueness to the art style.
- Students should be able to write an analysis on Willem de Kooning, Jackson Pollock or Arshile Gorky and Rene Magritte.
- Use computer software as a creative editing device to manipulate images in a digital environment
- Competence in equipment use, digital cameras and digital programs such as Photoshop and Illustrator.
Design & Technology
Textiles/Wood/Plastics

Course Content:
This unit aims to build upon the basic skills acquired in Year 7 for working with Textiles, Wood and Plastics.

Textiles - Students will expand their understanding of the Design Process through the creation of a class wall mural. They will also be introduced to simple patterns and use them to complete a variety of machine sewn projects.

Wood/Plastics - The students will learn production skills using hand tools and some machines together with relevant safety considerations. More emphasis will be placed on design skills with the students encouraged to draw their ideas and work out a suitable step by step procedure to produce a model using appropriate materials and tools.

Areas of Study:
1. The Design Process
2. Using Patterns to create textile products
3. Safety in a workshop environment
4. Drawing for designing, 2D and 3D
5. Use of hand tools
6. Use of machines
7. Finishing techniques

Learning Outcomes:
On completion of this unit students should be able to:

- Use design elements and principles to develop and implement design ideas
- Demonstrate a range of skills, techniques and processes when using the sewing machine and in completing hand sewing tasks and craft techniques
- Choose appropriate production skills using hand tools and some machines together with relevant safety considerations
- Develop design skills with the students encouraged to draw their ideas and work out a suitable step by step procedure to produce a model using appropriate materials and tools
- Evaluate the finished products against a collection of established criteria.
Drama

Course Content:
This course focuses on furthering an interest in the Performing Arts and the skills that can be gained through creation, rehearsal and performing. The Drama skills are used to explore relevant themes. Units of work include Slow Motion, Positive Split Focus, Climax, Dance Drama, Polished and Spontaneous Improvisation and Working with Script. Concentration is centred upon active involvement through Voice, Movement and Improvisation, rather than theoretical note taking, although a Drama Journal is maintained.

Areas of Study:
Creating and Presenting Devised Performances [including Movement/Dance]; Scripted Class Performance; Written Reflection on Drama Work; Spontaneous Improvisation

Learning Outcomes:
On completion of this unit students should be able to:

• Encourage the students’ confidence, expressive skills and communicative skills, especially in vocal and movement work.
• Develop students’ performing and stagecraft techniques.
• Engender a critical appreciation of the Performing Arts.
• Explore issues relevant to the students’ experiences and interests.
Food and Technology

Course Content:
This course will follow on from Year 7 food and technology. Students will study how the Healthy Eating Pyramid can assist them to make good food choices. The Eat Moderately and Eat Least sections, will be studied including Dairy Products, Meat, Fish, Eggs, Fats and Oils. The physical and sensory properties of these foods will be discussed and how they promote good health. The course will also discuss the use of new technology, food processing and product development in Food and Technology.

Areas of Study:
The Healthy Eating Pyramid, New Technology and Product Development

Learning Outcomes:
On completion of this unit students should be able to:

• Prepare food hygienically and safely in the kitchen
• Understand how technology impacts product development and food choices
• Understand the Healthy Eating Pyramid and how it promotes good health
• Design and create a meal in response to a design brief using the design process
• Perform cooking methods and skills to produce high quality food products
Music

Course Content:
The course aims to increase creativity and to further the students’ appreciation of music. Students will look at different music styles throughout history, looking at characteristic musical elements and how they may relate to their own composition.

Areas of Study:
Group and Individual Composition; Investigation of Musical Elements; Music Theory; Aural Training.

Learning Outcomes:
On completion of this unit students should be able to:

• Read, aurally recognise, dictate, compose and perform rhythms incorporating semi-breves, minims, crotchets, quavers, and semi-quavers in the time signatures of 4/4, 3/4, and 2/4.

• Read, aurally recognise, dictate, compose and perform using solfege and Curwen hand signs melodies in C major in the treble clef; recognise the difference in intervals of a semi-tone and tone; harmonise simple melodies using the I, IV and V triads.

• Recognise the elements of music through listening to a range of musical examples from the history of music.