



2024

YEAR 8

**CURRICULUM
HANDBOOK**

8

YEAR 8

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YEAR 8

STEP-UP & COMMIT

Learning to step-up and take the challenge of becoming more involved in activities, behaving in a mature and caring manner and being responsible for one's learning.

FOREWORD

Our goal at Mandurah Catholic College is to excite and stimulate young people to become self-directed and independent problem-solvers, capable of thinking critically and feeling deeply about issues. This requires a curriculum that provides opportunities for young minds to focus on what they can do, extend their learning experience and empower them to reach their potential.

There is both great depth and breadth provided in Year 8 curriculum and there is something for everyone at Mandurah Catholic College. Taking the time to sit with your daughter or son, reading and discussing the content of this booklet, is a very powerful form of modelling the value of learning to your child. I hope the detail assists both of you with understanding the next chapter in your child's education.

Mr Troy Francesconi
PRINCIPAL



CHRISTIAN SERVICE LEARNING

The Christian Service Learning Program commenced at Mandurah Catholic College in 2007 and enables students to grow from a Catholic faith perspective as people of service and justice. Whilst providing students with opportunities to meet people with needs, the program focusses on learning life skills and encourages the habit of giving and using personal gifts and abilities to care for others. Underpinned by the spirituality of the Holy Family and College motto to "Seek Truth", the program has a unique educational value for our students as well as impacts on their personal, academic and social development.

The Year 8 Christian Service Learning program has three main goals:

1. To engage students in the action of service learning;
2. To engage students in guided reflection about their service learning activities, which are integrated into the Religious Education curriculum;
3. To prepare students for the senior years of community service learning.

Year 8 students complete a minimum of 10 hours of 'Home Based' Christian Service Learning (volunteer work) by the end of Term 3, Year 8. These hours may be completed either with the student's family or at the Parish.

The College's Year 8 Christian Service Learning program provides opportunities for young people to give something back to their family/Parish while developing the values, skills and understandings needed to contribute to civic wellbeing. By educating students to 'think of other', the program enables students to address many of the core shared values outlined in the National Curriculum and the Christian values of the Gospel.

Christian Service is defined as:

'Activities undertaken for the benefit of individuals and/or community for no financial reward.'

RECORDING HOURS:

A Journal, provided by the College, is the official record of a student's Christian Service Learning work. It is a student's responsibility to maintain, keep safe and submit the Journal to their Religious Education teacher so the hours can be recorded by the College. Students will complete the Journal's guided reflection questions/activities in class with the support of their Religious Education teacher. For more information please contact the Coordinator of Christian Service Learning.



CURRICULUM OVERVIEW

Year 8 students at Mandurah Catholic College study the following Core courses:

- Religious Education
- English
- Health Education
- Humanities and Social Sciences
- Mathematics
- Physical Education
- Science

As well as this, they experience two introductory courses. Students study these for one semester each in Year 8. These courses also fulfil government requirements that students study Design and Digital Technologies. The introductory courses for Year 8 are:

- Design Technology Materials
- Digital Technology

Students will choose four electives to study for one semester each. To fulfil government requirements students must choose at least **one course from the Performing Arts, one course from the Visual Arts and one Language course.**

Performing Arts courses offered are:

- Dance
- Drama
- Music

Visual Arts courses offered are:

- Media
- Visual Arts

Language courses offered are:

- Italian
- Indonesian

Their other electives may be another Arts course or any other elective on offer for which they are suitably able. Where multiple units are offered in a course, a student may choose as many units as they wish after other requirements have been met. It is important to read the course information later in this book to understand what each course entails before making a selection. If you require information about a course beyond what is provided in this booklet please contact the appropriate person on the Contacts page.

Some electives have entry requirements. If your child wishes to choose one of these electives, please ensure that they meet the entry requirements. *Note: Due to the sequential nature of language learning, languages must be studied as a full year course.*

ELECTIVE SELECTION PROCESS

Students do four (4) semesterised elective courses in Year 8. A description of each of these courses is contained in this book. When selecting these electives, you will be asked to choose six (6) elective courses. Since allocation to courses depends on timetable restrictions, students are asked to rank all electives in order of preference. Choice of a course does not guarantee acceptance into the course. Timetabling considerations make some course combinations restrictive. Acceptance is conditional on there being sufficient students to form a class and satisfactory completion of the required levels of Year 7 work where specified.

Students are emailed information on how to choose electives, with appropriate due dates. Failing to submit choices on time may result in a student missing out on high demand courses.

YEAR 8

CORE COURSES



CORE COURSES

RELIGIOUS EDUCATION

OVERVIEW

Year 8 is the second stage of the College's Year 7 to Year 12 Religious Education Program. The modules and their sequence have been based on the needs and the readiness of the students. They also aim to fulfil the expectation as laid down in the Archdiocesan guidelines.

AIMS OF THE COURSE

The specific aims of Religious Education at Mandurah Catholic College are to:

- Impart the teachings of the Catholic Church
- Promote the understanding of the Catholic Faith and Heritage
- Provide opportunities for experiences which will help students to:
 - integrate this knowledge into their everyday lives
 - respond freely and
 - grow in faith within the Catholic community

It is further hoped that students will be:

- able to speak about their Faith with some degree of coherence and competence
- able to make judgments and decisions with an informed conscience that is consistent with the values of Christ
- as competent in this aspect of their education as they are in the other learning areas

COURSE OUTLINE

Students will be challenged to explore a variety of theological, moral and social issues through the completion of four modules of study. These are:

1. Belonging and Acceptance
2. The Universal Need for God
3. Creation: God's Original Plan
4. Growing in the Image of God

RELIGIOUS EDUCATION OUTCOMES

- The student identifies how people use the body, created by God, to communicate to others
- The student demonstrates how Catholics accept salvation through Jesus Christ's teaching on the coming of the Kingdom of God
- The student identifies how people relate with creation as God intends
- The student recognises that Jesus gives himself in the Eucharist
- The student recognises that to develop his/her relationship with God, people need to participate in a religion
- The student recognises that, through prayer, God offers salvation so people can relate intimately with God
- The student recognises that to develop community potential, people need to accept community responsibilities
- The student recognises that God offers salvation through Jesus instituting his church as a community

CORE COURSES

ENGLISH

AIMS OF THE COURSE

The course in English is designed to enhance the cultural, critical and functional literacy of the students through the Australian Curriculum strands of Language, Literature and Literacy.

Students will learn about language and how to use it effectively through their engagement with and study of texts, (any form of written, spoken or visual communication involving language). The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself. Texts include poetry, non-fiction texts and novels. These texts allow students to explore other cultures, values and attitudes and develop a critical awareness of the world as represented through texts. Students will be required to complete both written and oral tasks as well as listening to the work of others.

COURSE DESCRIPTION

A range of texts will be offered, reflecting the aims of the curriculum including realistic, fantasy, early adolescent fiction texts, poetry and multimodal texts. English curriculum courses are delivered and designed in such a way to enhance individual learning needs.

ASSESSMENT

Students learn to create texts of their own and to engage with texts produced by other people. At the Year 8 level there is an emphasis on providing a broad range of language and literature experiences and further developing the skills needed for success. Opportunities will be given to work within real life situations, with the view towards developing accuracy with language skills and adapting language to suit the audience.

Students learn to create texts of their own and to engage with texts produced by other people. At the Year 8 level there is an emphasis on providing a broad range of language and literature experiences and further developing the skills needed for success. Opportunities will be given to work within real life situations, with the view towards developing accuracy with language skills and adapting language to suit the audience. Students will undertake formative assessments where they will practice and refine skills and concepts covered within the curriculum and receive feedback to support their learning. Summative assessments will be used to measure students' achievement and understanding of skills and concepts. Assessment types will address all aspects of English, including reading comprehension, analytical and creative writing of different text types. In addition, students will be assessed on other media, such as multi-modal or visual presentations to demonstrate understanding of the content covered in class.

It is a requirement for all students to complete an Oral Presentation in English in all Years from Year 7 to Year 12.

EXCURSION/INCURSION

Students will participate in a Creative Writing and Composing workshops which will have direct links to the curriculum and creative assessments.

CORE COURSES

HEALTH EDUCATION

OVERVIEW

Health Education provides an opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills. The Health curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

COURSE OUTLINE

- Being healthy safe and active
- Developing our identity through a time of physical change
- Managing the changing nature of relationships and the impact on well-being
- Skills and strategies to promote physical and mental health, safety and wellbeing in various environments
- Communication and help seeking behaviours
- The reasons young people choose to use or not use drugs
- Sources of health information for people facing difficult times
- Health promotion activities which target relevant heath issues for young people and ways to prevent them
- Valuing diversity and promoting inclusivity

ASSESSMENT

- All students will be assessed on their ability to demonstrate the outcomes of the course.

CORE COURSES

HUMANITIES AND SOCIAL SCIENCES

COURSE DESCRIPTION

Humanities and Social Sciences is the study of people, their behaviour and their environment. It examines the past and present in order to improve society. The aim of Humanities and Social Sciences is to encourage independent and critical thinking to enable students to solve problems and make decisions based on evidence.

COURSE OUTLINE

Geography involves the study of landscapes and the processes that shape landforms, with a focus on natural hazards. Students will also investigate the changing human geography of countries, exploring the process of urbanisation and comparing the distinctive features of Australia's geography with other countries.

Economics and Business looks at the way markets operate in Australia and how the interactions between buyers and sellers influences prices and what businesses produce. It examines how the government is involved in providing goods and services and where there are gaps in the market. This topic gives an insight into the rights and responsibilities of consumers and businesses in Australia.

History will focus on the historical period from the end of the ancient period to the beginning of the modern period in this unit, providing students with an insight into medieval society and the gruesome living conditions people had to endure. Medieval Europe (590-1500 CE) is examined with a focus on the way of life and the significant developments of this society. The causes and effects of the Black Death in Asia, Europe and Africa is also explored.

Civics and Citizenship explores the freedoms of Australian democracy and how citizens can participate in democracy within the bounds of the law. Students examine the process of statutory law and common law and focus on distinguishing the types of laws that are used in Australia, (criminal and civil law). Courtroom roles and trial procedures are also investigated in detail.

COURSE OUTCOMES

Students will:

- Develop essential skills in literacy, numeracy, critical and creative thinking, intercultural and ethical understandings, and information and communication technology
- Develop key Humanities and Social Sciences skills, including questioning and researching, analysing, evaluating, communicating, and reflecting
- Develop their knowledge and understanding of Geography, Economics and Business, History and Civics and Citizenship concepts

ASSESSMENT

- A range of assessment types will be used including research assessments and topic tests.

CORE COURSES

MATHEMATICS

SUMMARY

There will be several Year 8 Mathematics courses to cater for the varying abilities and future pathways of the students. At the beginning of Year 8, students will be placed into classes that will be working at a level consistent with their ability displayed during Year 7. Initially content will vary only slightly from class to class to allow for student movement between classes. As the year progresses, the courses may become more divergent with content varying according to the background and ability of the students.

AIMS OF THE COURSE

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success.

COURSE OUTLINE

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data. It is envisaged that students will:

- Acquire mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts
- Value mathematics as an important component of their lives

TECHNOLOGY

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application.

ASSESSMENT

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work

CORE COURSES

PHYSICAL EDUCATION

SUMMARY

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

COURSE DESCRIPTION

Students learn variety of individual and team sports, both indoor and outdoor.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

CORE COURSES

SCIENCE

COURSE DESCRIPTION

Students in Science are exposed to contents covering, Biology, Chemistry, Earth Science and Physics. Working scientifically and investigating are common threads throughout the Course. Students describe the structure and function of two different types of cells and describe the functioning of a major system in a multicellular organism. They compare physical and chemical changes and describe differences between substances using particle theory. They describe examples of how different forms of energy cause change in simple systems. They describe a situation where scientific knowledge has been used to solve a real-world problem and demonstrate an awareness of how the application of science can affect people in different ways.

TECHNOLOGY

Online Learning Resources: Education Perfect

COURSE OUTCOMES

Semester 1: Chemistry, Working Scientifically, Earth Science

Semester 2: Biology, Physics

ASSESSMENT

Each unit will have a unit test, a HW validation test and either an assignment or a laboratory report.

YEAR 8

ELECTIVE COURSES

COMPULSORY INTRODUCTORY COURSES &
OPTIONAL ELECTIVE COURSES



ELECTIVE COURSES

DESIGN TECHNOLOGY MATERIALS

This course is compulsory and studied for one semester in Year 8. This course acts as an introduction to the Design & Technology learning area. It looks at the practical application of knowledge and skills through the designing and construction of useful products.

COURSE DESCRIPTION

Students will be covering the following areas in this course:

- Introduction to materials (wood and plastics)
- The use of tools and machinery
- Problem solving, design and creativity
- Workshop health and safety
- Technology in society

COURSE ASSESSMENT

The assessment for this course is determined by the student's performance in the following Design Technology outcomes:

- *Design Process:* the student applies a Design Process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities
- *Materials:* the student uses materials that are appropriate to achieving solutions to technological challenges
- *Information:* the student designs, adapts, uses and presents information that is appropriate to achieving solutions to technological challenges
- *Communication Skills:* the student will learn and develop a range of skills that will enable them to generate ideas and communicate them to others
- *Technology Skills:* the student applies organisational, operational and manipulative skills appropriate to using, developing and adapting technologies
- *Technology in Society:* the student understands how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise

Skills development is undertaken through two design and make projects:

- Acrylic pocket torch
- Laminated timber veneer incense stick holder

ELECTIVE COURSES

DIGITAL TECHNOLOGIES

This course is compulsory and studied for one semester in Year 8.

COURSE DESCRIPTION

Digital Technology is the introduction to our second world, the digital one. We explore the fascinating world of coding in Minecraft Education. Students will use programming languages Python and Javascript to create incredible creation worlds in Minecraft Education. Understanding the complexity of automated robotics using Spike Prime Lego will also be discovered. Students become computer game designers and creators through the integration of the coding program Scratch.

Basic web design using HTML and CSS is explored and students encouraged to design and create web pages linked to their interests.

Examples of projects will include:

- Minecraft Education programming in the languages of Microsoft Makecode, Python and Javascript.
- Spike Prime Lego Robotics.
- Game creation in Scratch.
- Explore Web Design using HTML and CSS.

ASSESSMENT

Application of knowledge will be demonstrated through completion of Education Perfect assessments and practical applications of theory using Spike Prime Robotics, Scratch and Minecraft Education.

ELECTIVE COURSES

PERFORMING ARTS - DANCE

AIMS OF THE COURSE

Dance students begin to develop their dance skills through exploring the technical aspects of different dance styles.

COURSE DESCRIPTION AND OBJECTIVES

In Year 8, Dance students begin to develop their dance skills through exploring the technical aspects of different dance styles. They continue to use improvisation skills to build on their movement vocabulary. They choreograph using the elements of dance (BEST) and choreographic devices for a purpose. In the written component, students analyse how choreographers communicate meaning through dance research and how dance styles/genres differ.

All Dance students must be prepared to perform in front of their peers.

ASSESSMENT

70% Practical (Making)
30% Written (Responding)

Assessment structures include performance quality, choreography activities and class based skills and techniques. Students will undertake a range of critical reflection in both verbal and written forms and will be assessed in their ability to implement safe dance practice.

ELECTIVE COURSES

DESIGN TECHNOLOGY FOOD

COURSE DESCRIPTION

In this unit, students will acquire knowledge and skills pertaining to hygiene, safety, food storage, preparation, and technical cooking. Additionally, they will develop teamwork abilities, time management proficiency, and problem-solving aptitude. These acquired competencies will be applied to the creation of a customised burger item and a seasonal snack food, showcasing the specific skills learned.

The primary focus of this unit centres on the mastery of skills and knowledge necessary for the preparation of homemade takeaway food, utilising various ingredients commonly found in the kitchen. Students will gain an understanding of the nutritional value of fresh foods as compared to processed foods. They will also learn how to prepare dishes that are low in fat, salt, and sugar. Moreover, the unit will delve into factors that influence food choices and explore the nutritional information provided on food products.

Through engaging in practical activities, students will acquire proficiency in simple cooking techniques required to prepare nutritious homemade meals. Recipes covered in the course will encompass breakfast dishes, snacks, light lunches, and healthy desserts. Students will actively demonstrate their understanding of hygienic and safe food preparation techniques, effectively utilising equipment to employ a variety of cooking methods in order to prepare meals quickly and efficiently.

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the semester. These will incorporate design, theory, and practical tasks.

ELECTIVE COURSES

DESIGN TECHNOLOGY TEXTILES

COURSE DESCRIPTION

Personalised Paradise

The focus of this unit is to extend students skills and knowledge in the use of the sewing machine and sewing equipment. This will lead into the skills required to produce an individualised canvas bag. Students will experiment with CAD and CAM Cricut Technology and design and develop a themed graphic that will be ironed onto their canvas bag using vinyl. Students will have flexibility with their design and customisation to truly make this a one-of-a-kind product.

Projects may include:

- Personalised Tote bag
- Iron-on vinyl design
- Personalised Coin purse

ASSESSMENT

Application of knowledge will be demonstrated through design briefs throughout the semester. These will incorporate design, theory, and practical tasks.



ELECTIVE COURSES

PERFORMING ARTS - DRAMA

AIMS OF THE COURSE

To provide students the opportunity to build skills in Drama to assist them to give live performances for audiences.

COURSE DESCRIPTION

Students develop creative ways of expressing themselves and develop a critical appreciation of their own works and those of others. They develop verbal and non-verbal communication techniques to perform original and scripted pieces of theatre.

Children's Theatre

Students engage in practical workshops and develop skills in improvisation and playbuilding. Students work collaboratively and learn relevant drama terminology. Students will give performances to the class based on Children's theatre learning to reflect on their own work and the work of their peers.

ASSESSMENT

Both courses are comprised of both written and practical components. There are both written and practical components of the course.

ELECTIVE COURSES

LANGUAGES - INDONESIAN

AIMS OF THE COURSE

Second Language course focuses on oral and written communication skills and understandings of Indonesian language and culture to develop Indonesian literacy.

COURSE DESCRIPTION

Students may:

- Develop the core language skills of reading, writing, listening and speaking
- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the Indonesian language
- Engage in cultural activities such as cooking, sports, games and craft
- Participate in Language Perfect and state speaking competitions
- Collaboratively create an Indonesian menu, restaurant, script and recorded performance

ENTRY REQUIREMENT

Prior study of Indonesian is not compulsory for entering this course in Year 8.

LANGUAGES - ITALIAN

AIMS OF THE COURSE

Students will expand and enrich their existing knowledge of Italian language and culture. Students are encouraged to use their Italian knowledge to create simple and more complex conversations that apply to real-life situations.

COURSE DESCRIPTION

Students may:

- Develop the core language skills of reading, writing, listening and speaking
- Acquire a range of skills and strategies to support their ability to make meaning of and express themselves in the Italian language
- Create multimedia projects about family life, school and activities in Italy
- Engage in cultural activities such as games and crafts

ENTRY REQUIREMENT

Prior study of Italian is not compulsory for entering this course in Year 8.

ELECTIVE COURSES

VISUAL ARTS - MEDIA

AIMS OF THE COURSE

The focus of this course is photography, Photoshop, animation, and to produce entertaining short films and photographs that engage and appeal to an audience. At the end of this course students will be able to expertly use professional software packages to design, produce and edit content for an audience. Students will also use the high definition cameras and DSLR cameras to produce their media works.

COURSE CONTENT

Students will develop their skills in Photoshop by producing a movie poster. This will also involve studio photography, where they will learn how to set the lighting up to best capture their subject. Students will also use the Adobe Animator application to produce a short animation for a video game character they have created.

Students will also develop their media skill by working in groups to recreate a scene from their favourite movie. Using Professional high definition cameras and equipment, they will be shouting "lights, camera and action" in no time. This unit will also provide students with the opportunity to capture stunning photographs to entertain and challenge an audience. This is your opportunity to improve your photography and editing skill. Soon all of your photographs will be 'insta-worthy'!

ASSESSMENT

Students will be assessed throughout the course with both written and practical tasks.



ELECTIVE COURSES

PERFORMING ARTS - MUSIC

AIMS OF THE COURSE

To build competent musical skills which allow students to perform as a soloist or in an ensemble.

COURSE DESCRIPTION

Students will be introduced to the different types of music genres. They will learn to play band instruments including guitar, keyboard and drums and will further develop skills to read and write music. The emphasis is on performance activities that build technical skills and an understanding of the elements of music including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students will also study music literacy, aural perception, composition and arranging for both solos and ensemble performances.

ASSESSMENT

This course is comprised of both practical and written assessments.

ENTRY REQUIREMENTS

Prior and/or current study of an instrument is an advantage, though not compulsory for entering this course.

ELECTIVE COURSES

OUTDOOR EDUCATION

AIMS OF THE COURSE

To provide a wide variety of outdoor pursuits, recreational activities and life skills not covered in Physical Education classes, and which students may enjoy and pursue outside and beyond school.

COURSE OUTLINE

Students learn survival skills that include Trangia stove cooking, navigation and knot tying. They will also participate in recreational outdoor pursuits such as orienteering, bouldering and climbing. Students are given the opportunity to be self-reliant and to work as a team.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ELECTIVE COURSES

SCIENCE EXTENSION

AIMS OF THE COURSE

The aim of this course is to extend students who enjoy and are seen to be talented in the Science learning area. Students will not only acquire skills in Science and STEM, but will also develop skills in collaboration, problem solving and critical thinking. Students may also have the opportunity to participate in State, National and International science competitions.

COURSE OUTLINE

Students will engage in a variety of activities based around three main topics – MCC Mythbusting, Zoology and Stem Wars.

MCC Mythbusting, students will test myths about food. Amongst other things, students will blow up cola rockets, make ice cream, taste test jellybeans and burn corn chips.

Zoology, students will learn about animal conservation and classification and will design and build a zoo enclosure (this includes a zoo excursion).

In **STEM Wars**, students will fly drones, build robots, create Ewok launchers, and use the force(s) to solve Star Wars related problems.

ASSESSMENT

Students will be assessed on a range of personal and group skills. Assessments include laboratory reports, laboratory workbooks, bridge design and bridge construction.

ENTRY REQUIREMENTS

Entry to this course is restricted to those students who have achieved an A or B grade in Year 7 Science and demonstrated positive behaviour and a keen attitude.

ELECTIVE COURSES

SPECIALISED SPORT - BASKETBALL

AIMS OF THE COURSE

This course is designed to allow students the opportunity to develop skills, knowledge and experience in basketball at a higher level than is available in standard Physical Education classes.

COURSE DESCRIPTION AND OBJECTIVES

Students will learn about the processes, such as strength and conditioning, that athletes need to undertake in order to improve their performance in basketball. The course will also offer an insight into the tactics of basketball through coaching and game analysis. Opportunity will be given for all students to develop and practise basketball umpiring. Competitive game play will incorporate tactics and strategies learned during the course. This course will have both theory and practical components. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in basketball.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ENTRY REQUIREMENTS

Selection for this course will be based on the recommendation from the student's current Physical Education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Physical Education and have achieved a minimum grade of B will be considered.

SPECIALISED SPORT - NETBALL

AIMS OF THE COURSE

This course is designed to allow students the opportunity to develop skills, knowledge and experience in netball at a higher level than is available in standard Physical Education classes.

COURSE OUTLINE

Students will learn about the processes, such as strength and conditioning, that athletes need to undertake in order to improve their performance in netball. The course will also offer an insight into the tactics of netball through coaching and game analysis. Opportunity will be given for all students to develop and practice netball umpiring. Competitive game play will incorporate tactics and strategies learned during the course. This course will have both theory and practical components. Students who select this option should be seeking an opportunity to develop and advance their athletic ability in netball.

ASSESSMENT

All students will be assessed on their ability to demonstrate the outcomes of the course.

ASSESSMENT

Selection for this course will be based on the recommendation from the student's current Physical Education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Physical Education and have achieved a minimum grade of B will be considered.

ELECTIVE COURSES

VISUAL ARTS - GENERAL ART (VISUAL ARTS)

This is a general art program where students will explore aspects from the following art forms: 2D (painting, drawing, sculpture, design, printmaking, still photo, digital media graphics) and 3D (ceramics, sculpture, installations) art programs.

COURSE DESCRIPTION

Art Making - Students will experience and explore a variety of media and techniques designed to introduce them to the elements of art. Within each area students will be encouraged to experiment and use individual expression. Due emphasis will be placed on the acquisition and refinement of skills.

Art Responses - An introduction to art theory will include, learning appropriate terminology and appreciation of art through class discussions and paragraphs relating to each student's own work, peers and the Art styles of Aboriginal and Torres Straight Islanders, Asian Art, Contemporary Australian/International artists and photographers.

ASSESSMENT

This course is comprised of both practical and written assessments.

