

ST KEVIN'S
COLLEGE • TOORAK

YEARS 7 & 8
STUDIES HANDBOOK

2019 Courses

A GUIDE FOR THE YEAR 7 & 8 STUDENTS

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INTRODUCTION

Using this book

This book is intended to provide students and their families at St Kevin's College with the information that they need to help them to maximise their opportunities and to enjoy a positive learning experience. Years 7 and 8 students will find valuable information about the facilities available to them and about the aims and work requirements for each key learning area.

The information provided in this book needs to be used in conjunction with other materials and programs provided at the College.

The first section of this book gives a very general explanation for some commonly asked questions and outlines subject allocations. The second section lists the aims, work requirements and assessment tasks for each key learning area at the Year 7 and 8 level.

General Information

Years 7 and 8 at Heyington are significant milestones in your education.

Probably the biggest difference that students will notice is that they have to work with more teachers. Students are encouraged to get to know them quickly and feel confident that teachers are very keen to assist them.

Students should attempt to develop strong study habits. Homework is viewed as an essential aspect of school life. The school has weekend homework and this may be new to students.

Sport, Music, Drama, Debating and Public Speaking play important parts in Year 7 and 8 and practice sessions are frequent to ensure good skill development. There are many other exciting and different things that will happen during the year. Practice sessions may take place before school, after school, during a lesson, during recess or during lunch time.

Commonly Asked Questions and Answers

Tutor Group Period begins at 8:35am. By this time students should have unpacked their books, etc., and be organized for the first three periods of the day. During Tutor Group, tutors read the Daily Memo, the class begins the day with a prayer, and any collection of forms, permission slips, money, etc., takes place. Students may discuss any matters with their tutor during this time.

What happens if I come to school late?

Students must collect a late pass if they do not arrive at their tutor class before 8:35am. Students arriving between 8.35am and 8.45am obtain their late pass from the Dean of Middle School at his office in the Smith Building. After 8:45am students obtain their late pass from Kearney Reception. No boy is allowed into class if he has not obtained a late slip.

What is the procedure if students are absent from school?

If your son is unable to attend school, or will be attending late, please advise the College, prior to 9.00am, via the following email (heyingtonabsence@stkevins.vic.edu.au)

Please state:

- Your name and relationship to the student (ie mother)
- The student's name and Tutor Group or Year Level
- The reason for his absence

Should you be unable to email, a **24 hour messaging service** is also available. Whilst a message can be left on this line at any time we ask that you please notify the College prior to 9.00am. Ph: 9822 0911. On their return to school, students should have a written note in their diary explaining their absence.

Where do Year 7 and 8 students play during recess and lunch?

Students may play in the undercroft and open areas around the tennis courts. Any embankments and car park areas are out of bounds.

What is a detention?

If a serious offence has occurred, a Friday detention may be given as a consequence. It is held on the Year 7 or 8 floors under the supervision of the Year Level Coordinator from 3:15 – 4:15 pm. Parents will receive written notification at least 24 hours in advance. During a detention, college duties or extra work is given by the teacher concerned. Students are asked to reflect about their behaviour.

What happens on extreme weather days?

If it is raining steadily on Tuesday, Thursday or Friday, an announcement may be made before lunch to indicate a Wet Lunch. If this happens, twenty minutes will be taken from the lunch break and dismissal time is twenty minutes earlier. Students may stay inside and eat their lunch or go to the undercroft on wet days.

How is news of daily events communicated?

Every day, a notice sheet called the Daily Memo is placed on the portal. Students are to listen carefully whilst the memo is read out during tutor group. There is also a whiteboard, which contains daily information. All students must read this before entering class at 8:20am.

Where are Out of Bounds Areas?

Areas Out of Bounds are:

- Around the Arts Centre during recess and lunch
- All embankments and areas bordering the river
- Inside during lunch and recess
- Generally behind buildings which are out of teachers' view
- High jump practice area behind the tennis courts
- All roadways

May students be alone in the classroom at any time?

No student, for any reason, will have permission to be alone in a classroom.

How do students get a Concession Card and Ticket?

Students should obtain a concession form from their local station. They should have a photo taken and return to school with two photos, and have both photos and form stamped. Students should then return the stamped form with payment to the station to purchase their ticket. A concession cardholder must be able to produce the ticket at any time.

What if a student feels sick at school?

Students who feel ill should consult their tutor, class teacher or coordinator for permission to attend the sick bay (which is located near the main office). If their condition deteriorates, they may be sent home after their parents have been contacted.

Which toilets should students use?

There are toilets on the 2nd and 3rd floors of the Smith building, which are to be used only out of class time. No student will be permitted to leave class to visit the toilet. The undercroft toilets are for general use at recess and lunchtime.

What if students lose some property?

Students should check with the teacher on duty at the time, then their Tutor. If they cannot locate the lost item, they should check at the Kearney Building office. It is very important to have all clothing clearly marked.

Where are Ovals No. 1 & 2?

Oval No. 1 is the oval closer to the tennis courts. Oval No. 2 is on the right hand side of the pavilion if you are looking at the ovals from the driveway.

Do students have excursions?

Yes. There are several well-planned excursions and incursions run by various teachers.

Is there a School Newsletter?

Each week a St Kevin's College Newsletter is produced and is emailed to all families. It contains vital information and dates and can also be viewed on the College website www.stkevins.vic.edu.au.

What reports are there?

At the end of Term 2 and 4, there is a detailed report to parents and after Term 1 and during Term 3, an interim report also goes home to parents. During Term 2 and 3 student progress interviews are conducted.

May students use the photocopier?

Students may use the photocopier in the library for a small charge. Students may do this before school or after school, recess or lunchtime.

What goes on in the Library?

The library is a place of quiet reading or study. Students are able to use the Internet and other facilities. Classes are timetabled for one reading class per week. Borrowing is done at any time. When students receive their library card, they should keep it with them. The time given for lending is two weeks. No eating or drinking is allowed in the library.

What do students do if they have a problem?

If students have a problem, they should first see their tutor. If that is not appropriate, they should see their year level coordinator.

May students use the Chapel?

Yes, the chapel is open at all times during the school day for quiet prayer and reflection. Mass occurs most Friday mornings.

What time should students get to class?

Students will be invited inside after 8:20am but must make sure it is before 8:35am.

What is an early dismissal slip?

If students have to leave the school early, they must have an early dismissal slip. They should bring a note to the office to substantiate the reason and date. The Receptionist will issue a slip, which must then be signed by the year level coordinator. Before the student leaves, he must return the duplicate form to the office. An early dismissal will not be granted if there is no note, email or telephone message from parents.

Uniform Matters

- black belt to be worn with trousers
- black socks with long trousers
- shirt to remain tucked in and top button of shirt to remain done up Terms 1 & 4
- shoes to be polished at all times

Entry to Years 7 and 8

The usual practice is that students seeking to enter Year 7 or Year 8 are expected to:

1. Perform to the best of their ability in all subject areas and co-operate in all aspects of College life.
2. Achieve a satisfactory result in all Year 6 or Year 7 subjects.

Students may be required to negotiate their position within the College with their Tutor and Year Level Coordinator if they do not meet either of these criteria.

The Years 7 And 8 Curriculum: Subject Allocations

Subject	Year 7	Year 8
RE	4	4
English	5	5
Mathematics	5	5
Science	3	4
Physical Education	2	2
Geography / History	3	4
Languages		
• <i>French</i>	3 (one semester)	3
• <i>Japanese</i>	3 (one semester)	3
• <i>Mandarin</i>	3 (one semester)	3
• <i>Spanish</i>	3 (one semester)	3
Creative Arts		3
• <i>Art</i>	2 (one semester)	
• <i>Drama</i>	2 (one semester)	
• <i>Music</i>	2 (one semester)	
Digital Technologies		3
• <i>Core Skills</i>	1	
• <i>Applied Skills</i>	2 (one semester)	

Year 8 Subject Allocations:

The Impact of Studying Two Language Subjects

- All students in Year 8 study Religious Education, English, Geography/History, Mathematics, Physical Education and Science.
- Students in Year 8 have a choice of studying one or two languages (French, Spanish, Mandarin or Japanese)
- Students who study **one** language will study electives Art, Drama, Music and Digital Technologies for a semester each.
- Students who study **two** languages will select two electives **from** Art, Drama, Music and Digital Technologies for a semester each.

The Dean of Middle School

The Dean of Middle School is responsible for the direction and wellbeing of the students and staff at Years 7 and 8, ensuring consistency in policy and practice in the Middle School.

Middle School Studies Coordinator

On behalf of the Director of Studies, the Middle School Studies Coordinator is responsible for overseeing the design and implementation of curriculum and assessment in the middle school.

The Year Level Coordinator

Students should approach the Year Level Coordinator if they feel the need for extra advice. It is possible to talk to the Year Level Coordinator about more serious or sensitive matters that they believe cannot be settled at the Tutor Group level; however, this in no way lessens each student's responsibility to inform their Tutor of matters which may affect their performance at school.

The Tutor

The Tutor acts as each student's main point of contact at the College. Students should develop a good working relationship with their Tutor and feel free to discuss school or personal matters if the need arises. A problem shared in confidence with a Tutor may be quickly resolved and have the student back enjoying success at school. Tutors can help design a student's timetable, give advice on study techniques, help make choices for subject selection and advice on many other matters throughout the year. It is especially important to talk to a Tutor if they students sense that life at school is not as peaceful, enjoyable or as successful for a student as it should be.

Study

As with all study, one secret to success is consistency. Teachers will set students a variety of work requirements over the course of the year, and it is important that students keep up to date with these. It is critical that students do not fall behind. Catching up is difficult to do and often results in feelings of unhappiness and regret. Further guidelines on study and organization appear in the following pages.

The School Diary

All students at the College receive a School Diary. It is virtually impossible for a student to keep up with all the important details of a St Kevin's year. Not only can it be used as a reminder of the wide range of extra-curricular dates that are important, but it also serves as the central place where academic dates are written. The School Diary is an important document and must remain free of stickers and graffiti.

The diary is an important asset to successful organization. It is something that can be used by parents as well as students. Parents can communicate with staff by writing in the diary. Each day, students should insert homework requirements of each subject and also the details of the second component of successful school life, a revision program.

An integral part of each subject is the successful completion of major assignments. Assignments require students to plan carefully and to become a good researcher and presenter of relevant information. Students will be told the due date of an assignment well in advance to allow adequate preparation for completion. Students should write due dates clearly in their diary as well as reminders every few days. Generally, Year 7 students are expected to do 90 minutes of homework and study per day. Students in Year 8 are also expected to do 90 minutes of homework and study each night. In addition, it is essential that students in Year 7 and Year 8 read for a minimum of 20 minutes each night.

Parents are requested to sign the diary daily. Diaries will be checked by Tutors on a weekly basis. Homework should be attempted outside of school hours at home or at school, at Study Sessions or in the school library as part of a study habit, which is becoming increasingly more important. Extra revision should form an integral part of each student's homework program. No student should be able to say, "I have no homework" or "I have already done my homework during school."

Assessment Policy

SUCCESSFUL COMPLETION: In order to successfully meet the requirements of the College in each of your subjects, students must at least achieve the following:

- attend a minimum of 90% of classes in the unit
- satisfactorily complete all tasks set for the unit
- demonstrate at least basic competence in the knowledge and skills demanded by the course.

ASSESSMENT TASKS: a series of graded assessment tasks is used to provide detailed information on levels of performance. Assessment tasks include tests, assignments, practical projects, examination and research reports. These will be reported on in semester reports and will be used to calculate Global Grades.

Year 7 Students are expected to sit examinations in all subjects (except for Physical Education, Information Technology and the Arts).

Year 8 Students are expected to sit examinations in all subjects (except for Physical Education and Information Technology).

These examinations are assessed summatively on the bell curve, enabling teachers and parents to understand how their son is performing in comparison to his peers.

INTERPRETATION OF GRADES: Grades are interpreted as Levels of Performance as follows:

Grade	Level of Performance
A+	
A	Excellent
B+	
B	Very Good
C+	
C	Good
D+	
D	Fair
E+	
E	Needs Improvement
F	Below Year level standard
NA	Not Assessed (for work which is not submitted for any reason)

Educational Support

The Educational Support Department works closely with the Year Level Coordinators, School Counsellors, Tutors, subject teachers and parents to develop support structures for students. Students learn most effectively when their confidence and self-esteem are encouraged and they are challenged and motivated. The individual nature of each student demands, at times, quite specific support structures.

Aims of the Middle School Curriculum

- To encourage each student to attain his potential
- To provide support for students to develop confidence in the learning process
- To acknowledge the individual differences of students at the College
- To provide challenge for students of high intellectual potential
- To design support structures for Integration students to ensure they have access to all aspects of the academic curriculum offered by St. Kevin's College.
- To provide consolidation in the areas of Mathematics and English for students who need to establish a stronger skills base

Consolidation of Skills

Small tutorial groups are conducted on a weekly basis for students who need extra help in their Mathematics or English. Students may be withdrawn from their regular class three times a week to provide an opportunity for more individualized attention.

Enrichment Classes

Provision for students of high intellectual potential is available through special courses conducted by specialists in the particular area. Groups meet on a weekly basis. The course content offers additional depth and breadth and is included in the reporting system. Courses offered include Advanced Mathematics, Creative Thinking and the Visiting Science program. Students who meet the appropriate criteria are offered and assigned to these courses.

Educational Support - Outside Class Hours

The Educational Support Department is open Monday to Friday from 8.00am and after school for 1 hour for students to access staff. Appointments may also be made by students to see staff at recess or lunchtime. Students may avail themselves of this time to consult staff on problems they might be experiencing with classwork, study routines or organisational matters. Study Sessions are also available to all students every Monday and Thursday between 3.30pm to 5.00pm in the Smith Building.

Study of Languages Other Than English (LOTE)

Part of enrolment at St Kevin's is that all students study four foreign languages in Year 7. Two languages are studied in Semester One; and, the other two are studied in Semester Two. The foreign languages St Kevin's offers are: French; Spanish; Mandarin; and, Japanese.

We are aware that, for a number of reasons, students come to Year 7 at Heyington – either from Glendalough or other primary schools – with previously-acquired foreign language skills. Given the large number of students in each of our cohorts from Years 7 to 12, and the implications this has for our staff from the LOTE Faculty, St Kevin's does not have the capacity to arrange for advanced tuition classes for students of a particular foreign language in Years 7 to 10.

Where families would like their son to be involved in the pursuit of a foreign language beyond the Years 7 and 8 curriculum that St Kevin's affords, they are free to do so through external providers. Any such students will still be obliged to study that foreign language in Year 7 as part of their curriculum.

Part of enrolment at St Kevin's College, too, is that all students participate in the sporting program on Saturday mornings during the summer and winter seasons. The study of a foreign language (French, Spanish, Mandarin or Japanese) with any external provider whose classes run on a Saturday morning cannot take priority over a student's Saturday sporting commitments. Where a student pursues the study of a foreign language other than those four languages we offer at St Kevin's, and his lessons coincide with Saturday sport, families will need to apply to the Deputy Headmaster for a Sports Exemption. Such exemptions are rare in their being granted; and, families are encouraged to seek external language schools whose classes are scheduled at times other than a Saturday morning.

Students in Years 7 and 8 whose learning needs require educational support can be excluded from the compulsory study of either two or four foreign languages. Families of these identified students will be contacted by our Head of Educational Support so that they are aware of the College's intention to provide them with the academic support they might need to manage the Middle School curriculum as successfully as they can.

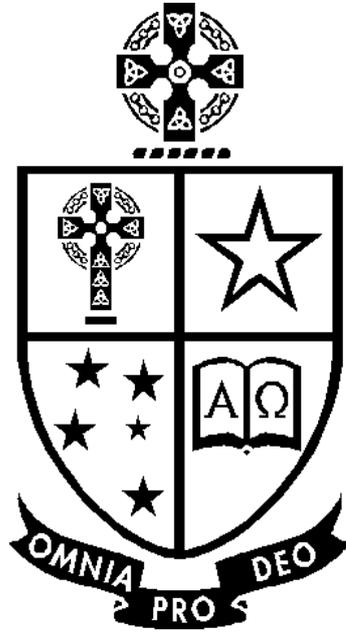
Music: Instrumental Tuition

The College offers students the opportunity to study one (or possibly more) of the following instruments:

Keyboard:	Piano, Church Organ
Strings:	Violin, Viola, Cello, Double Bass
Woodwinds:	Flute, Clarinet, Saxophone (tenor and alto), Oboe, Bassoon
Brass:	French Horn, Trumpet, Trombone, Tuba
Guitar:	Electric (acoustic or bass)
Percussion:	Drums tuned/ untuned, Xylophone, etc.
Voice	

Lessons are arranged on a rotating timetable to minimise disruption to classes. All students taking practical lessons are expected to participate in at least one major ensemble at the College and in minor ensembles as directed by their teacher(s).

Some instruments may be hired from the faculty on request. A separate fee is charged for the instrumental tuition and itemised on the general school account. Enrolment forms and further details may be obtained from the Head of Music.



ST KEVIN'S

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THE YEAR 7 CURRICULUM

Aims

- To develop a greater knowledge and understanding of Scripture as the Word of God.
- To provide an environment which helps you deepen your relationship with God.
- To help you appreciate more fully the person of Jesus Christ as the Son of God and Saviour of the World.
- To develop an awareness of Catholic teaching and an appreciation of the richness of the Church's traditions.
- To create opportunities for the expression of our Catholic faith through reflection, prayer, the Sacraments and service within the community.
- To provide you with an opportunity to enrich your development as a whole person.

Areas of Study

Using the texts *Spirit Alive* and *To Know, Worship and Love* (Year 7) as key resources, you will study the following topics:

- Spirit Alive: the story of Blessed Edmund Rice
- Old Testament Prophets and the concept of Covenant
- Catholic Beliefs and Practices
- The Church in Action: Parish life
- Christian Prayer
- Sacraments and a study of the Eucharist
- The New Testament and the Teachings of Jesus
- The Liturgical Year
- The Way We Live: the Christian life
- Social Justice and the concept of Service
- Personal Development: - a study of things which impact and influence our lives
e.g. Drugs, alcohol, media and personal relationships - learning to respect others and ourselves.

Work Requirements

- Assignments
- Workbook – a record of all class work and handouts
- Participation in class activities and liturgies.

Assessment

- Assignments
- Class Tasks
- Workbook
- Examinations

Rationale

Active and effective participation in Australian society depends on the ability to speak, listen, read and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English, and the broader concepts of literacy, is about the appropriate and effective use of language, the use of language as a tool of learning and the development of knowledge about language.

Aims

The aims of the course are:

- To increase competence in reading, writing, listening and speaking
- To develop interest in and enjoyment of literature
- To develop capacity to read fluently
- To develop capacities to speak and write effectively for a range of purposes and audiences in a variety of ways.

Areas of Study

- Reading/ Viewing
- Wide reading CRUNCHIE program
- Study of 3 novels
- Film Study
- Response to Issues
- Writing
- Writing Folio
- Grammar Program
- Speaking and listening
- Formal Public Speaking
- Class discussion.

Work Requirements

- Responses to the set text and issues within the Australian media
- Major assignments comprising research skills and written tasks
- Literature program: including reading set novels for at least 20 minutes per day and discussions within CRUNCHIE library programme
- Writing and comprehension exercises
- Units from grammar text book
- Oral communication activities including formal and informal presentation.

Assessment

- Major assignments including written, oral and research tasks
- Essays
- Language exercises (grammar, spelling and comprehension tasks)
- Examinations

CREATIVE ARTS

Faculty Head: Mr S Harris (Music)

Department Heads:

Mr K Sebire (Art)

Ms E Christie (Drama)

ART

Art is offered as a two-period per week subject for one semester. Students focus on completing set tasks, exploring a variety of media with a focus on two-dimensional art making. Students are introduced to the elements of design through a range of practical exercises. These elements are reinforced through the use of the textbook 'About Art'.

Key Learning Areas

- Drawing
- Painting
- Printmaking
- Writing about Art works

Creating and making Art/Responding to Art

During this Unit students will have the opportunity to demonstrate their ability through art making following the Course Objectives listed below:

- Consolidate skills in art making, building upon the students' understanding of design elements: line; tone; texture; shape and colour.
- Introduce students to Principles in Art where appropriate to the activity. These may include: balance; space; repetition; harmony; focal point; contrast.
- Learn about a range of different materials and techniques in art making.
- Broaden their understanding of professional artists and the working methods that they use in the making of art works. Students will develop an appropriate vocabulary to talk and write about art works.
- Communicate and express ideas/feelings by making artworks.
- Gain a sense of fulfillment through art making
- Achieve a positive self-concept through creative experiences.

Assessment

- Folio 60%
- Written and Developmental Tasks 20%
- Common Assessment Task 20%

DRAMA

Unit Focus

Making Drama introduces students to secondary school Drama and focuses on storytelling through characterisation, role-play and improvisation techniques, exercise and activities. Students use a variety of contexts to devise, write and present monologues, ensemble performances and written responses.

Key Learning Areas

- Improvisation
- Role Play
- Characterisation

CREATIVE ARTS (cont'd)

Creating and making Drama/Exploring and Responding to Drama

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Explore the dramatic potential of a range of stimuli
- Use observation, experience, or research to create drama
- Develop characters and situations from starting points, individually and in groups
- Plan, rehearse, and present drama to a variety of audiences
- Develop and sustain characters and situations to express ideas
- Develop scripts from improvisations
- Use of variety of stagecraft elements to structure drama presentations
- Evaluate and refine their own work
- Develop and express informed opinions about drama
- Use appropriate terminology to discuss drama
- Understand how drama is used to meet specific cultural and historical purposes
- Compare dramas from selected cultural and historical contexts
- Understand how cultural and historical contexts influence their own drama

Reporting Assessment and Outcomes

Creating and Making (40%)	(Outcome 1 – Ensemble Performance)
Exploring and Responding (40%)	(Outcome 2 – Writing in Role (20%) (Outcome 3 – Workbook (20%))
Examination (20%)	(Monologue 10%) (Written Examination 10%)

DRAMA ENRICHMENT

Unit Focus

Creating Character focuses on the interpretation of character through Voice and Movement. Students learn to identify, interpret and critically analyse dramatic form through a variety of individual and group activities. Voice and movement patterns are then studied to create story theatre through Puppetry. Students devise and make their own puppets enacting both scripted dramatic works. Voice and movement production, verbal and non-verbal communication, characterisation, individual and group script writing, puppetry and the use of symbolic properties assist students to devise, write and present monologues, ensemble performances and written responses.

Key Learning

- Voice and Movement
- Puppetry

Arts Practice/Responding to the Arts

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Explore the dramatic potential of a range of stimuli
- Use observation, experience, or research to create drama
- Develop characters and situations from starting points, individually and in groups
- Plan, rehearse, and present drama to a variety of audiences
- Develop and sustain characters and situations to express ideas
- Develop scripts from improvisations

CREATIVE ARTS (cont'd)

- Use a variety of stagecraft elements to structure drama presentations
- Evaluate and refine their own work
- Compare and structure and expressive qualities of a range of dramas
- Develop and express informed opinions about drama
- Use appropriate terminology to discuss drama
- Understand how drama is used to meet specific cultural and historical purposes
- Compare dramas from selected cultural and historical contexts
- Understand how cultural and historical contexts influence their own drama

Reporting Assessment and Outcomes

Arts Practice (40%) (Outcome 1 – Ensemble Performance 40%)

Responding to the Arts (40%) (Outcome 2 – Writing in Role (20%)
(Outcome 3 – Workbook (20%))

Examination (20%) (Monologue 10%)
(Written Examination 10%)

MUSIC

Unit Focus

Music Literacy is the main focus of Year 7. Students are introduced to note values and names, pitch names in treble and bass clef, time signatures and rests. A wide range of practical experiences, including composition, performance and the use of ICT reinforce these concepts. Music from many cultures is used as a starting point for these activities.

Key Learning Areas

- Composition
- Performance
- Music literacy

Creating and making Music/Exploring and Responding

During this Unit student will have the opportunity to demonstrate their ability using the following Course Objectives:

- Identify and discuss the use of membranophones, idiophones, aerophones and chordophones in world music.
- Understand the terms arising from the world music examples
- Understand the form of works studied
- Read and interpret scores of themes used in the work music examples
- Improvise ostinatos on un-tuned and tuned percussion instruments
- Perform polyrhythmic percussion scores and songs
- Perform songs and pieces related to the world music examples
- Compose simple scores for un-tuned and tuned percussion instruments in response to stimulus material.
- Compose melodies using the C, F and G pentatonic scales.

CREATIVE ARTS (cont'd)

Reporting Assessment and Outcomes

Theory (20%)	(Outcome 1)
Aural (20%)	(Outcome 2)
Composition (20%)	(Outcome 3)
Performance (20%)	(Outcome 4)
Examination (20%)	(Outcome 5)

Music Enrichment

Unit Focus

Film Music introduces students to more advanced activities in composition, listening, performing and focuses on the use of technology in music. Students use a range of instruments and technologies to create and perform works.

Key Learning Areas

- Composition
- Performance
- Music Technology

Creating and making Music/Exploring and Responding

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Identify and discuss the use of musical elements in films to evoke a time and place
- Analyse aurally pieces of film music for the use of musical elements, instrumental timbre, scales, rhythms, styles and so on to evoke a time and place and create character themes
- Understand the terms arising from the film music examples
- Understand the form of works studied
- Analyse visually scores of pieces for form, metre, rhythm, contour, scale, articulation
- Perform melodies from film scores
- Perform compositions based on film scores
- Compose scores for short films, including the use of melodic and rhythmic ostinatos
- Use loop programs to construct effective sound tracks for short films

Reporting Assessment and Outcomes

Performance (20%)	(Outcome 1)
Composition (30%)	(Outcome 2)
Film Music and Animation (30%)	(Outcome 3)
Examination (20%)	(Outcome 4)

Visual Arts

- Development Workbook
- Artworks
- Analysis of artworks and styles

In the enrichment semester, students will develop areas of specialisation pertaining to the particular Arts subject.

Aims

The course is designed so that students will deepen and develop their skills in Digital Technology, an essential part of contemporary life. Students will learn how best to develop highly effective solutions to information problems using a Windows computer. Students will further develop skills and knowledge in the nature of digital data and information and its effects on society.

Areas of Study

- Digital Data & Word Processing
- Network Hardware & Animation
- Social and Ethical Issues & Web Development
- Programming

Work Requirements

You are required to:

- Investigate the nature of data and produce a poster in Word
- Investigate the hardware required for a network and animate in PowerPoint
- Investigate social and ethical issues and produce a website
- Solve programming problems

Assessment

- Project work done in class
- Topic Tests
- Take Home Design Task

Areas of Study

Term One/Three

Digital Data

Students learn how the binary number system determines how data is stored. Students will investigate different file types and file sizes. They will complete a test and create a Quick Guide to common file types.

Microsoft Word – Word Processing

Students use a wide range of formatting techniques to edit a word document to display information regarding digital data into an A3 poster. The skills include: borders, objects and shape formatting, footers and headers, tables and text formatting.

Hardware & Networks

Students will investigate a range of commonly used hardware and software used to manipulate and communicate data. Students will create investigate the nature of networks and the hardware and communication media required to send data from one location to another.

PowerPoint Animation

Students will learn how to create and edit objects and to group them together to create complex objects. Using Microsoft PowerPoint, students will create an animated video demonstrating how an email can be transferred from one country to another.

DIGITAL TECHNOLOGIES (cont'd)

Term Two/Four

Web Development

Students will learn how web pages are built and formatted using HTML and CSS. Students will use templates to edit the code to design their own webpages to create an interactive website.

Social and Ethical Issues in Technology

Students will investigate a social and ethical issue in relation to digital technology and publish their findings on their website. Social and ethical issues range from cyber security to ergonomics. Students will present positive ways of combatting the negative effects of these issues.

Programming

Students will be introduced to programming in python to design shapes - learning how to provide a list of discrete instructions, and using loops.

Final Take Home Design Task: Students will produce a word document that demonstrates the skills they developed throughout the semester: 1. a diagram of a network, 2. a web page in HTML and 3. A logo programmed with turtle programming.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. There are two units of study in the Year 7 curriculum for Geography: ***Water in the World*** and ***Place and Liveability***. Geography provides the tools that enable students to analyse, interpret, evaluate and understand people and places and the interactions between them.

Areas of Study

Unit One – Water in the World

- Water as a resource
- The movement of water through the environment
- The quantity and variability of water in Australia and in comparison to other regions
- The nature and scarcity of water and ways to overcome this
- Water as an environmental hazard

Unit Two – Place and Liveability

- The factors that influence where people live
- The influence of accessibility to services and facilities on the liveability of places
- Environmental quality and its effects on the liveability of places
- Social connectedness, community identity and perceptions on crime and safety
- How can we enhance the liveability of places, especially for young people?

Curriculum Focus

Key concepts that are studied across the course include the following:

- Biodiversity & Ecosystems
- Communication & Distance
- Development & Sustainability
- Environment
- Globalisation
- Interactions
- Landscape
- Location
- Scale
- Spatial change over time
- Systems

Assessment

- Class & Homework Tasks
- Spatial Concepts Enquiry
- Unit One & Two Assessments
- Examination

Curriculum Aims

By the end of Year 7, students can describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They can explain the interconnections between people, places and environments and describe how they change places and environments. They can represent and analyse data and the location and distribution of geographical phenomena in a range of graphic forms, drawing conclusions from their findings.

Aims

The ancient world

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE)–c. 650 AD (CE).

Inquiry Activities

- Investigation:
 - Recognise significant issues in an area of investigation.
- Communication:
 - Use supporting evidence to acknowledge different viewpoints.
- Participation:
 - Work cooperatively to achieve a common goal.

Areas of Study

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period, approximately 60 000 BC (BCE)–c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

- the theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia
- the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)
- key features of ancient societies (farming, trade, social classes, religion, rule of law).

The depth studies for this year level include:

1. Investigating the ancient past

This depth study **MUST** be completed by all students

- Investigating the ancient past

2. The Mediterranean world

Choose **ONE** of the following depth study options

- Egypt
- Greece
- Rome

3. The Asian world

Choose **ONE** of the following depth study options

- India
- China

HISTORY (cont'd)

Work Requirements

In order to complete this course satisfactorily, you are required to:

- Complete the introductory tasks
- Construct a time line
- Complete two formal assignments
- Give one oral presentation
- Give one three dimensional presentation (model)
- Present a neat and completed workbook
- Write set paragraphs and essays
- Undertake research tasks
- Class tests and a semester examination.

Assessment

Assessment of your level of performance is based on:

- Information recall (Unit Tests)
- Essays / paragraphs
- Research assignment
- Analysing documents
- Examination

Aims

The course aims to extend your study of the French/Japanese/Mandarin/Spanish language and culture in a context which is relevant to your own interests and experience. You learn the language related to the following areas.

Areas of Study

THEMES include – Likes and dislikes

- Time and weather
- Family life and holidays
- Describing people, places, things and events
 - Daily activities and leisure activities.
 - Cultural aspects such as cuisine and festivals
 - School life

LANGUAGE SKILLS – vocabulary and grammar appropriate to the above themes.

SCRIPT – Japanese - hiragana, katakana syllabary and Kanji appropriate to the above themes

SCRIPT – Mandarin Chinese - Chinese characters, Pin Yin system.

TEXT TYPES – short stories, poems, songs, prose, prayers, role-plays, advertisements, cartoons, games, greetings, dialogues, commands, jokes, newspaper articles.

Learning activities

- Development of aural and oral skills through class communication exercises (including role-plays and dialogues) and CDs and DVDs
- Development of reading comprehension skills through stories, letters and other passages
- Development of writing skills through structured exercises
- Research projects focussing on French/Japanese culture and civilization
- Special activities (when time and opportunity permit!) such as competitions and excursions
- Interacting with native speakers.

Assessment

- Listening and reading comprehension tasks
- Speaking and writing tasks
- Major project on French culture and civilization
- Examinations

Aims

This course is designed to help students:

- Develop and apply the mathematical knowledge and skills necessary to solve the quantitative problems which they meet
- Communicate mathematical ideas effectively.

Areas of Study

Students study the following topics:

Semester 1: Number, Number patterns, Fractions, Decimals, Measurement, Algebra.

Semester 2: Integers, Cartesian Plane, Equations, Probability, Statistics, Geometry, Percentages

Assessment

The assessment of level of performance in each semester will be based on:

- Facts and Skills tests (50%)
- Analysis tasks (30%)
- Examinations (20%)

Students are considered for entry into the Advanced Mathematics course based on their achievement on testing performed on the Orientation Day and at the start of Year 7, and subsequently on their performance on the Semester 1 examination.

Aims

In addition to the aims of the Standard Course, this course is designed to help students:

Extend their mathematical knowledge and skills necessary to solve more complex quantitative problems

Areas of Study

Students study the same core topics as the Standard Course

Students will also participate in the Mathematics Challenge for Young Australians and the Australian Mathematics Competition.

Assessment

The assessment of level of performance in each semester will be based on:

- Facts and Skills tests (50%)
- Analysis tasks (20%)
- Non-routine competition problems (10%)
- Examinations (20%)

Aims

The course is designed so that you will develop:

- Physical skills in a wide range of activities
- A level of personal fitness necessary for a healthy lifestyle
- Knowledge and understanding of the principles related to health fitness and human movement
- A positive attitude towards health, physical education and recreation
- Positive interpersonal relationships through games and movement
- An improved self-concept by providing you with the opportunity to achieve success in motor skill learning.

Areas of Study

- Aquatics
- Athletics
- Badminton
- European Handball
- Fitness development
- Hockey
- Soccer
- Tee Ball.

Work Requirements

You are required to:

- Attend classes with appropriate clothing
- Participate actively in all classes
- Develop your skills in physical activities and games
- Improve your fitness level
- Participate to the best of your abilities.

Assessment

- Fitness
- Motor Skill Development
- Teamwork

Aims

To develop an appreciation of the scientific method as a way of gathering evidence for belief in phenomena.

To develop and deepen student's understanding in Biological, Chemical, Physical and Earth and Space Sciences.

- To provide practical experiences in investigating and applying these key ideas in the laboratory
- To broaden student's investigative techniques and problem solving skills.
- To develop an appreciation of science as a human endeavour.

Areas of Study

Semester 1

- Science is...(Introduction to scientific method)
- States of matter (Chemical Science)
- Separating Mixtures (Chemical Science)

Semester 2

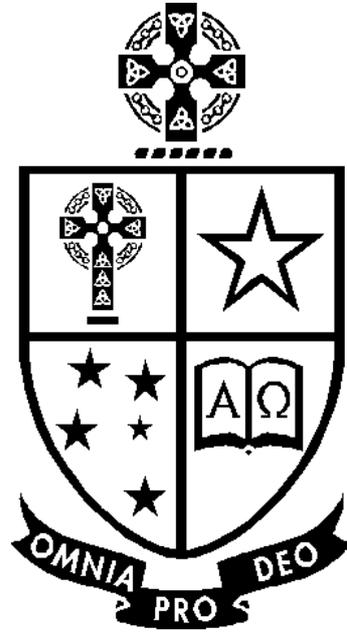
- Earth in Space (Earth and Space Science)
- Ecosystems (Biological Science)
- World of Machines (Physical Science)
- Classification & Ecosystems (Biological Science)
- Precious Resources (Earth and Space Science)

Work Requirements

- Keep an accurate record of work completed in their learning journals including worksheets, class notes, annotations and homework.
- Complete the Science Talent Search Project in semester one and a second project in Semester two.
- Submit two Practical Reports per semester
- Complete three assignments for the year
- Complete a number of tasks using the iPad

Assessment Tasks

- Two major science projects (Science Talent Search, iPad animated movie)
- Written assignments
- Topic tests
- Practical tests (where applicable)
- Practical reports
- Examinations



ST KEVIN'S

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THE YEAR 8 CURRICULUM

Aims

- To develop a greater knowledge and understanding of Scripture as the Word of God
- To provide an environment which helps you deepen your relationship with God
- To help you appreciate more fully the person of Jesus Christ as the Son of God and Saviour of the World
- To develop an awareness of Catholic teaching and an appreciation of the richness of the Church's traditions
- To create opportunities for the expression of our Catholic faith through reflection, prayer, the Sacraments and service within the community
- To provide you with an opportunity to enrich your development as a whole person.

Areas of Study

Using the text *To Know, Worship and Love* (Year 8) as a key resource you will study the following topics:

- The story of Blessed Edmund Rice
- Conscience and Decision Making
- Catholic Prayer and the Sacraments
- The Early Church to Constantine
- Catholic Beliefs about Human Life and Life after Death
- Saints
- Social Justice and the concept of Service
- Teachings of Jesus
- Personal Development: - a study of things which impact and influence our lives
e.g. Drugs, alcohol, media and personal relationships - learning to respect others and ourselves.

Work Requirements

- Assignments
- Workbook - a record of all class work and handouts
- Community Service (Semester Two only)
- Participation in class activities and liturgies.

Assessment

- Assignments
- Class tasks
- Workbook
- Community Service (Semester Two only)
- Examinations

Rationale

Active and effective participation in Australian society depends on the ability to speak, listen, read and write with confidence, purpose and enjoyment in a wide range of contexts. The study of English, and the broader concepts of literacy, is about the appropriate and effective use of language, the use of language as a tool of learning and the development of knowledge about language.

Aims

The aims of the course are:

- To increase competence in reading, writing, listening and speaking
- To develop interest in and enjoyment of literature
- To develop capacity to read fluently
- To develop capacities to speak and write effectively for a range of purposes and audiences in a variety of ways.

Areas of Study

- Reading/ Viewing
- Wide reading CRUNCHIE program
- Study of 3 novels
- Film Study
- Response to Issues
- Poetry
- Writing
- Writing Folio
- Grammar Program
- Speaking and listening
- Formal Public Speaking
- Class discussion.

Work Requirements

- Responses to the set text and issues within the Australian media
- Major assignments comprising research skills and written tasks
- Literature program: including reading set novels for at least 20 minutes per day and discussions within CRUNCHIE library programme
- Writing and comprehension exercises
- Units from grammar text book
- Oral communication activities including formal and informal presentation.

Assessment

- Major Assignments including written, oral and research tasks
- Essays
- Language exercises (grammar, spelling and comprehension tasks)
- Examination.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. There are two units of study in the Year 8 curriculum for Geography: **Landforms & Landscapes** and **Changing Nations**. Geography provides the tools that enable students to analyse, interpret, evaluate and understand people and places and the interactions between them.

Areas of Study

Unit One – Landforms and Landscapes

- Different types of landscapes and their distinctive landform features
- The aesthetic, cultural & spiritual value of landscapes and landforms for people
- The geomorphic processes that produce landforms, including a case study of one landform
- The human causes and effects of landscape degradation and how we can protect landscapes
- The causes, impacts and responses to a geomorphological hazard

Unit Two – Changing Nations

- The causes and consequences of urbanisation
- Differences in urban concentration & settlement patterns, their causes and consequences
- The reasons and effects of internal migration in Australia and China
- The reasons and effects of international migration in Australia
- The management and planning of Australia's urban future

Curriculum Focus

Key concepts that are studied across the course include the following:

- Biodiversity & Ecosystems
- Communication & Distance
- Development & Sustainability
- Environment
- Globalisation
- Interactions
- Landscape
- Location
- Scale
- Spatial change over time
- Systems

Assessment

- Class & Homework Tasks
- Spatial Concepts Enquiry
- Unit One & Two Assessments
- Examination

Curriculum Aims

By the end of Year 8, students can describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They can explain the interconnections between people, places and environments and describe how they change places and environments. They can represent and analyse data and the location and distribution of geographical phenomena in a range of graphic forms, drawing conclusions from their findings.

Aims

The ancient to the modern world

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650 AD (CE)–c.1750).

Areas of Study

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the year. Overview content identifies important features of the period, c.650 AD (CE)–1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)
- the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment)

The depth studies for this year level include:

1. The Western and Islamic World

Choose ONE of the following depth study options

- The Ottoman Empire (c.1299–c.1683)
- Renaissance Italy (c.1400–c.1600)
- The Vikings (c. 790–c.1066)
- Medieval Europe (c. 590–c.1500)

2. The Asia-Pacific World

Choose ONE of the following depth study options

- Angkor/Khmer Empire (c. 802–c.1431)
- Japan under the shoguns (c.794–c.1867)
- The Polynesian expansion across the Pacific (c. 700–c.1756)

3. Expanding contacts

Choose ONE of the following depth study options

- Mongol expansion (c.1206–c.1368)
- The Black Death in Asia, Europe and Africa (14th century plague)
- The Spanish conquest of the Americas (c.1492–c.1572)

HISTORY (cont'd)

Work Requirements

In order to complete this course satisfactorily, you are required to:

- Complete introductory tasks
- Complete formal assignments
- Give oral presentations
- Class tests and a semester examination.

Assessment

Assessment of your level of performance is based on:

- Information recall (Unit Tests)
- Essays/paragraphs
- Research assignments
- Analysing documents
- Examination.

Aims

The course aims to extend your study of the French/Japanese/Mandarin/Spanish language and culture in a context which is relevant to your own interests and experience. You learn the language related to the following areas.

Areas of Study

THEMES include – Likes and dislikes

- Time and weather
- Family life and holidays
- Describing people, places, things and events
 - Daily activities and leisure activities.
 - Cultural aspects such as cuisine and festivals
 - School life

LANGUAGE SKILLS – vocabulary and grammar appropriate to the above themes.

SCRIPT – Japanese - hiragana, katakana syllabary and Kanji appropriate to the above themes

SCRIPT – Mandarin Chinese - Chinese characters, Pin Yin system.

TEXT TYPES – short stories, poems, songs, prose, prayers, role-plays, advertisements, cartoons, games, greetings, dialogues, commands, jokes, newspaper articles.

Learning Activities

- Development of aural and oral skills through class communication exercises (including role-plays and dialogues) and CDs and DVDs
- Development of reading comprehension skills through stories, letters and other passages
- Development of writing skills through structured exercises
- Research projects focussing on French/Japanese culture and civilization
- Special activities (when time and opportunity permit!) such as competitions and excursions
- Interacting with native speakers.

Assessment

- Listening and reading comprehension tasks
- Speaking and writing tasks
- Major project on French culture and civilization
- Examinations

Aims

This course is designed to help students:

- Develop and apply the mathematical knowledge and skills necessary to solve the quantitative problems which they meet
- Communicate mathematical ideas effectively.

Areas of Study

Students study the following topics:

Semester 1: Number percentages, Pythagoras' Theorems, Algebra, Solving Equations, Ratio

Semester 2: Measurement, Graphs, Geometry, Probability, Statistics, Chance and Data, Solving Quadratic Equations.

Assessment

The assessment of your level of performance in each semester will be based on:

- Facts and Skills tests (50%)
- Analysis tasks (20%)
- Examinations (30%)

Students are considered for placement into the Advanced Mathematics course based on their achievement on the examinations in Year 7 Mathematics.

Aims

In addition to the aims of the Standard Course, this course is designed to help students:

Extend their mathematical knowledge and skills necessary to solve more complex quantitative problems

Areas of Study

Students study the same core topics as the Standard Course

Students will also participate in the Mathematics Challenge for Young Australians and the Australian Mathematics Competition and the Australian Problem Solving Mathematical Olympiad.

Assessment

The assessment of level of performance in each semester will be based on:

- Facts and Skills tests (50%)
- Analysis tasks (10%)
- Non-routine competition problems (10%)
- Examinations (30%)

Aims

The course is designed so that you will develop:

- Physical skills in a wide range of activities
- A level of personal fitness necessary for a healthy lifestyle
- Knowledge and understanding of the principles related to health, fitness and human movement
- A positive attitude towards health, physical education and recreation
- Positive interpersonal relationships through games and movement
- An improved self-concept by providing you with the opportunity to achieve success in motor skill learning.

Areas of Study

- Athletics
- Aquatics
- Australian Rules Football
- Basketball
- Cricket
- Fitness development
- Tennis
- Volleyball.

Work Requirements

You are required to:

- Attend classes with appropriate clothing
- Participate actively in all classes
- Develop your skills in physical activities and games
- Improve your fitness level
- Participate to the best of your abilities.

Assessment

- Fitness
- Motor Skill Development
- Decision making

Aims

- To extend students understanding and enquiry skills in the four key areas of Chemical Science, Physical Science, Biological Science and Earth and Space Science
- To Increase student's ability to identify questions and problems that can be investigated scientifically and make predictions.
- To enhance student's skills in conducting scientific experimentation out in the field, collecting data, working as a team, dealing with problems and recording accurately.

Areas of Study

Semester 1

- Science is (the scientific method)
- Cells (Microbiology)
- Body systems – living connections (Biological Science)
- Chemical Change (Chemical Science)

Semester 2

- Human reproduction (Biological Science)
- Rockets & Forces (Physical Science – Field testing)
- Transforming and Transferring Energy (Physical Science)
- Rocks (Earth and Space Science)

Work Requirements

- Keep an accurate record of the work covered in class in a learning journal. This will incorporate class notes, handouts, experimental records and homework
- Complete one major science project per semester
- Satisfactorily complete written topic tests
- Satisfactorily complete practical tests where required
- Complete various iPad related tasks

Assessment Tasks

- Two major projects (Science Talent Search, Rocket Flight)
- Written assignments
- Topic tests
- Practical Reports
- Examinations.

CREATIVE ARTS (ELECTIVES)

Faculty Head:
Mr S Harris (Music)
Department Heads:
Mr K Sebire (Art)
Ms E Christie (Drama)

ART

Art is offered as three single periods per week throughout a semester. Consolidating skills and techniques developed in Year 7, students further explore practical ideas from set tasks exploring a range of Art making processes and techniques. Further understanding of composition and design is reinforced using the text book 'About Art' as a theoretical component of the course to reinforce visual art practice. There is a strong connection between practical work and written work. Students should also develop a language to discuss Art works confidently by the conclusion of Year 8 Art. It is also possible for Students to undertake a second semester of Art through electing to complete Art Extension at this year level.

Key Learning Areas

Art

- Drawing
- Painting
- Printmaking
- Writing about Art works

Art Extension

2 and 3 Dimensional Art making.

Creating and making Art/Responding to Art

During this Unit students will have the opportunity to demonstrate their ability through art making following the Course Objectives listed below.

- Consolidate skills in Art making building upon the students understanding of the design elements and principles. At the conclusion of Year 8 students should have a good understanding of principles that include; balance, space, repetition, harmony, focal point and contrast.
- Develop confidence in the usage of a range of different materials and techniques in Art making.
- Broaden their understanding of professional artists and the working methods that they use in the making of their art works. Students will also further enhance their ability to write about and discuss art works using appropriate terminology.
- Communicate and express ideas/feelings by making artworks.
- Gain a sense of fulfillment through art making
- Achieve a positive self-concept through creative experiences.

Assessment

- Folio 50%
- Written and Developmental Tasks 20%
- Examination 30%

CREATIVE ARTS (cont'd)

DRAMA

Unit Focus

Silent Stories focuses on functional communication techniques and skills required for individual and group performances that are both scripted and non-scripted. Students use a variety of contexts to devise, write and present monologues, individual and ensemble performances and written responses. The course addresses key performance elements including characterisation, expressive voice and movement and neutral mask.

Key Learning Areas

- Acting
- Expressive Movement
- Mask (Neutral)

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Explore the dramatic potential of a range of stimuli
- Use observation, experience, or research to create drama
- Develop characters and situations from starting points, individually and in groups
- Plan, rehearse, and present drama to a variety of audiences
- Develop and sustain characters and situations to express ideas
- Develop scripts from improvisations
- Use a variety of stagecraft elements to structure drama presentations
- Evaluate and refine own work
- Develop and express informed opinions about drama
- Use appropriate terminology to discuss drama
- Understand how drama is used to meet specific cultural and historical purposes
- Compare dramas from selected cultural and historical contexts
- Understand how cultural and historical contexts influence their own drama

Reporting Assessment Outcomes

Creating and Making 35% (Outcome 1 – Ensemble Mask Perform 35%)

Exploring and Responding 35% (Outcome 2 – Writing in Role 15%)
(Outcome 3 – Workbook 20%)

Examination 30% (Monologue 15%)
(Written Examination 15%)

DRAMA ENRICHMENT

Unit Focus

Meaning Through Mask provides a broad base of drama activities and skills for the student. A variety of individual and group performances are undertaken; both scripted and non-scripted. Students address key elements of drama, including ritual and symbol, movement and character mask work.

Key Learning Area

- Ritual & Symbols
- Movement
- Mask (Character)

CREATIVE ARTS (cont'd)

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Explore the dramatic potential of a range of stimuli
- Use observation, experience, or research to create drama
- Develop characters and situations from starting points, individually and in groups
- Plan, rehearse, and present drama to a variety of audiences
- Develop and sustain characters and situations to express ideas
- Develop scripts from improvisations
- Use a variety of stagecraft elements to structure drama presentations
- Evaluate and refine own work
- Develop and express informed opinions about drama
- Use appropriate terminology to discuss drama
- Understand how drama is used to meet specific cultural and historical purposes
- Compare dramas from selected cultural and historical contexts
- Understand how cultural and historical contexts influence their own drama

Reporting Assessment Outcomes

Arts Practice 35%	(Outcome 1 – Classroom Activities & Performance 15%) (Outcome 2 – Ensemble Character Mask Performance 20%)
Responding to the Arts 35%	(Outcome 3 – Writing in Role 15%) (Outcome 4 – Workbook 20%)
Examination 30%	(Monologue 15%) (Written Examination 15%)

CREATIVE ARTS (cont'd)

MUSIC

Unit Focus

A revision of theory leads to a wide variety of activities in listening, performance and composing. Students use a range of instruments and technology to create and perform works in response to listening examples which can be drawn from musicals.

Key Learning Areas

- Composition
- Performance
- Music literacy

Creating and making/Exploring and responding to Music

During this Unit students will have the opportunity to demonstrate their ability using the following Course Objectives:

- Discuss the cultural and historical context of musicals of different styles
- Discuss the stylistic characteristics of the various examples
- Understand the terms arising from the musical examples
- Analyse aurally composers' use of musical elements for dramatic purposes or mood
- Performing songs and pieces related to musicals
- Clap rhythmic patterns containing triplets
- Playing chord progressions using the primary triads
- Setting couplets to rhythmic patterns in simple time
- Identify chordal and on-chordal notes in melodies

Reporting Assessment our Outcomes

Theory (10%)	(Outcome 1)
Aural (10%)	(Outcome 2)
Composition (20%)	(Outcome 3)
Performance (30%)	(Outcome 4)
Examination (30%)	(Outcome 5)

Aims

The course is designed so that you will develop skills in Digital Technology, an essential part of contemporary life. You will learn how best to develop highly effective solutions to information problems using a Windows computer. You develop skills and understanding of web development and digital image manipulation by investigating HTML and HTML editing software. You will further develop skills and knowledge in basic programming through investigating the nature of data and information. Finally you will learn the importance and power of databases in modern society and will build your first interactive information system.

Areas of Study

- Web Development
- Digital Image Manipulation
- Databases
- Programming

Work Requirements

You are required to:

- Design and develop a web site
- Understand spreadsheets and databases
- Manipulate raster and vector images
- Solve programming problems

Assessment

- Project work done in class
- Topic Tests
- Examinations