Waverley Christian College
NARRE WARREN SOUTH CAMPUS

YEAR 8 CURRICULUM GUIDE

2017

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INTRODUCTION

The Curriculum Guide has been produced to enables parents and students to gain a better understanding of the courses of study offered at the College in Year 8.

It is the College’s aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of ‘Encyclopaedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what is says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story.

What we teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God.”

We believe that all the truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

“The fear of the Lord is the beginning of knowledge...” (Proverbs 1:7)

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise the God-given potential within. We believe the courses of study provided prepare students most thoroughly for successful participation in Victorian Certificate of Education, apprenticeship, or work place.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

STEPHAN MUNYARD
HEAD OF SECONDARY

“And all your children will be taught by the Lord, and great will be the peace of your children.”
Isaiah 54:13
THE CURRICULUM FOR YEARS 7 TO 10

Each day consists of 6 periods of 50 minutes each (60 lessons over a 10 day cycle)

The tables below set out the number of lessons per cycle for each subject and elective offered in the Secondary School.

<table>
<thead>
<tr>
<th>Year 7-10 Core Subjects</th>
<th>Lesson Allocations per 10 day cycle</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year 7</td>
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<tr>
<td>English</td>
<td>8</td>
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<td>Mathematics</td>
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<tr>
<td>Geography</td>
<td>6*</td>
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<td>History</td>
<td>6*</td>
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<td>Science</td>
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<td>Physical Education</td>
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<td>Chapel</td>
<td>2</td>
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<tr>
<td>Sport</td>
<td>2</td>
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<td>Personal Development</td>
<td>2</td>
</tr>
<tr>
<td>LOTE (French/Mandarin)</td>
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<tr>
<td>Career Education</td>
<td>-</td>
</tr>
<tr>
<td>Drama</td>
<td>4*</td>
</tr>
<tr>
<td>Art</td>
<td>4*</td>
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<tr>
<td>Design Technology (Fabrication Lab)</td>
<td>4*</td>
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<tr>
<td>Design Technology (Wood)</td>
<td>4*</td>
</tr>
<tr>
<td>Food Studies</td>
<td>4*</td>
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<tr>
<td>Textiles</td>
<td>4*</td>
</tr>
<tr>
<td>Music</td>
<td>4*</td>
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<tr>
<td>Visual Communication</td>
<td>4*</td>
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<tr>
<td>Commerce</td>
<td>-</td>
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</tbody>
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Year 8, 9 and 10 Electives and Year 10 Acceleration

<table>
<thead>
<tr>
<th></th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
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<td></td>
<td>15i</td>
<td>15i</td>
<td>18ii</td>
</tr>
</tbody>
</table>

TABLE NOTES:

(i) In the Year 7-10 columns, one asterisk (*) means that students undertake these subjects for one semester only.

(ii) In Year 8 & 9 students undertake 3 electives for 5 periods per cycle, per semester.

(iii) In Year 10 students undertake electives for 4 or 5 periods per cycle, per semester, as well as approved accelerated VCE subjects for 9 periods per cycle for the whole year.
CHAPEL

Secondary Chapel services are held on Thursday, before lunchtime. Secondary Chapels are student focused in their leadership and presentation style. At Chapel, students experience a time of worship, with various student bands leading worship. Students hear from a variety of speakers who present the Word of God in relevant and creative ways.

**General Aims and Objectives**

- To provide an opportunity for students to feel a degree of ownership of a Chapel service
- To give all our students an opportunity to connect with God as a student body on a weekly basis
- To give the students another opportunity to grow in their relationship with God each week
- To help our students grow in their understanding of the Christian faith and strengthen their daily walk with God
- To give as many students as possible an opportunity to lead, contribute to and be involved in a Chapel service
- To provide an environment that is conducive for students to connect with God at a deeper level
- To provide contemporary worship that gives the opportunity for a high degree of student involvement
- To have speakers who will deliver age appropriate messages dealing with issues that are relevant for our students
SPORT AND ACTIVITIES PROGRAM

BIBLICAL FRAMEWORK:
In 1 Corinthians 6, Paul shows us the importance of keeping our body healthy, pure and holy. “Or didn’t you realise that the body is a sacred place, the place of the Holy Spirit? Don’t you see that you can’t live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. God owns the whole works. So let people see God in and through your body.” (The Message)

God has given us the responsibility to take care of both our physical body and our spiritual part, for this is where the Holy Spirit lives – inside of us. This emphasis, which God places on looking after our physical body, provides the framework around which this course is structured.

Aims
The Sport and Activities Program recognises that all students need to be active; however their interests and motivation to be active will vary. Through regular involvement in a wide range of physical pursuits, the aim is for students to develop a positive attitude towards physical activity and for each student to remain active throughout their life.

Research indicates that involvement in regular physical activity has many benefits including:
- Reduced risk of cardiovascular disease, arthritis, osteoporosis, diabetes and other diseases
- Enhanced memory and learning
- Improved concentration
- Improved sleep
- Helping to achieve and maintain a healthy body weight
- Reducing feelings of depression, anxiety and stress
- Helping build and maintain healthy bones, muscles and joints
- Enhanced self-esteem and confidence with reduced isolation and loneliness

Sports and Activities Program
Waverley Christian College is part of the Christian Schools Events Network (CSEN) which provides opportunities for Christian schools to compete together in various sports. There is a Junior (Year 7/8) Division as well as an Intermediate (Year 9/10) Division. Students try out and teams are put together to compete against other schools. Students who are not part of a particular team participate in various school-organised activities at the same time that team sports compete. This happens during Terms 2 and 3 as the swimming program runs in Term 1 and Term 4. In addition, CSEN run a number of Rally Days in Term 4 in which the College also participates. There are Rally Days for each Year Level from Years 7-10. On a particular Rally Day, all students in a certain Year Level are divided into various sports teams to compete against other schools in a one-day event. The specific sports, activities and rally day events are listed below:

<table>
<thead>
<tr>
<th>Fortnightly Sports</th>
<th>Term 1 &amp; 4 Sports Rally Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7-10 Boys</strong></td>
<td><strong>Year 7-10 Girls</strong></td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Soccer</td>
<td>Soccer</td>
</tr>
<tr>
<td>Netball</td>
<td></td>
</tr>
<tr>
<td><strong>Year 7-10 activities</strong></td>
<td><strong>Year 7-10 Girls</strong></td>
</tr>
<tr>
<td>Aerobics</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Ball Sports</td>
<td>Tennis</td>
</tr>
<tr>
<td>Swimming</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Water and Surf Safety (Year 9-10)</td>
<td>Super 8's Cricket</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 7-10 Boys</th>
<th>Year 7-10 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-a-side-Soccer</td>
<td>5-a-side-Soccer</td>
</tr>
<tr>
<td>Badminton</td>
<td>Badminton</td>
</tr>
<tr>
<td>Basketball</td>
<td>Basketball</td>
</tr>
<tr>
<td>Netball</td>
<td>Netball</td>
</tr>
<tr>
<td>Table Tennis</td>
<td>Table Tennis</td>
</tr>
<tr>
<td>Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Super 8's Cricket</td>
<td>Super 8's Cricket</td>
</tr>
</tbody>
</table>

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All Secondary subject courses are written as a 4-year unit so that students use and develop the skills of previous years as they prepare for VCE studies and the future.

The Year 8 curriculum is divided into 2 sections – Core subjects and Elective subjects and is designed to allow students to begin to exercise choice and take responsibility for their decisions. Teachers recommend that students consider their elective choices in light of:

(a) Personal interests
(b) Individual gifts and talents
(c) Possible career choices

At this year level, Electives are designed to give foundational skills, and to encourage interest and participation. If students choose to continue studying an Elective in Year 9, these skills will be further developed.
YEAR 8

CORE SUBJECTS
YEAR 8
BIBLICAL STUDIES

“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
Year 8 Biblical Studies tackles two of the most challenging parts of the Bible. The Kings & Prophets of Israel and the book of Revelation. The first study focuses on an area of the Bible that students need to understand if they are to be able to read and learn from the books that are contained within it. The second study encourages students to have a good knowledge of the text of Revelation and the first century context that it was written in.

General Aims and Objectives
- To help students master the timeline and historical detail of the Kings and Prophets of Israel.
- To help students grow in their appreciation and awareness of the Biblical Prophets.
- To continue to build the students understanding of the unfolding revelation of God that climaxes in the life and death of Jesus.
- For students to read and be thoroughly versed in the text of the Book of Revelation.
- For students to be able to explain and find links between the text of Revelation and the situation of the late first century church.
- To continue to build the discipline of Bible reading in the life of the student.

Topics
- Semester One:
  Kings and Prophets of Israel
- Semester Two:
  The Book of Revelation

Time Allocation
- 3 periods per cycle

Special Requirements to be supplied by students
- Any full translation of the Bible

Assessment
- Bible reading plans
- Research assignments
- Oral presentations
- Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told.”
- Joseph P. Bean

**YEAR 8**

**ENGLISH**

**Brief Description of Course**
The Year 8 English course uses the basic skills students have already acquired to develop their abilities to think critically about the written and the spoken word. Clear thinking skills are introduced as a basis for reasoning in both essay writing and oral activities.

**General Aims and Objectives**
- To develop the ability to appraise the content of written work
- To teach reasoning and clear thinking skills
- To teach the basics of presenting arguments – written and spoken
- To develop research and reporting techniques
- To encourage enjoyment in both reading and listening
- To teach effective oral communication skills
- To use the God-given gifts of creativity and discernment

**Topics**
- Film text: Charlie and the Chocolate Factory
- Novels: Chinese Cinderella, Trash
- Australian short stories and poetry
- Written expression: essays; descriptive writing; predictions
- Issues: Television news
- Advertising
- Passage Analysis
- Dramatic Presentation
- Persuasive Essay, Text Response Essay
- Creative Writing

**Time Allocation**
- 8 periods per cycle

**Special Requirements to be supplied by student**
- Booklist items

**Assessment**
- Spelling and grammar
- Reading and studying texts
- Craft of Writing
- Presentation of an Issue
- Oral Communication Skills
- Examinations

“They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.”

Nehemiah 8:8
YEAR 8
GEOGRAPHY

“For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things were created by him and for him. He is before all things, and in him all things hold together.”

Colossians 1:16-17

Brief Description of Course
The Year 8 course focuses on investigating the changing human and natural geography of the earth. The processes that shape individual landforms are investigated, as well as the values and meanings placed on landscapes by diverse cultures. The unit also explores the changing human geography of countries, as revealed by shifts in population distribution. Students gain advanced mapping skills and understand the importance of maps in providing geographical data. By the end of the unit, they will have a greater understanding of the types and scales of interactions that occur between humans and natural environments.

General Aims and Objectives
• To enable students to use an atlas and maps efficiently.
• To develop the ability to observe, organise and record data.
• To recognise the interdependence of people and countries.
• To recognise the reliance of humans upon the natural environment and its processes.
• To recognise how humans change the environment and the impact of these changes.
• To understand that natural resources belong to God and we are stewards of the earth and responsible to care for it.

Topics
• Advanced geography skills
• Landforms and landscapes
• Plate tectonics
• Coasts
• Changing nations

Time Allocation
• 6 periods per cycle for one semester

Special Requirements to be supplied by student
• Booklist items

Assessment
• Iconic landscapes assignment
• Changing Nations task
• Phillip Island excursion booklet
• Exam

“The earth is the Lord's, and everything in it, the world, and all who live in it.”

Psalm 24:1

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Brief Description of Course
This course aims to develop in students an appreciation of the life and times of medieval societies by examining how medieval values, ideas, laws and the rise of Christianity have impacted the world today. Students are encouraged to think critically and evaluate various aspects of medieval societies in both Europe and Asia, and will investigate the world of knights, castles, chivalry, samurai and daimyo through activities such as class discussions, model construction, projects and Internet investigations.

General Aims and Objectives
• To describe key features of life in medieval society
• To examine how religious beliefs and practices influenced medieval societies
• To identify features of the Feudal system in both Europe and Japan
• To compare laws and penalties in Australia with those of medieval society
• To develop the intellectual skills of inquiry and critical thinking, and apply knowledge to develop and communicate understandings
• To develop independent research skills in using a variety of sources, including learning technologies
• To understand that God is sovereign and ultimately in control; no man or nation can over-rule Him

Topics
• Middle Ages and the rise of Christianity
• Medieval Britain
• Medieval Japan
• The Crusades
• Trade routes to the East
• Knights, Castles and Weaponry
• The Renaissance

Time Allocation
• 6 periods per cycle for one semester

Special Requirements to be supplied by the Student
• Booklist items
• Levy

Assessment
• Essays
• Projects and posters
• Models
• Class participation
• Tests & examination

"Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea."

"Write, therefore, what you have seen, what is now and what will take place later."

Revelation 1:11,19
YEAR 8
LOTE CHINESE

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe

Brief Description of Course
The Chinese Program promotes awareness of the culture of China and the multi-cultural nature of Australia. It is a sequential program, which fosters a student's ability to communicate in speech and writing, as well as developing effective listening and reading skills in the Chinese language. The main topics include pets, nationalities and languages, sports, descriptions of a friend, and food and drinks.

General Aims and Objectives
- To introduce the students to the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students an understanding of one of China, its culture, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both spoken and written form
- To help the student understand the multilingual and multicultural Australian society
- To understand God has control over men's ability to speak and understand other languages, and in Heaven all nations and languages will be represented

Topics
- Sports and activities
- At school
- Food and shopping
- Dates and birthdays

Time Allocation
- 5 periods per cycle

Special Requirements to be supplied by student
- Booklist items

Assessment
- Participation in communication activities (oral)
- Completion of set tasks
- Participation in classroom activities
- Ability to understand and follow instructions
- Exam

"After receiving the commander's permission, Paul stood on the steps and motioned to the crowd. When they were all silent, he said to them in Aramaic... when they heard him speak to them in Aramaic, they became very quiet."

Acts 21:40 and 22:2
YEAR 8
LOTE FRENCH

A man who is ignorant of foreign languages is ignorant of his own.
- Johann Goethe

Brief Description of Course
This is an extension course and, as such, it hopes to give the student an opportunity to listen to and to speak another language, as well as an opportunity to develop skills in it. It will continue to give students an understanding of the French culture and values and therefore develop a greater understanding of the multilingual and multicultural aspects of our Australian Society. French will be taught through listening and speaking, reading and writing in French.

General Aims and Objectives
• To extend the students understanding of the structure and flow of French language
• To lay a foundation for further studies in French
• To give the students deeper understanding of France, its culture, traditions and values
• To encourage the students to develop a competence in the usage of French in both spoken and written form
• To help the student understand the multilingual and multicultural Australian society
• To understand God originated languages, and in heaven, all nations and languages will be represented

Topics
• Classroom objects and instructions
• At school
• Telling the time
• A’la cantine – French Food
• Un rendez-vous amoureux – Ordering Food
• Family

Time Allocation
• 5 periods per cycle

Special Requirements to be supplied by student
• Booklist items
• Levy

Assessment
• Participation in communication activities (oral, speaking comprehension)
• Completion of set tasks/projects
• Participation in classroom activities
• Ability to understand and follow instructions (listening comprehension)
• Reading comprehension
• Writing
• Exam

“The Lord said, “If as one people speaking the same language they have begun to do this, then nothing they plan to do will be impossible for them. Come, let us go down and confuse their language so they will not understand each other.” That is why it was called Babel – because there the Lord confused the language of the whole world. From there the Lord scattered them over the face of the whole earth.”

Genesis 11:6, 7 & 9
YEAR 8
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”

- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, problem solving, project work and testing. Students are generally expected to complete the coursework for their designated year level; however, although students should utilise their talents faithfully, they have been given different levels of gifting by God. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on an advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications, enabling greater access to advanced mathematics options in senior year levels.

General Aims and Objectives
• To develop students to their fullest mathematical potential according to their unique God-given talent.
• To appreciate the way in which mathematics reflects the order in God's Creation
• To develop the students' understanding of the concepts of number and space and their interrelationship
• To deepen the students' awareness and understanding of mathematics as a functional tool in solving everyday problems
• To appreciate the historical development of Mathematical concepts

Topics
• Integers and Directed numbers
• Index Laws
• Real Numbers
• Ratios and Rates
• Percentages
• Geometry
• Algebra
• Problem solving
• Measurement
• Cartesian Graphs
• Linear Equations and Graphs
• Probability & Statistics

Time Allocation
• 8 periods per cycle

Special Requirements to be supplied by student
• Booklist items
• Calculator

Assessment
• Topic Tests
• Problem Solving and Assignments
• Classwork
• Semester Examinations

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don't be afraid; you are worth more than many sparrows.”

Luke 12:7
YEAR 8
PERSONAL DEVELOPMENT

“All men have their frailties; and whoever looks for a friend without imperfections, will never find what he seeks. We love ourselves notwithstanding our faults, and we ought to love our friends in like manner.”
- Cyrus the Great, founder of the Persian empire

Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives
- To assist students in their spiritual and emotional development
- To promote Christian character development
- To give a Biblical framework for various issues confronting students
- To enable students to grow in confidence through sharing ideas in a group setting
- To develop a biblical Christian worldview
- To see students equipped to make a difference in their world

Topics
Throughout the year the following topics will be covered:
- Goal setting
- Making a difference
- Grief
- Self-esteem / body-image
- Peer-pressure
- Smoking
- Community Service

Time Allocation
- 2 periods per cycle

Assessment
- Students are expected to be actively involved in class discussions and activities

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Matthew 22:36-39
YEAR 8
PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”

- Thomas M. Boqdon

Brief Description of Course
Through involvement in Physical Education, students will develop a Christian perspective towards competition with a view to promoting sportsmanship and cooperation. Students will explore a broad range of activities that will enhance the development of previously learnt motor skills, improve physical fitness and promote a healthy lifestyle.

General Aims and Objectives
- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics
- Australian Rules Football
- Basketball
- Cross Country
- Fitness
- Golf
- International Sports
- Tennis
- Touch Rugby

Time Allocation
- 3 periods per cycle

Other Sporting Opportunities
- House Sports (Cross Country, Athletics, Swimming, Ball Sports, Bat Tennis)
- Interschool Sports: Football, Basketball, Handball, Soccer, Netball, Tennis, Super 8’s Cricket, Badminton, Table-Tennis, 5-a-side Soccer, Volleyball
- Interschool Carnivals: Athletics, Cross Country, Swimming
- WCC Activities: Aerobics, Ball Sports, Beach Volleyball, Cycling, Self-Defense, Swimming, Team Building

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Games Performance Assessment

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others. I myself will not be disqualified for the prize.”

1 Corinthians 9:24
YEAR 8
SCIENCE

“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him.”
- James F. Jekel

Brief Description of Course
Science seeks to develop the students' abilities to ask questions and to find answers about aspects of God's creation. The laws which govern Creation have many applications in our daily lives. Students will practically investigate, verify and apply these laws and shall identify and resolve, where possible, the problems associated with our physical world which have occurred as a result of the fallen state of humanity. Consequently, students are reminded of the moral responsibility of God’s children to serve Him faithfully as stewards of the resources and the materials which He has made available to us. A range of career-based and domestic applications of the study of science will be covered to better equip students to serve God with greater understanding.

General Aims and Objectives
To retain awe and wonder when contemplating God’s marvellous Creation
- To foster and develop curiosity about all aspects of the earth and the universe
- To emphasise both the potential of science as well as its limits
- To help students co-discover many facts, laws and principles that have been previously discovered by earlier investigators of nature and the cosmos
- To increase students’ powers of observation
- To develop abilities to design and carry out experiments and analyse the resultant data
- To develop abilities to evaluate evidence and solve problems

Topics
- Body Systems
- Cells and microscopes
- Chemical Reactions
- Energy Transformations
- Light and Sound Energy
- Geology
- Matter
- Life cycles

Time Allocation
- 6 periods per cycle

Special Requirements to be supplied by student
- Booklist items

Assessment
- Topic tests
- Practical investigations and written reports
- Assignments
- Student activity book
- Semester examinations

“In the beginning God created the heavens and the earth.”
Genesis 1:1
YEAR 8
ELECTIVE SUBJECTS
ART/GRAPHICS: Art I

Subject Domain: The Arts
Subject: Art

Brief Description of Course
Art introduces students to a range of materials, skills and techniques. Art provides opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative and personal responses to specific tasks. Through experimentation of the selected material, students develop and refine skills in drawing and mixed media.

General Aims and Objectives
Creating and making
• To manipulate arts elements and principles effectively through the exploration of various media
• To demonstrate a level of technical competence in the use of drawing skills, techniques and printing processes
• To develop artworks which reflect personal art responses to specific tasks
• Exploring and responding
• To research and critically analyse and interpret artworks using appropriate arts language
• To describe the stylistic, technical, expressive and aesthetic features of artworks

Topics
• Sculpture, such as book alternation
• General drawing using traditional and contemporary methods
• Painting exploration
• Printmaking, such as Mono Printing
• Art appreciation

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Sketchbook, folio and book listed stationery
• Estimated Levy: $45

Assessment
• All class work; research and developmental work, practical projects and finished artworks
• Written work and assignments
ART/GRAPHICS: Art II

**Subject Domain:** The Arts  
**Subject:** Art

**Brief Description of Course**  
Art introduces students to a range of materials, skills and techniques. Art provides opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative and personal responses to specific tasks. Through experimentation of the selected material, students develop and refine skills in drawing and mixed media.

**General Aims and Objectives**

Creating and making
- To manipulate arts elements and principles effectively
- To demonstrate a level of technical competence in the use of skills, techniques and processes – drawing, painting, printmaking and sculpture
- To develop artworks which reflect personal art responses to specific tasks

Exploring and responding
- To research and critically analyse and interpret artworks using appropriate arts language

**Topics**
- Perspective drawing using traditional and contemporary methods
- Painting Exploration
- Printmaking, Collagraph or Screen Printing
- Sculpture, Plaster or Paper Clay

**Time Allocation**
- 5 periods per cycle for Semester 2

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Sketchbook, folio and book listed stationery
- Estimated Levy: $45

**Assessment**
- All class work; research and developmental work, practical projects and finished artworks
- Written work and assignments
ART/GRAPHICS: Photography and Multimedia

Subject Domain: The Arts
Subject: Media

Brief Description of Course
In this unit, students will be analysing how films are developed and created; from the planning stages through to final production, with a focus on the development of the Disney Pixar group through a study of their short films. Students will gain the ability to create media texts for a variety of audiences, presenting ideas and values in their productions. Students will be introduced to the basics of digital photography including composition and exposure and will create their own photo story using twelve of their own stills. Students will have the opportunity to create their own media products, including video production and will develop a folio consisting of digital images.

General Aims and Objectives
- To understand and use appropriate arts language related to media productions
- To produce photographic work which convey appropriate ideas and values
- To develop skills in problem solving and working collaboratively to create media products
- To understand and follow the correct safety for using digital photographic/video equipment
- To create different media products for specific audiences
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To give students a practical experience of working with others to produce a media product from pre-production through to post-production and distribution
- To develop an ability to discuss their own and others’ use of media elements, principles and/or conventions, skills, genres, techniques, processes, equipment and technologies

Topics include
- Digital Photography
- Digital Video Production
- Film Analysis

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semester 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $30 for printing, materials and equipment maintenance
- A3 display folio

Assessment
- Film analysis activities
- Media folio
- Major production (video/photography)
ART/GRAPHICS: Visual Communication I

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students will continue to develop skills using a variety of mediums. Both two dimensional and three dimensional design solutions will be explored and presented. Students will develop skills in illustration and use the design elements and principles in the production of a visual communication.

General Aims and Objectives
• To present creative visual solutions using a variety of methods and mediums
• To develop design and rendering skills
• To develop an appreciation of both technical drawing and creative design

Topics may include
• Orthogonal drawing: Toy design
• Cubes in one point perspective
• Cityscape in two point perspective
• Isometric lettering
• Self portrait

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Sketchbook, folio and booklist stationery
• Estimated Levy: $45

Assessment
• All class work; research and developmental work, practical projects and finished designs
ART/GRAPHICS: Visual Communication II

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Students will continue to develop skills using a variety of media. Both two dimensional and three dimensional design solutions will be explored and presented. Students will develop skills using the design elements and principles to produce clear visual communications.

General Aims and Objectives
• To develop skills in 3D construction
• To develop design and rendering skills
• To develop skills in using a variety of media
• To develop skills in communicating information

Topics may include
• Monogram using digital and design mixed media
• Paper engineering
• Poster design
• Elements and Principles of Design

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Sketchbook, folio and booklist stationery
• Estimated Levy: $45

Assessment
• All class work; research and developmental work, practical projects and finished designs
DRAMA: Theatre Games

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
This unit aims to provide varied opportunities for students to perform and create dramatic works. Students will be introduced to the basic elements of the art of performance. The emphasis in this unit is on developing communication, confidence, commitment and cooperation.

General Aims and Objectives
By the completion of this unit students will have enhanced their:
• Communication skills & social co-operation
• Confidence and self esteem
• Commitment and co-operation
• Ability to project their voice
• Stage presence
• To build confidence to stand alone or work with others
• To learn the art of storytelling and how good stories can impact lives for positive change
• To develop flexible thinking, creative thinking and problem solving
• To build the skill of empathy for others through role play
• To participate as a valued member of a group
• To extend experience and methods of presentation of thoughts and feelings
• To develop the ability to think quickly and act appropriately during improvisations
• To develop listening skills
• To develop the ability to follow specific instructions
• To understand the ability to speak, is given to us by God. He will guide our choice of words and the organisation of what we say, as we permit Him to do so.
• Improvisational skills

Topics
• Projection – the ability to perform in a number of different situations and by heard and understood by the audience
• Stage Presence – the ability to draw an audience and use your body to express most effectively what it is you are trying to communicate, as well as increase the effectiveness other performers on stage
• Improvisation – The ability to think on one’s feet, especially in performance scenarios, to the effect of increasing the actor’s instincts
• Group Interactions – The skill of responding, giving place to, and enhancing scenes with other actors on stage, knowing when to fall to the background or take centre stage and everything in between

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $25

Assessment
• Individual participation in class activities
• Group participation on set class tasks
• Performance - Monologue (solo) Ensemble (large group)
DRAMA: Acting Academy

Subject Domain: The Arts
Subject: Drama

Brief Description of Course – Non-Naturalism & Physical Theatre
This unit aims to provide varied opportunities for students to perform and create dramatic works. Students will be introduced to basic elements of performance art. The emphasis in this unit is on developing communication skills and confidence. Written reflections on their own work and on the performances of others are also a part of this unit of study.

General Aims and Objectives
- Communication skills through body language
- Social co-operation, confidence and self esteem
- Commitment and co-operation
- Understanding styles, forms and conventions of dramatic presentations
- Evaluate content, purpose and themes of selected drama and theatre
- Audience engagement through meaningful content and biblical themes

Topics
- Drama Terminology: Key Concepts, Tools & Devices
- Non-Naturalism and Non-Naturalistic Theatre
- A Study in Physical Theatre

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $40

Assessment
- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews
FOOD: Ready, Set, Cook!

Subject Domain: Technology
Subject: Food Technology

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Year 7. It also explores safety and hygiene in the kitchen, equipment and terminology used, healthy eating, why we eat and meal planning.

General Aims and Objectives
• To develop a deeper understanding of all types of practical cookery
• How to produce food in a safe and hygienic manner
• Safety in the kitchen
• To understand nutrients and how our body uses them
• To explore healthy eating models and how to use them
• To understand God’s concern for our need for food and why we eat

Topics
• Safety and hygiene in the kitchen
• Equipment used in the kitchen
• Recipe terminology
• Why we eat
• Healthy eating models
• Meal planning

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Food Levy: $60
• Display folder
• Suitable containers to transport food

Assessment
• Practical work and written evaluations
• Tests
• Assignment
• Classwork
FOOD: To Market, To Market, To Cook!

Subject Domain: Technology
Subject: Food Technology

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Year 7. It also explores the key foods that we eat and how they work.

General Aims and Objectives
• To develop a deeper understanding of all types of practical cookery
• To explore different food groups that we are used to eating everyday (that can be found in any market) and how they work
• To understand nutrients and which foods they are found in
• To understand God's concern for our need for food and why we eat

Topics
• Safety and hygiene in the kitchen
• Equipment used in the kitchen
• Recipe terminology
• Cereals
• Eggs
• Vegetables and Fruit
• Milk
• Meat

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Nil

Special Requirements to be supplied by student
• Estimated Food Levy: $60
• Display folder
• Suitable containers to transport food

Assessment
• Practical work and written evaluations
• Tests
• Assignment
• Classwork
MUSIC: Live Performer

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed for students who wish to continue with their music education and build on their skills. In order to prepare them for studying music in future years, students are given the opportunity to perform their instrument of choice, including voice, in a variety of live music settings. Throughout this process, the basics of music theory, aural skills, and music analysis are also covered. Students are encouraged to study and perform a range of popular music genres in both solo and group settings, with performances culminating in classroom concerts.

General Aims and Objectives - To be edited
• To foster confidence and enjoyment in performing
• To further students’ ability to play an instrument or sing
• To learn both the history and performance techniques of popular music genres
• To develop better musicianship and aural skills
• To analyse the use of musical elements in the performance of music

Topics
• Live Solo Performing
• Performing In A Band
• Popular Music Genres and Culture
• Musicianship

Time Allocation
• 5 periods per cycle for Semester 1

Prerequisites
• Students must be able to sing confidently or play an instrument

Special Requirements to be supplied by student
• Estimated Levy: $15

Assessment
• Performance, genre study, technical work, aural and theory
MUSIC: Music Performance

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is designed for students who wish to continue with their music education and build on their skills. In order to prepare them for studying music in future years, students are given the basics of music theory and analysis. Students are also encouraged to appreciate music from various genres. Students will work in groups and as individuals to work on performances to be presented to the class. Students also will study popular music styles. Theory and aural abilities will be developed through various assessments.

General Aims and Objectives
• To encourage students' continuing appreciation and participation in school Music
• To further students' ability to play an instrument or sing
• To foster confidence and enjoyment in performing
• To enable students to further develop their understanding of music from a Biblical perspective
• To analyse the use of musical elements in the creation of music

Topics
• Theory of Music
• Aural
• Composition
• Analysis
• Performance

Time Allocation
• 5 periods per cycle for Semester 2

Prerequisites
• Students must be able to sing confidently or play an instrument

Special Requirements to be supplied by student
• Estimated Levy: $15

Assessment
• Written theory, performance, aural tests and genre study
PE HEALTH: Healthy Choices

Subject Domain: Health & Physical Education
Subject: Health

Brief description of course

Through a variety of practical and theoretical activities, students will examine physical, social, mental and spiritual aspects of a number of issues related to their personal health and well-being. Students also develop skills and gain knowledge in the area of safety and healthy decision making, and drugs. Students are encouraged to understand the value that God places on the health of the human body.

General Aims and Objectives

• To assist students to become informed, award and responsible in decision making that effects their health and well-being
• To encourage an active and healthy lifestyle, students will develop an understanding of safety, drugs and nutrition

Topics

• Think Safe, Act Safe, Be Safe
• Get smart about Drugs
• Eat Well, Live Well

Time Allocation

• 5 periods per cycle

Prerequisites

• Nil

Special Requirements to be supplied by the student

Estimated Levy: $55 for Open Water Learning Experiences Excursion

Assessment

• Think Safe, Act Safe, Be Safe – Poster: Sun Safety, Water Safety, Respectful Relationships, Bullying, Online and Cyber Safety, Exercising
• Get smart about Drugs – Oral presentation with PowerPoint
• Eat Well, Live Well – Test
• Nutrition Test
PE HEALTH: Healthy Perspectives

Subject Domain: Health & Physical Education
Subject: Health

Brief Description of Course

Students will learn about the importance of being mentally healthy and having healthy relationships with the people in our lives.

General Aims and Objectives

- To learn about how the relationships we form with the people in our lives have an impact on our health and wellbeing
- To help students learn to make healthy decisions in relationships
- To understand the importance of keeping a healthy mind and learn ways to help achieve this
- To learn about the direction and advice that God gives us in the area of mental health and relationships

Topics

- Mental Health and Wellness
- Relationships

Time Allocation

- 5 periods per cycle for Semester 2

Prerequisites

- Nil

Special Requirements to be supplied by student

- Estimated Levy: $30 for Rock Climbing Excursion

Assessment

- Class work
- Learning Matrix
PE HEALTH: Outdoor Education

Subject Domain: Health and Physical Education
Subject: Outdoor Education

Brief Description of Course
The subject Outdoor Education will introduce students to basics in some outdoor experiences. Victoria contains some of the best national parks and bushland within Australia and this subject should give each student some skills to be able to stay overnight in the bush.

General Aims and Objectives
- Students will learn more about and see parts of God’s incredible and diverse creation
- Learn how to use and care for the bush at the same time
- This subject should give each student some skills to be able to stay overnight in the bush.
- Learn about mountain biking – maintenance and skills required
- Learn the skills of surfing and kayaking

Topics
- Hiking skills
- Tent pitching
- Outdoor cooking
- Mountain bike riding
- Kayaking
- Packing a back pack
- Orienteering
- Environmental care
- Surfing

Time Allocation
- 5 periods per cycle
- This unit is offered in both Semesters 1 and 2

Prerequisites
- Nil

Special Requirements to be supplied by students
- Estimated Levy: $198

Assessment
- Adoption of camp craft practices while on overnight camp
- Participation during outdoor experiences
- Presentation of research on an Australian adventurer
TECHNOLOGY: Fabrication Lab: Electronics and Design

Subject Domain: Technology
Subject: Design Technology: Electronics and Design

Brief Description of Course
Fabrication lab is a space where students use state-of-the-art equipment to design, build and test almost anything. Students develop technological, problem-solving and hands-on practical skills. Students will experiment, take risks, and play with their own ideas, giving them permission to trust themselves. While inventing we need to acknowledge that there is more than one right answer and that gives students permission to feel safe while learning and problem solving. The goal of the FabLab is for students to see themselves as learners who have good ideas and can transform those ideas into reality. The FabLab also teaches students critical skills in computing, electronics, programming and CAD (computer-aided design) fabrication techniques – a set of industry recognised skills. Students will explore many interrelated career fields, including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics, and entrepreneurship.

General Aims and Objectives
• Provide students with opportunities to apply math, geometry and reasoning skills in practical, relevant and contextualised ways.
• Students will explore computational skills through coding, programming, electronics and robotics
• Develop Technological, problem-solving and hands-on practical skills
• To solve an engineering problem, the students would need to design parts, build them, write code and then evaluate their success. This problem solving process will allow them to be inventors of both hardware and software in creative and exciting ways.
• Explore many career fields; including engineering, science, mathematics, art, graphic design, computer aided design (CAD), electronics.
• CAD drawing and designing: Using the 3D printer software
• Workshop safety and tools

Topics
• Problem Solving Simulations – Real world scenarios
• Bed-side Alarm clock & 3D printing body
• Eco (LED) Lamp
• Invention Project: Design and create a product that solves a problem

Time allocations
• 4 periods per cycle for a whole year

Pre requisites
• Nil

Special requirements to be supplied by student
• Estimated Levy $70

Assessment
• Use of technology and equipment
• Prototype
• Research and Idea Generation
• Oral Presentation
• Classroom Participation
TECHNOLOGY: Wood and Composites

Subject Domain: Technology  
Subject: Design Technology (Wood)

Brief Description of Course
Design and Technology aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment, tools and materials while incorporating the elements of design.

Activities may include: designing and producing practical projects using wood as the main material; discussions and demonstrations on safe workshop practices; developing skills and knowledge of hand and power tools.

Technology is more than a tool or a machine; its meaning is much broader than that. There is creativity, patience and skills in a process that starts with a human need and ends with the realization of a designed solution. It is a human activity, it is central to being human and integral to civilization. If we understand Technology in this way then not only does it include tools and techniques but also organisational and cultural aspects defined by our Christian values and beliefs.

General Aims and Objectives
• To understand and use the design process
• To gain knowledge on the properties and characteristics for various timbers
• To produce creative projects
• To develop skills in using tools, machinery and equipment while producing practical work
• To understand and follow the correct safety procedures in the workshop
• To develop design and drawing skills

Topics may include
• Designing and making creative wood projects including a maze with some metal and plastic
• Workshop safety
• Crafting techniques – manual and mechanical

Time Allocation
• 5 periods per cycle
• This unit is offered in both Semesters 1 and 2

Pre requisites
• Nil

Special Requirements to be supplied by student
• Estimated Levy: $65 for materials
• A4 binder book
• A4 folio

Assessment
• Marks assigned to design folio
• Marks assigned to workshop skills
• Classroom activities
• Completed projects
• Safety in the workshop
TEXTILES: Design and Technique

**Subject Domain:** Design Creativity and Technology  
**Subject:** Textiles

**Brief Description of Course**  
Textile Design and Technique builds on the skills that students have developed in previous units of work. Students will implement digital and traditional design methods used by fashion designers, fabric designers and textile artists. They will annotate and source examples for mood board / Inspiration Pages. Creative choices will be made in terms of patterns, colour palettes, fabric selections, notions and embellishments. With safe and skilled knowledge and use of a sewing machine, they will create a number of products, considering style, fashion, function and fit. They will apply inventive techniques in producing functional and decorative products.

**General Aims and Objectives**

**Investigating and Designing**  
- To develop design briefs, including fictional clients and situations in order to work through the design process.  
- Brainstorming visual ideas in an imaginative way by effectively responding to inspiration by drawing and annotating in a visual diary.

**Producing**  
- To safely and productively operate a sewing machine  
- The completion of quality construction tasks and products by accurately machine sewing, using straight stitch and zig-zag.  
- The correct manipulation of tools, materials and equipment.

**Analysing and Evaluating**  
- Changing design vision in order to alter decisions originally made.

**Topics to be selected from**

- A study of selected textile artist/designers.  
- Fibres and fabrics. A study of the Natural and Synthetic.  
- Recycled denim products  
- Character softies

**Time Allocation**  
- 5 periods per cycle

**Pre requisites**

- Nil

**Special Requirements to be supplied by student**

- Estimated Levy: $60