Subject Selection Guide Year 8 2016

“To touch the hearts of your students is the greatest miracle you can perform.“

St John Baptist de La Salle
Please note the following points carefully:

- Information contained in this handbook is subject to change, without notice.
- Subjects listed may not be offered in 2016 due to student demand or College capacity to deliver.
- Some subjects / courses will carry additional levies.
OUR VISION

Southern Cross Catholic College is a learning community which aspires to growth in knowledge, love and service in the presence of God.

OUR MISSION

In light of the Gospel and the educational values of its Founders, our College is a Christian community of lifelong learners committed to nurturing the gifts and potential of its members. We seek to serve the wider community, promote dignity and justice for all people and be active stewards of the environment.

- We uphold these guiding principles which are integral to the life of the College.
- The College is committed to continuing and developing the tradition of Catholic Education begun by its founders.
- The College community respects and values the dignity of each person.
- The College affirms the practices of inclusivity and ongoing pastoral support of its members.
- Learning will be conducted in a manner which benefits all members of the school community.
- Social justice in all its expressions is a touchstone in College life.
- We recognise our oneness with the Universe and accept our responsibility for the wellbeing of our environment.
- College life reflects a collaborative partnership between all members working to achieve shared educational goals.
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MESSAGE FROM THE HEAD OF CAMPUS TO STUDENTS

The Subject Selection Guide is designed to help you plan your course of study as you enter Year 8. This is the middle year of the Middle Years Phase of Learning, a chance to begin to explore different options. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College.


We strongly encourage students in Year 8 to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Students and parents are encouraged to read this guide thoroughly and engage in discussion with a variety of people before making a decision. Please note that contact details are provided for Curriculum Leaders, who will be happy to discuss the subjects with you.

T M O’Connor
Head of De La Salle Campus
Vision for Learning

We seek the light ... and then we shine

Our culture of learning embraces a shared vision which empowers all students to achieve success by making learning visible.

In the presence of God, the Southern Cross Catholic College learning community

- Seeks knowledge
- Seeks wisdom
- Seeks inspiration

Following in the footsteps of our founders, we aspire to motivate our learners to

- Be curious
- Be creative
- Be confident
- Be persistent
- Be resilient
- Be self-directed
- Be reflective
CONTACTS AT SCCC

The Assistant Principal – Curriculum is responsible for the subject selection process. If you wish to access information or advice please contact administration on (07)3480 3600.

For specific advice about particular subject areas, please contact the Curriculum Leaders directly. The Pastoral Leaders are also available to assist students in making appropriate choices.

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## LEARNING OPTIONS

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COURSE OPTIONS – YEAR 8

Compulsory Courses

All Year:
English or Emmaus - Literacy
Health and Physical Education
Mathematics or Emmaus - Numeracy
Religious Education
Science
Social Science (History/Geography)

Elective Courses

Choose 2 electives each semester. You can only choose each elective once, apart from Japanese, which is recommended to be studied all year.

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COMPULSORY COURSES
Course Overview:
Through this course of study, students should develop positive attitudes, values and feelings towards learning literacy. Students become “literate” as they develop the knowledge, skills and dispositions to understand and use language confidently for learning and communicating in and out of school and for participating effectively within society.

Literacy involves students listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. This subject is most suited for students who have significant difficulties with reading, comprehension and writing skills.

Course Outline:
The Emmaus literacy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences. Students will be provided with learning experiences and assessment opportunities based on the following six central aspects of communication - personal (expressing identity), cooperative (interacting in groups), procedural (performing tasks), technical (using technology), systems (interacting in organisations) and public (interacting with the wider community).

Assessment:
Information about student learning is collected via a portfolio of work.
EMMAUS – NUMERACY
Subject Code: 08NUM

Course Overview:
Numeracy involves using mathematics effectively to meet the general demands of life at home, in paid work, and for participation in community and civic life. Through this course of study, students should become numerate citizens who can make informed decisions about issues involving mathematics, and students will likely develop confidence in using mathematics in everyday life. This subject is most suited for students who have significant difficulties in learning and understanding number facts and procedures.

Course Outline:
The Emmaus numeracy course aims to base learning and assessment activities on real-life or lifelike contexts. Students will be involved in a wide range of learning activities which will typically be practical, and the learning environment will emphasise group interactions and participation. Topics or issues to be studied are selected based on student interest, and choices in learning contexts and assessment are provided, where possible, to help cater for students’ individual differences. Subject matter to be studied includes number and calculations, shape and space, data and statistics, measurement, location and direction, and formulas and algebra.

Assessment:
Information about student learning is collected via a portfolio of work.
Course Overview:
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. The Australian Curriculum: English.

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.

Year 8 units of work are designed to complement the Middle Years English program. The program builds on the foundations of Year 7 English and prepares students for the more demanding Year 9 English program. Units are designed to engage and challenge students in order to develop their creative and critical thinking skills therefore developing appropriate language and communication skills for further studies and everyday effective social interaction.

There is a strong emphasis on the general capabilities and cross-curriculum priorities from the Australian Curriculum including: Intercultural understanding, Aboriginal and Torres Strait Islander histories and cultures and of course, Literacy.

Course Outline:
In Year 8, all students will undertake the study of a series of compulsory core units designed to generate an exposure to a wide variety of text types and genres. Students delve into the world of poetry, picture books, novels, multimodal texts and the wonderful works of William Shakespeare.

Students also engage in skills based Language lessons on grammar, punctuation, text structure and language features.

Assessment:
Assessment tasks will consist of a range of activities from the key areas of: listening; speaking; viewing; reading and writing. Students compose pieces of a variety of genres such as: poetry; persuasive speeches; analytical essays and narratives.
Course Overview:
In HPE, students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and disposition to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Essential Learnings – Queensland Curriculum, Assessment and Reporting Framework

The HPE curriculum is built around the three interrelated strands of Health, Physical Activity and Personal Development. Together the strands focus on developing students’ knowledge, understanding and skills: collaborative decision-making; take action and apply skills to address inequities and promote health and wellbeing; movement capacities; and personal development of individuals, groups and communities.

Year 8 units of work are designed to complement the Middle Years HPE program. These units are designed to build on the academic rigour of Middle Years HPE and prepare students for the more demanding Year 9 HPE program. The units incorporate a balance between the components of theory and practical to allow students to develop and refine their practical skills and increase their knowledge about key health messages.

All health tasks in Year 8 HPE are considered “life rich” tasks and therefore contextualised in the hope that students identify the real purpose and meaning of health implications in the real world.

Course Outline:

Semester 1:
Archery and a selected Team Sport (Ultimate Frisbee)
Lifestyle Drugs and Human Anatomy

Semester 2:
Indigenous Games and Dance
Coaching/Skill Acquisition and Role Models in Sort

Assessment:
Students will be assessed through:

Semester 1:
Archery and a selected Team Sport (Ultimate Frisbee) – practical assessment, case study
Lifestyle Drugs and Human Anatomy – practical assessment, case study

Semester 2:
Indigenous Games and Dance – practical assessment, essay – extended response
Coaching/Skill Acquisition and Role Models in Sort – practical assessment, essay – extended response
MATHEMATICS
Subject Code: 08MAT

Course Overview:
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Australian Curriculum: Mathematics

Course Outline:
Students engage in a wide variety of learning experiences studying the three content strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability. These fields are explored through units of number, data patterns, measurement in the real world, algebra and percentages. Problem solving strategies are developed throughout the year and are implemented in a range of investigations and challenges.

In addition to completing the above course, students are given the opportunity to be involved in a number of competitions and enrichment activities including the District Maths Tournament, QAMT Year 8 Maths Quiz, Australian Mathematics Competition and University of Canberra Challenge Activity.

Assessment:
Assessment instruments include in-class written and mental tests, investigation reports and practical activities as well as learning activities to complete online using Hotmaths. Students are also afforded the opportunity to attempt extension challenges in selected units.
RELIGIOUS EDUCATION

Subject Code: 08RE

Course Overview:
Each person, family, and nation has their own special story. The story highlights the people and events that have shaped their identity. Religious Education is an integral part of the curriculum because it identifies the Christian story. In Year 8, students are given the opportunity of delving into this story to examine its relevance in the contemporary world.

Course Outline:
The units studied in Year 8 are:

Footprints in the Sand.
The poem Footprints in the Sand, reminds us how God forms a covenant with each of us and accompanies us in the good and difficult times in our lives. In Term One, students explore how this belief is expressed through Abraham and in modern times.

Our Mission
As Christians we are called to a mission of service, living our lives that brings God’s love to each person we meet by the way we speak, act and think. This unit explores how our lives need to be built on the belief in the Trinitarian nature of God.

Who Rocked the Church?
Many people, non-Catholics and well as Catholics have been impressed with the work of Pope Francis. He has taken up on many of the challenges facing the world today. The Church’s history contains many people, who like Pope Francis have responded to the difficulties of the time. This unit will explore some of these people and times and find a common link between them – the importance of prayer.

In the Beginning
The creation stories of Judeo/Christian tradition are not just about the origins of the earth but contain important insights into how it is relevant today. This unit of work explores the common themes of creation not just in Judeo/Christian tradition but Indigenous traditions as well.

Assessment:
Throughout each unit, students will be required to show a research journal compiling of activities they have completed throughout the term. At the conclusion of each unit they will complete a formal piece of assessment that is built on these activities. This will take the form of research assignments (in written and multimodal form) and short response exams.
SCIENCE

Subject Code: 08SCI

Course Overview:
“Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.” Australian Curriculum: Science

Course Outline:
Students will study the three content strands of the Australian Curriculum in all units although the learning experiences and emphasis given to the different science disciplines will vary from unit to unit. The three content areas of study are:

Science Understanding:

Biological – Multiplying by Dividing: Plant and animal cells and reproduction of a variety of single celled and complex organisms.

Chemical – My Science Kitchen Rules: The Particle Model; Elements and Compounds and their symbols; The Periodic Table, Physical and Chemical Changes.


Physical – How it Works: Forces acting on objects with a particular focus on gravity.

Science as a Human Endeavour: nature and development; use and influence

Science Inquiry Skills: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; communicating

These content areas are interspersed throughout the units of study, providing students with meaningful, authentic learning experiences.

Assessment:
Assessment instruments include topic tests; practical reports; investigations; research assignments; laboratory skills and journal note-taking.
SOCIAL SCIENCE
Subject Code: 08SSCI

Course Overview:
Social Science units are currently designed around the implementation of the Australian Curriculum in the KLAs of History and Geography.

“History is a disciplined process of inquiry into the past that develops student’s curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.” The Australian Curriculum – History.

“Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.” The Australian Curriculum – Geography.

Course Outline:
The History units studied are:

An overview of The Ancient to the Modern World, An introductory unit designed to give a broad view of the time period dominated by increased contacts, feudalism and the Church.

Medieval Europe (c.590 – c.1500), An interactive, self-directed unit where students work in study groups, rotating through a variety of focal points. This is an innovative, student-centred unit designed to accommodate a variety of learning styles and more importantly, pose a challenge to each student to a wide variety of levels.

Shogunate Japan (c.794 – c.1867), Depth studies on the impact of feudalism and the role of the samurai in the development of Japan.

The Black Death in Asia, Europe and Africa (14th century plague), Depth study on the Black Death and the dramatic impact it had on every aspect of life throughout 14th Century Europe, Asia and Africa.

The Geography units studied are:

Landforms and Landscapes, is designed around the study of Carnarvon Gorge in preparation for the traditional trip to the Gorge on the Damascus Road Trip.

Changing Nations, A unit that focuses on urbanisation and compares population distribution in Australia to China and America, with an extra focus on international migration.

Assessment:
Students undertake a combination of formal and informal, formative and summative assessment throughout the year. Examples of formal assessment items are a report, persuasive speech, portfolio and response to stimulus examinations. Students are often given a variety of methods to demonstrate their understanding of key concepts.
ELECTIVE COURSES
BUSINESS STUDIES
Subject Code: 08BUS

Course Overview:
Business Studies is about helping young people make things happen, encouraging creativity and finding opportunities for themselves. The units are designed to introduce students to fundamental business concepts, including what it means to be an entrepreneur. The course will explore what it means to organise, manage, market and be productive in Business, as well as emphasising the importance of communicating effectively in a business environment using a range of business technologies.

Course Outline:
The unit of work studied in Year 8 is:

Young Entrepreneur
This unit looks at the world of business in a fun and exciting classroom environment. Students will be part of a team that is designing their own business. By the end of the unit the students will be required to pitch their business ideas and plans to a potential investor.

Assessment:
Students will be assessed on: task booklets; written examination; preparing a budget and a business group presentation.
DESIGN TECHNOLOGY
Subject Code: 08ITD

Course Overview:
Design Technology is aimed at all students who wish to develop their knowledge, skills and abilities when selecting and using materials, procedures, tools and machinery to make practical projects. These projects will help develop the skills they need to prepare themselves for future employment, including skills that could enable them to carry out basic repairs, improvements and renovations. This subject will endeavour to engage and motivate our students by providing them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community and the world of work.

Course Outline:
Students can choose one semester and will build upon the knowledge and skills relating to materials, tools, processes (design and industrial) and technology they have gained while completing Year 7 Industrial Technology and Design. The students will use specialised equipment to manipulate materials to complete set tasks. In doing so they will learn to read and interpret plans and to follow specific details to produce projects. An increase in industry practises, processes and design principles will be incorporated into students’ projects but not so much as to exclude beginners.

Design & Technology Suggested Tasks

Materials (Wood) – lolly dispenser (mechanical systems)
Plastics – acrylic bowl (laser)
Metal – baking tray, teaspoon, wall pot hanger
Systems – skill toy
Wood/Plastic/Laser – desk organiser

This subject not only offers a pathway for the practically gifted students but also those students who demonstrate higher order thinking by actively engaging students in producing quality design solutions to identified problems or opportunities. Students will be given the opportunity to produce design solutions using technology processes in a practical manner using natural and fabricated materials, components and digital technologies. Students will spend substantial time engaged in developing process and production skills. Through the practical application of technologies, students develop manual dexterity, fine motor skills and coordination through hands-on activities.

Assessment:
Students are assessed on: class tests; class practical work and assignments.
Drama

Subject Code: 08DRA

Course Overview:
*Drama is not simply a subject, but also a method...a learning tool. Furthermore, it is one of the key ways in which children gain an understanding of themselves and others (Neelands, 1992).*

Drama is a dynamic art form that has been used to entertain, challenge, educate, understand, record and celebrate events all over the world for thousands of years. Studying Drama provides students with opportunities to create drama, to communicate ideas to an audience and to reflect on and evaluate drama. This encourages and promotes the building of: communication skills; confidence and the ability to work and negotiate with others; problem-solving; empathy; critical and creative thinking; and engaging with the world around them. Students can apply these invaluable skills to a significant variety of further study areas and careers within the Arts and beyond.

Course Outline:
The Australian Curriculum: The Arts includes five art subjects; one of which is Drama. Learning in Drama involves making and responding.

Students learn as artists, by making dramatic works that communicate to audiences. They learn as audiences, by responding critically to their own dramatic works and the works of their peers and professional artists. These actions are taught together as each depends on the other.

To influence the shaping of their own dramatic work and to develop the ability to critically analyse drama, students will view live theatre. All excursions are covered by the subject levy.

The unit of work studied in Year 8 is titled *'Fractured Fairy Tales’*. Students explore the historical storytelling of fairy tales and their role in society in sharing messages and morals within communities. Students will write their own Fractured Fairy tale script in groups. They will then rehearse and direct the scripts in small groups and present a polished performance to the class. This gives students the experience of creating, directing, rehearsing and presenting their own creative work. The lead up activities in the unit will expose students to theatre forms including freeze frames, improvisation, movement and voice, character work, and scenarios.

Assessment:
Students are formally assessed on the following:

*Forming* – Group script  
*Presenting* – Performance of student devised Fractured Fairy tale; group/practical  
*Responding* – Analytical response to live performance, individual/written

Assessment is completed individually or in groups; however, students are always marked individually.
GRAPHICS
Subject Code: 08GRA

Course Overview:
Graphic communication uses drawing, pictures and animations to clarify and transmit information. It is most closely related to the language faculty in a school in that it aims to translate often confusing verbal or written information into a clear, universal, visual language. Graphics language is increasingly used in our technological society because of the need for quick, clear, international communication.

“Graphic communication develops skills in drawing, researching, understanding, organising and selecting information, developing and refining ideas, and, above all, thinking.” Active Graphics by Agi Korvin 2003

Course Outline:
The unit of work studied in Year 8 is:

Having Fun with Graphics
This unit introduces the principles of graphical communication and computer aided design (CAD). Students investigate the materials and equipment, and the elements and principles of design in graphical representations as they study freehand sketching, symbols and packaging using AutoCAD. They will design and make their own product using the laser cutter. Students will study product design using Inventor and learn about 2D orthographic drawings, 3D pictorial drawings, animations and make models using the 3D printer. They will study built environment design as they draw 2D, 3D and animations of a house and landscaping using Revit.

Assessment:
Students will be assessed on a selection of folio drawings and assignment work.
HOME ECONOMICS
Subject Code: 08HEC

Course Overview:
The central focus of Home Economics is the wellbeing of people within their personal, family, community and work roles. Home Economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles.

Home Economics provides students with the opportunity to: become an empowered, active and informed member of society; design social futures; contribute to the wellbeing of themselves and others; examine and take action on matters of personal and societal significance.

Course Outline:
Students will cover the following topic:

The Adolescent – what are textiles; the many uses of textiles; purpose of textiles; fibre classification; woven textile construction; 4 functions of food; 5 food groups; 6 nutrients; grilling; boiling; whipping; creaming.

Assessment:
Students will be assessed on:

The Adolescent – students produce a pair of pyjama pants and carry bag (individual/written and practical sewing task); students produce and evaluate an unseen recipe (individual/written and practical cooking task) objective and short answer test (individual/written).
INFORMATION COMMUNICATION TECHNOLOGY
Subject Code: 08ICT

Course Overview:
In Information Communication Technology, students develop and demonstrate the knowledge, practices and attitudes necessary to operate effectively in information-rich environments. Students will create products such as interactive media products, web-based documents and publications using a variety of applications, Robotics and Gaming.

Course Outline:
Students will study The Computer World. This unit looks at how to manage computer files, getting to know the running of the computer and programming skills. Lego Robotics and Gaming using both object orientated programming are key components to this unit. There is also a component of integral skills in Office programs, file management and core computer knowledge.

Assessment:
Students will be assessed on: Folio of Work (practical/written); Research Assignment (written); Scratch/ Game Maker Task/ Robotics Challenges (practical).
JAPANESE
Subject Code: 08JAP

Course Overview:
The Japanese program aims to assist students in gaining communicative proficiency and an understanding of other cultures and peoples. The main emphasis is on communication through the use of functional language. The four skills of speaking, listening, reading and writing are integrated throughout the program and receive equal weighting in assessment. The study of Japanese at all levels makes it possible to view culture within its own terms of reference and to approach life’s tasks with an insight gained from another language and culture.

Course Outline:
The Year 8 course aims to expand students' knowledge of vocabulary and more advanced grammatical patterns. The topics studied include Hobbies, Days and Dates and Daily Activities. By the end of the year, students will have a working knowledge of the hiragana and katakana scripts and will be gradually introduced to some simple kanji. Cultural information will be integrated into each term also.

Students will use Obento Deluxe as the set text and each student will require their own copy of the Obento Deluxe Workbook to complete class activities. Students’ learning is also enhanced through the use of technology such as individual iPads with Japanese applications and an online learning environment allowing students unprecedented freedom and flexibility to learn at their own pace both in class and at home.

Students considering the study of Japanese at Senior level are encouraged to complete all units of study in Years 8 to 10.

Assessment: Students are assessed on all 4 macro skills of listening, speaking, reading and writing during each semester.
**Course Overview:**
*An education rich in the Arts ... is vital to students’ success as individuals and as members of society, emphasising not only creativity and imagination, but also the values of cultural understanding and social harmony that the Arts can engender* (National Education and the Arts Statement, 2007).

Visual art gives students the forum to explore Visual Art media, processes and techniques. Through their making and written tasks, students will develop skills, creative thinking and ways to express personal opinions. They will be encouraged to form and express opinions, discuss and display their own artwork and appreciate the work of other artists and cultures through individual and collaborative processes.

Art is an important factor in the life of every individual. Education through Art will better equip individuals to express themselves emotionally, intellectually, and practically, enabling them to make a positive contribution to society.

Current Art students say that Visual Art is:
- Fun and creative
- Expressing yourself
- Bouncing ideas off each other and creating the unexpected
- Interesting workshops
- Gained confidence in my writing skills
- Able to work in a creative space
- Opportunity for extension
- Freedom
- Hands on
- Gained confidence in my writing skills

**Course Outline:**
The foundation of the program is the Elements and Principles of Design. This gives you the language and the tools to help you develop your style and aesthetic in the Senior Years and beyond.

The artworks you will create are inspired by a variety of themes, allowing you to explore your own thoughts and feelings. Some examples of themes are everyday life and experience, natural and geometric forms.

You get the opportunity to use lots of different materials and learn different skills. Some of these include: still life drawing; stencilling; lino printing; acrylic paint; mixed media; clay and glazing.

Appraising tasks form the written component. They focus on the development of your ability to write and talk about your own and other’s artwork. You will be encouraged to form and express opinions, discuss and display your own artwork and appreciate the work of other artists and cultures.

Your learning experiences are enhanced through:
- Visits to art galleries and cultural centres
- Workshops with artists and creative professionals

All materials required in this course are covered by the subject levy. Students are responsible for their art and once assessed it is regarded as the property of the student.

**Assessment:**
Students are assessed on Making and Appraising (responding to and reflecting on artworks). Students are assessed individually and objectively according to the task and criteria.
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SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step-by-step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Links to Website.

Click the following icon to enter SSO:

When you access this page you will see a rectangle with the words ’Click here to obtain your PIN and password’. This will be emailed to your student mybce address. DO NOT SHARE THIS INFORMATION WITH ANYONE.

Step One – Logging into SSO

You should now log into SSO using your PIN and Password.

Step Two – Selecting Preferences

Please list your elective in order of preference. This is important as subjects are assigned according to this order.

To select your preferences press the ‘Add’ button located to the left of the subject. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the arrow next to Step 2.

NOTE: You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject.

Step Three – Checking

The ‘Checking’ page allows you to click on the ‘step’ you want to check. Make sure you go to Step Four – the print report button AFTER you have checked that your selections are OK.

Step Four – Print your Report, have it signed by a parent and bring it to Student Services.

You can print your report AFTER ticking the box that says ’I have printed my report’. You can print the report; email it to yourself (your mybce address is automatically the assigned email) or your parent/caregiver.

You MUST print out this report and have your Parent/Caregiver sign it, and return it to the Student Services by 4pm on Friday 4 September 2015.