

# curriculum handbook

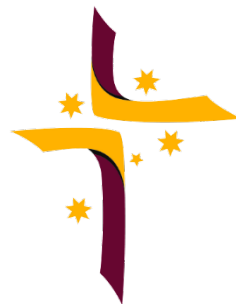
*Year 8*

SOUTHERN CROSS CATHOLIC COLLEGE

“let your light *shine* before  
others, so that they may see your  
good works and give glory to your  
Father in heaven”

-Matthew 5:16

# Contents



From the Principal	4
Year 8 Overview	5
Planning and choosing a course	6
Guidelines	6
<b>CORE SUBJECTS</b>	
Religion	8
English	9
Mathematics	11
Science	12
Humanities and Social Sciences	13
Health & Physical Education	16
Japanese	18
<b>ELECTIVE SUBJECTS</b>	
Digital Technologies	19
Design & Technologies (Food Specialisation)	20
Design & Technologies (Engineering Principles)	21
Design & Technologies (Industrial Technologies)	22
Design & Technologies (Textiles)	23
Drama	24
Media Arts	26
Music	27
Visual Arts	28
<b>CONTACT DETAILS</b>	29

## FROM THE *Principal*

Dear Parents,

Southern Cross Catholic College is continuing its pursuit of academic excellence through offering a broad subject choice and focusing on preparing each student to meet the challenges of the future through developing their life-long learning skills. Whether it's for further study at a tertiary institution, an apprenticeship or entry into the workforce, the college, through its core and electives approach to curriculum design, aims to prepare our students for whatever field they wish to pursue.

Year 8 represents an important academic year in which students continue the journey to become successful, self-confident learners. This program incorporates subject selection which is an important milestone in each student's academic life and should be done in consultation with parents and the school. The Year 8 Curriculum Handbook is a tool for both student and their parents to find out more about subject selection in 2024. In the first instance, students are encouraged to discuss their options with teachers and parents to facilitate making suitable choices. It is important that students choose wisely so that their learning is relevant, stimulating and supportive of their needs, interests and talents. It is equally important that students focus on a positive approach to learning in which the joy and value of work is appreciated and their hard work and persistence pays off.

The staff at Southern Cross Catholic College is committed to encouraging and supporting students to achieve high academic standards so that each individual develops into an active and informed citizen. We are dedicated to creating a culture that encourages, supports and develops our students through these transition years while building their sense of connectedness and responsibility within the community.

Our learning and pastoral program enables teachers and support staff to work with students to set clear goals and plan and implement strategies that help them reach their potential and understand that striving daily to do their utmost, is essential to success.



Sincerely,

A handwritten signature in black ink, appearing to read 'Greg Cameron'.

Greg Cameron  
College Principal



## YEAR 8 *Overview*

The academic program for Year 8 students at Southern Cross Catholic College (SCCC) will consist of seven compulsory subjects and four electives. To ensure that our students are offered a breadth of experience, each elective will be studied for one semester only.

As students move through the school, their interests and attraction to certain subjects will become more evident. The curriculum in Year 8 at SCCC will allow them to undertake subjects in which they may choose to specialise in their senior years.

Although there is a lot of scope for choice of subjects for Years 8 in what has been designed, there are some compulsory subjects. These subjects are mandated by the Australian Curriculum and must be studied to ensure the student has a balance in their junior studies.

Each student will study two Technologies and two Arts subjects.

The table below sets out the offerings for Year 8 students.

### YEAR 8 SUBJECT OFFERINGS

CORE SUBJECTS	TECHNOLOGY ELECTIVES	ARTS ELECTIVES
<ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Science</li><li>• HASS</li><li>• Health &amp; Physical Education</li><li>• Religion</li><li>• Japanese</li></ul>	<ul style="list-style-type: none"><li>• Design &amp; Technologies (Engineering Principles)</li><li>• Design &amp; Technologies (Food Specialisation)</li><li>• Design &amp; Technologies (Industrial Technologies)</li><li>• Design &amp; Technologies (Textiles)</li><li>• Digital Technologies</li></ul>	<ul style="list-style-type: none"><li>• Visual Arts</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li></ul>

The Elective Subjects that students undertake will be allocated by the use of preferences. While every effort is made to ensure that students can study subjects that are their first preference, this may not always be possible. All affected students will be given the opportunity to reselect from the courses that are available.

If students or parents have particular questions in relation to the information contained in this Curriculum Handbook or the subject selection process they should contact the Assistant Principal - Administration, Ms Megan Wuersching, or the relevant Curriculum Leader as listed at the back of this handbook.

# PLANNING AND CHOOSING AN *Elective Subject*

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects to take in Years 8, 9 and 10, and later the selection of subjects for Year 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success and attitude towards school.

## Overall Plan

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/careers, or at least keep many careers open to you
- which will develop skills, knowledge and attitudes useful throughout your life
- which spark your curiosity

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

## Guidelines

### Keep your options open

Many students in Year 7 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects which makes it possible for you to continue thinking about your career choice over the next three years before making more definite choices as you approach the end of Year Ten.



### **Think about careers**

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 8, 9 and 10.

### **Find out about the subjects being offered**

Even though you have studied a wide range of subjects in Year 7, it is important to find out as much as possible about the subjects offered in Years 8, 9 and 10. When investigating a subject to see if it is suitable for you, find out about the content (ie. what topics are covered in the subject) and how the subject is taught and assessed.

### **Make a decision about a combination of subjects that suits you**

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because: someone told you that you will like it or dislike it; your friends are or are not taking the subject; or, you like or dislike the teacher.

### **Be prepared to ask for help**

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers, Curriculum Leaders, Careers Adviser (Ms Escriva) or Assistant Principal - Administration, (Ms Wuersching).

# CORE Subjects

In Year 8, all students are required to study seven core subjects for the whole year. Information about each of these is listed below.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Religion</li><li>• English</li><li>• Mathematics</li></ul> | <ul style="list-style-type: none"><li>• Science</li><li>• Health &amp; Physical Education</li><li>• HASS</li><li>• Japanese</li></ul> |
|--|---|

## Religion

### Why Study RELIGION?

Religious Education is a key element of our Catholic secondary schooling experience. Education seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society. Education seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

### Learning Experiences

Religion is organised to complement the two dimensions of learning experiences:

- understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of their person.
- teaching people religion and teaching people to be religious drawing upon the Catholic Christian tradition.
- The activities and experiences for classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity while being faithful to the Catholic Christian identity of the school.

### Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written tasks.



# English

## Why Study ENGLISH?

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. Speaking, reading, writing, listening and viewing are skills we all use as part of our daily lives. Effective communication is vital if our students are to become active members of society and be able to operate within the diverse range of environments they will encounter.

### Topics of Study

<b>The World of the News</b>	Students will encounter news in a range of forms and contexts through this unit. Particular focus will be placed on written and spoken reports and the structural and language features used to create them. Students will engage in a wide range of activities designed to allow them to deconstruct news stories.
<b>Strange Worlds</b>	Throughout this unit, students will investigate the science fiction genre through a study of a novel or anthology of short stories. Students will develop an understanding of the genre and create their own sci-fi narrative.
<b>The Power of Poetry</b>	Throughout this unit, students will explore an extensive range of poetry, both contemporary and traditional, from a variety of backgrounds. These will include Australian Indigenous peoples, as well as Asian and European poems. Students will develop the skills necessary to critically analyse poetry and complete an essay which deconstructs a chosen poem.
<b>Australian Stories</b>	This unit will allow students to explore a range of texts which present differing perspectives on historical and contemporary Australian life. Students will read a set text, as well as engage with a diverse range of texts which offer differing perspectives. These may include poetry, song lyric, short story, play, play extract, television, film, documentary, panel discussion, newspaper or magazine article, website, cartoon, visual image or informative text.

## Learning Experiences

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

## Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written tasks. Spoken tasks include multimodal presentations and persuasive speeches. Written tasks include creative and analytical writing completed in both exam and assignment modes.





# Mathematics

## Why Study MATHEMATICS?

Mathematics is an important part of an education. It allows us to better understand the world in which we live and to be able to successfully contribute to society. It provides important skills for day to day living. Mathematical concepts like number, space, measurement, geometry, chance and data are used by billions of people every day. Mathematical concepts are part of other courses of study including Science, Hospitality, Art, Graphics, Building & Design and Technology.

## Learning Experiences

Mathematics aims to ensure that students:

- have a knowledge of number facts
- learn skills and algorithms
- apply skills and algorithms to solve problems
- understand mathematics in the world around us and solve real world problems

## Assessment

Assessment will include quizzes, exams and PSMT (Problem Solving and Modelling Task)



## Why Study **SCIENCE**?

In today's world, knowledge of science is essential. The study of Science can offer ways of understanding many of the social, political and economic issues confronting us. It equips us with skills and strategies used throughout our lives. Some of these include critical thinking, observing, analysing, hypothesizing, communicating, interpreting and researching. Science provides opportunities for and assistance in the development of students' abilities to access, process, communicate and evaluate information, so they can be culturally, socially and scientifically informed about the world around them.

## Topics of Study

<b>Biological Sciences</b>	<ul style="list-style-type: none"><li>• Cell structure &amp; Microscopes</li><li>• Plants cells vs animal cells</li><li>• Structure and function of Organs &amp; Systems (Digestive, Circulatory and Respiratory systems only)</li></ul>
<b>Earth and Space Sciences</b>	<ul style="list-style-type: none"><li>• Plate Tectonics and time scales</li><li>• Earthquakes and Volcanoes</li><li>• Rocks &amp; Fossils</li><li>• Minerals and Mining</li></ul>
<b>Physical Sciences</b>	<ul style="list-style-type: none"><li>• Energy Types (Kinetic, Potential, GPE, Light, Electricity, Heat, Sound, Chemical)</li><li>• Energy Transfer and Transformations</li><li>• Electrical Circuits</li></ul>
<b>Chemical Sciences</b>	<ul style="list-style-type: none"><li>• Atoms, Elements, Compounds and Mixtures</li><li>• Molecules and Crystals</li><li>• Physical &amp; Chemical Changes</li><li>• Understanding formula, symbols and writing word equations</li></ul>

## Learning Experiences

Science aims to ensure that students:

- Understand the use of science and how science influences society by responding to social and ethical issues of science and scientific research
- pose questions, plan, conduct and critique investigations
- collect, analyse, interpret information and communicate findings

## Assessment

Assessment will include exams, practical reports and research assignments

# Humanities

Year 8 Students study the breadth of the Australian Curriculum, including **History, Geography and Economics & Business**.

## Why Study HISTORY?

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History 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. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.

## Learning Experiences

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts such as evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

## Assessment

Student performance will be assessed by means of in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of historical sources, and presentation of multimodal tasks.

## Why Study GEOGRAPHY?

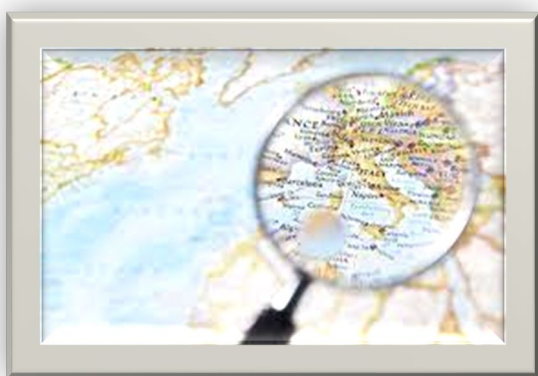
In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.



## Learning Experiences

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.



## Assessment

Student performance will be assessed by means of in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of sources, and presentation of multimodal tasks.

## Why Study ECONOMICS and BUSINESS?

As mass global flows of people, resources, finances and information produce social, economic, political and environmental complexities and challenges, Australia needs enterprising individuals who can make informed decisions and actively participate in society and the economy as individuals and more broadly as global citizens. Young Australians will also face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them in the face of such challenges.

## Learning Experiences

Economics and Business aims to ensure that students develop:

- enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers

- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
- understandings that will enable them to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.



## Assessment

Student performance will be assessed by means of in-class short response exams of knowledge and skill and response to stimulus exams based on the analysis and evaluation of historical sources. Assessment also includes a research assignment and a multimodal presentation.



# Health & Physical Education

## Why Study Health & Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology, which inform what we understand about healthy, safe and active choices.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

## Topics of Study

Theory	Practical
Nutrition	Netball
Drugs & Alcohol	Athletics
Supporting Others	Touch Football
Body Confidence	European Handball



## Learning Experiences

HPE aims to ensure that students:

- Learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- Experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.
- Apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances.
- Analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

## Assessment

Students will be assessed in both the physical and theoretical aspects of the course in both their understanding of the course content and their demonstration and application of practical skills appropriate for the particular units of work.





# Japanese

## Why Study Japanese?

Japanese is the official language of Japan, Australia's northern neighbour in the Asia region. It is also widely used by communities of speakers in Hawaii, Peru and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia.

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Opportunities to review and consolidate learning are balanced against provision of engaging and relevant new experiences and connections. Learners rely on teacher talk, instruction, modelling, feedback, and structured opportunities for practising and understanding new language. They are supported to develop increasing autonomy as language learners and users.

## Learning Experiences

Japanese aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the Japanese language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, and persuade.
- Understand cultural contexts, nuances and customs associated with communicating with Japanese people.

## Assessment

Assessment is continuous and is designed to challenge students and reinforce concepts. Students will complete a range of listening, speaking, reading and writing tasks. Assessment tasks will include in-class tests and assignments. Tasks will provide authentic opportunities for students to demonstrate their communicative abilities in Japanese.



# ELECTIVE *Subjects*

In Year 8 students are required to select two subjects each semester. One from the Arts group and one from the Technology group. This allows students to experience four electives in an academic year.

## *Digital Technologies*

### Why Study Digital Technologies?

Digital Technologies provides students with practical opportunities to design and to be developers of digital solutions and knowledge. The subject will provide students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Digital Technologies provides students with challenges that foster 21st century skills vital for future employment, such as creativity, curiosity, collaboration, persistence, innovation and adaptability/flexibility.

### Learning Experiences

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, data, systems and components – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

### Assessment

Assessment is designed to create opportunities for students to extend themselves. Students will complete a range of digital projects, investigations and examinations over the course of the semester.

# Technologies

## - Food Specialisation

### Why Study Technologies – Food Specialisation?

Students learn how people design, innovate and produce products, services and environments for preferred futures. They explore how technologies impact design decisions and create designed solutions based on analysis of needs and opportunities. Students will create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

### Learning Experiences

- Analyse how food and fibre are produced in managed environments and how these can become sustainable
- Analyse how properties of foods determine preparation and presentation techniques when designing solutions for healthy eating
- Analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions
- Generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools
- Select, justify and use suitable materials, components, tools, equipment, skills and processes to safely make designed solutions
- Develop design criteria collaboratively including sustainability to evaluate design ideas, processes and solutions
- Develop project plans to individually and collaboratively manage time, cost and production of designed solutions.

### Assessment

Each term students will be assessed on knowledge and understanding, along with processes and production skills. Students will complete a Design Folio.

# Design and Technologies

## - Engineering Principles (Design)

### Why Study Design and Technologies – Engineering Principles (Design)?

In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students take action and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

### Learning Experiences

Design Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

### Assessment

Assessments are continues throughout the Semester. Students will develop folios of work in relation to four different tasks. Each portfolio will allow students to design a product, service and/or environment using the design process to achieve a purposeful solution based of stakeholders needs and want.

# Design and Technologies

## - Industrial Technologies Specialisation

### Why Study Design and Technologies – Industrial Technologies Specialisation?

Design and Technologies (Materials and Technologies Specialisation) will introduce students to processes and procedures associated with the many trades on offer in today's society. It will allow the students to improve their hand skills and understanding of woodwork whilst giving them an insight into the requirements of becoming a tradesperson. Whilst dealing with specific hand tools associated with industry, students will become familiar with the correct use of and safe handling of many tools. Industry expectations and safety requirements are some of our main expectations whilst completing the Design and Technologies (Materials and Technologies Specialisation) course of study.

### Learning Experiences

Design Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

### Assessment

Assessment is ongoing throughout the semester. Students will complete two projects and will be assessed on the safe use of hand tools, correct use of workshop equipment, following a plan in detail, handling of materials, quality of workmanship and final product presentation.

# Design and Technologies

## - Textiles

### Why Study Design and Technologies – Textiles?

Students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

Design and Technologies gives students authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. It motivates young people and engages them in learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

### Learning Experiences

Design Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- investigate, design, plan, manage, create and evaluate solutions
- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- engage confidently with and responsibly select and manipulate appropriate technologies – tools, equipment, processes, materials, – when designing and creating solutions
- analyse and evaluate needs, opportunities or problems to identify and create solutions.

### Assessment

Each term students will be assessed on knowledge and understanding, along with processes and production skills. Students will complete a Design Folio to record their design processes.



# Drama

## Why Study Drama?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

## Topics of Study

Storytelling	<p>Students will explore the storytelling conventions and narrative structure through a variety of dramatic forms such as; Australian Skits, Indigenous Stories, Improvisation, Mime, Fables and Fairytales</p> <p>Students examine the stories of our Aboriginal and Torres Strait Islander ancestors in depth and develop an understanding and appreciation for their culture and style of storytelling.</p> <p>Students learn how Drama can be a medium in which we bring stories to life and the skills required to transform stories from page to stage (voice, body).</p>
I Want To Be A Celebrity	<p>Students will manipulate the elements of drama to create and perform their very own music video. They will analyse a range of genres and how imitation performance skills work on stage. They will be lip syncing with the song. Thus the conventions of productions are imperative. These include; costume design, lighting design, sound and props.</p> <p>Students will work collaboratively in a group to construct a musical performance based around a famous music group such as Abba or ACDC.</p> <p>Students will need to devise their production into a polished performance with the intention to prompt audience reaction and engagement.</p>

## Learning Experiences

Learning in Drama is focused on four areas:

1. **Exploring and responding to**
  - drama works, performances, practices and contexts from a range of cultures, times and places
2. **Developing practices and skills**
  - creative practices for creating and performing drama using the elements of drama relevant to selected forms and/or styles
  - critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others
3. **Presenting and performing drama** in informal and/or formal settings
4. **Creating drama** in improvised, devised and scripted forms

## Assessment

1. Story-telling group performances
2. Written exam
3. I Want To Be a Celebrity performance



# Media Arts

## Why Study Media Arts?

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

### Topics of Study

Endangered Species	<p>Students will explore news media and its purpose to inform and/or educate audiences.</p> <p>Students will become increasingly aware of how different codes and conventions may be manipulated to create meaning for different audiences and contexts. They will understand the specific roles and production processes used to create news media products.</p> <p>They will select between different types of software to edit, refine images, mix sounds and distribute media products.</p>
Stories from the past	<p>Students will explore First Nations Dreamtime Stories, Fables, Parables and Fairytales, as a media artform and its purpose to inform and/or educate audiences past, current and emerging.</p> <p>Students will create a Podcast that will be focussing on how their chosen 'story from the past' is relevant within today's society.</p> <p>Students will understand the specific roles and production processes used to create Podcasts.</p>

### Learning Experiences

Learning in Media Arts is focused on four areas:

1. **Exploring and responding** to media art works and practices and contexts from a range of cultures, times and places.
2. **Developing practices and skills**, throughout the production process to construct representations using media languages and media technologies.
3. **Creating and making** media arts works to communicate ideas, perspectives and meaning for an intended audience
4. **Presenting and performing** media arts works, using responsible media practices and considering potential relationships the work could create with audiences

### Assessment

1. Written Response
2. News Broadcast
3. Podcast



## Why Study Music?

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share music as listeners, composers and performers.

There is an increasing body of evidence which identifies that music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of all students. In Year 8 Music, valuable habits of mind are nurtured, including striving for accuracy, persisting, thinking interdependently, taking responsible risks, and responding with wonderment and awe.

## Topics of Study

Let's Rap	Elements that make up a rap song through performance investigation Using these elements to compose a rap song Recording and production techniques using software music programs for compositions
Rock Star or Chamber Musician?	Group performance and rehearsal techniques Rehearse and refine small group performances Recording and production techniques and performances

## Learning Experiences

Learning in Music is focused on four areas:

1. **Exploring and responding** to music and music practices and contexts from a range of cultures, times and places.
2. **Developing practices and skills**, through creative practices and skills for listening, vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music.
3. **Creating and making** by composing in various forms and genres using aural skills and/or available digital tools as appropriate
4. **Presenting and performing** performances of music to audiences.

## Assessment

1. Compose and record a rap composition
2. Small group performance and recording of chosen song or score
3. In-class written response

# Visual Arts

## Why Study Visual Arts?

Visual Arts includes the fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. Visual Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking. It can support students to develop an understanding of world culture and help them view the world through various lenses and contexts.

## Topics of Study

Reef Scapes	Students will create a folio of artworks based on reef scapes and habitats with merged perspectives to communicate a viewpoint on discovery and sustainability. They will explore Aboriginal Waanyi artist Judy Watson's own viewpoints on sustainability, as well as her use of linear and aerial perspectives in her artworks Heron Island Suite #3 and #16. Students will also explore the art of ceramicists Heather Knight and Angela Schwer to inspire their ceramic interpretations of the reef.
Creatures	Students will research and respond to artists Jean Burke and Johnny Young. They will explore techniques that include assemblage, weaving and armature to create sculptures of Australian animals. Students will reflect on their folio of works.

## Learning Experiences

Learning in Visual Arts is focused on four areas:

1. **Exploring and responding** to artworks and visual arts practices across cultures, times, places and/or other contexts
2. **Developing practices and skills**, for developing ideas, themes and their visual arts practice and by taking opportunities to reflect on, evaluate or respond to art works
3. **Creating and making** in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms
4. **Presenting artworks** to audiences, in physical and/or virtual spaces.

## Assessment

1. Folio of artworks - Mixed media watercolour and clay handbuilding
2. Folio of artworks - Sculptures of 3D animal artworks.
3. Written responses to artworks



# Contact Details

College Principal	Mr Greg Cameron anndle@sctsv.catholic.edu.au
Secondary Deputy Principal Mission and Culture	Mrs Mardi Grubba mgrubba1@sctsv.catholic.edu.au
Assistant Principal Learning and Teaching	Mr Paul Allan pallan2@sctsv.catholic.edu.au
Assistant Principal Administration	Ms Megan Wuersching mwuersching1@sctsv.catholic.edu.au
Assistant Principal Religious Education	Mrs Annette Poulsen apoulsen@sctsv.catholic.edu.au
<b>Curriculum Leaders</b>	
English	Mr Andrew Snee asnee1@sctsv.catholic.edu.au
Mathematics	Ms Belinda Benson bbenson1@sctsv.catholic.edu.au
Science	Mr Hamilton Wright Hwright1@sctsv.catholic.edu.au
Humanities & Japanese	Mrs Angela Marano amarano3@sctsv.catholic.edu.au
Health & Physical Education	Ms Jane Schefe jschefe@sctsv.catholic.edu.au
The Arts	Mrs Genevieve Hunt ghunt@sctsv.catholic.edu.au
Technologies	Mrs Veronica Horn vhorn@sctsv.catholic.edu.au