2014 YEAR 8 COURSE HANDBOOK

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Welcome to Woodvale Secondary College

Welcome to Woodvale Secondary College, a community of learners committed to supporting every student to achieve at their personal best.

Woodvale SC is an Independent Public School. Staff, Woodvale SC Board and parents at our college are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence.

Woodvale SC has responsively served the Woodvale community for 29 years and we enjoy a very positive relationship with our parents and the wider community. This booklet will tell you about the programs of study available to students. Please take your time to look through it and find out about the college before you enrol your child. You can also look at our website. www.woodvale.wa.edu.au

Associate Principal – Lower School
An important aspect of my role is to ensure that every student makes a smooth transition from Year 7 to Year 8. In this way the foundations are laid for each student to work at their personal best.

We work closely with our feeder primary schools to build strong links and share information about students. In 2010 we won Independent Public School status to work as a cluster with our feeder primary schools in developing shared curriculum policies and procedures. From 2012, students from our four feeder primaries have attended the college one day a week.

Working closely with our parents gives us clear understanding of the celebrations and concerns students bring with them to Year 8 and we are adjusting our programs accordingly.

Woodvale SC has a strong reputation in our community for our high standards. We have a whole college approach to behaviour which trains our students to recognise the difference between social space and learning space and behave accordingly. Every teacher reinforces the behaviour expected in a learning space. In this way, we train each student for the self discipline and academic rigour that is needed for upper school studies.

Pastoral Care of each students is a whole college priority. A strong team of specialists lead pastoral care through the college.

We have a number of very successful learning programs developed in Year 8 to build strong learning foundations in all our lower school students. Each student will learn about their brain, their learning style and the power of learning techniques. They will also be supported in developing organisational skills. Every student also learns about emotional intelligence and how to deal with anger through Health Education classes.

At Woodvale SC we have prioritised focus areas in our School Development Planning 2011-2014.

These are:
- Pastoral Care for each student
- Teaching Excellence
- Learning Excellence
- Information Communication Technology

These college focus areas ensure that we are accountable for developing a high quality schooling experience for all our students.

The best foundation for successful schooling is close parental support. Please contact your child’s Year Coordinator or me on Veronica.Sutton@education.wa.edu.au if you wish to discuss your child’s successful transition to secondary schooling.

Ms Veronika Sutton
Associate Principal
Wonderful Things About Woodvale Secondary College

- Our specialist music program – over 200 students
- Our Academic Extension Program
- The Brain Skills Workshops for all Year 8 students
- The Organisation Skills Workshops for all Year 8 students
- High levels of access to technology
- Our Science Enrichment Program
- Our Award Winning Child Care Program
- Extensive choice in physical education programs
- A great Cadet program – FESA & Life Saving
- Specialist Basketball/Soccer School or Excellence
- Our tremendous Student Services support team
- A brilliant teaching staff of 120 professionals with 8 successfully nominated for Premier Teacher of the Year Award
- The Learning Resource Centre which is the cultural hub of the college
- Fully air-conditioned classrooms
- Up to five national and international tours every year
- Our strong focus on Asian Literacy with compulsory Asian language for Years 8 & 9.
- More Level 3 classroom teachers than any school in the area
- A start of the arts Hospitality & Function Centre
- The largest Basketball Stadium built in any WA school.

Excellent Results

- Top quartile for literacy, science and numeracy PISA international testing
- 98% of our students who applied for a place at University through TISC received an offer
- Year 9 NAPLAN Results well above the state benchmarks.
- 2013 PIZA International testing.

The Handbook

This student handbook has been prepared to provide students and parents with details of the range of courses available in Years 8. In keeping with the Department of Education policies for government schools, and recognized good practice, Woodvale SC has a taster course for Year 8 students.
How to Enrol
Students from contributory primary schools who live in our catchment area need only to complete enrolment forms which will be distributed in the primary schools. Other students who may come into Woodvale SC as part of our specialist programs will be sent enrolment packages. All other students must fill in a Cross Boundary Application for Placement form.

Opportunities for Year 8 Students
Under the Departments Curriculum Policies, students in Years 8 – 10 are required to study a range of subjects within the 8 Learning Areas. While most subjects are compulsory there is an increasing degree of flexibility as students move from Years 8 - 11.

Briefly, the key aspects of the pattern of organisation of the courses for Years 8 - 10 are listed below:

(i) All students will undertake tuition in the following eight (8) Learning Areas, each week:
   • Arts
   • English
   • Languages
   • Mathematics
   • Physical & Health Education
   • Science
   • Society and Environment
   • Technology

   Details of these courses are listed later in this handbook for Year 8 with a separate handbook for Years 9 and 10.

(ii) Each student's achievement will determine his/her placement in an academic pathway. Some subjects having a number of prerequisites which must be satisfied before the subject, at that level, can be selected.

(iii) Details of the content of courses will be given to students at the commencement of each new section, along with the breakdown of the assessment procedures.

(iv) Formal reporting will be conducted each semester by way of a computerised report issued to each student. In addition, progress reports, interim reports, letters of concern and letters of commendation may be issued at regular intervals.

(v) The formal report is a summative report each semester. You may get richer information from your child’s assessments during the term and you can email or contact their teachers or Year Coordinators for specific feedback at any time.

(vi) In Term 3, students will choose their courses for both semesters in the following year.

(vii) Asian Languages (Japanese/Chinese) are compulsory in Years 8 & 9.

Assessment
All reports will use the A – E grade distribution.

All teachers issue students with comprehensive course outlines including assessments, their weightings and when they are due. Parents are encouraged to read these course outlines and to email teachers if they have any concerns or celebrations. Copies are available on our website. All course outlines support packages and assessment schedules.
Year 8 Electives
It continues to be the policy at Woodvale that all students in Year 8 are exposed to as wide a range of subjects as possible. This means that students will mainly follow a common course during their first year.

Students are required to study from each of the following Learning Areas:

- The Arts (Art/Drama/Music)
- Languages (Chinese/Japanese)
- Technology & Enterprise (Design & Technology/Home Economics)

Year Coordinators
Every year group is assigned a Year Coordinator. The Year 8 coordinator focuses on pastoral care and attendance. They hold regular assemblies and contact parents with progress reports on individual students as requested. They also work closely with individual students as the need arises and they analyse results twice a year.

College Diary
Each Year 8 student has access to an electronic diary. Parents are urged to look at the diary regularly. You will see what homework your child has and our college procedures and policies.

Use of Computers
Woodvale SC has a focus on technology as a school priority in the 2011-2014 School Plan. Under Commonwealth funding for the past three years, the college has provided every student with a laptop computer. With parent contributions, we are continuing this highly successful initiative. The students must bring charged laptops to every lesson. They will receive full induction early in the school year and parents will also be invited to a number of workshops supporting them with their child’s sensible use of technology.

Every Woodvale SC teacher undertakes lengthy professional learning in the use of technology as a learning tool to engage adolescents. Consequently, there is a strong focus on teachers successful use of technology to engage our students.
Year 9 – Year 10 Option Subject Pathways

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The Woodvale SC Brochure
Parents will be supplied with a college brochure. This will contain all details concerning the operation of the college on a day-to-day basis.

Website
The college has a website at [www.woodvale.wa.edu.au](http://www.woodvale.wa.edu.au)

Pastoral Care
Woodvale SC is committed to ensuring the educational success of all our students. In order to create a safe and encouraging learning environment we have a highly trained Pastoral Care team including a Year Coordinator for each year group, a chaplain, a nurse, a psychologist, a career advisor and each year group has a representative Associate Principal.

We enjoy a very positive relationship with our parents with a highly active College Board and Parent and Citizens group. Parents are welcome at P&C meetings.

School Board
As an Independent Public School, we have a school board with parent representation. Contact Wendy Storey at [Wendy.Storey@eduaiton.wa.edu.au](mailto:Wendy.Storey@eduaiton.wa.edu.au) for more information or refer to the college website.
Starting High School
The transition from primary to secondary school is an exciting, yet challenging time for most young people. Students have to adapt to new environments, the making of new friends, different teaching methods and moving from class to class. They also have to adjust to being the ‘new kids on the block’ after being school leaders in Year 7. For some students, the move from Year 7 to Year 8 may be a traumatic experience. Students move from a familiar and secure environment to a new and sometimes threatening one. A survey has indicated that the following concerns worry at least half of all Year 7 students:

Fear of being bullied.
Fear of getting lost.
Fear of being picked on by older students.
Fear of doing poorly in high school or not keeping up with the school work.

How Parents Can Help
Reassure your child that it is normal to feel uncertain, anxious and excited.
Make sure travel arrangements to and from the college are organised.
Learn about school rules, routines and timetables.
Help your child to develop good study habits.
Help your child to set up a suitable place at home to study.
Practise organisational skills.
Encourage your child to become more self-reliant by increasing their level of responsibility and your expectations of them.
Ensure your child has the correct uniform, and all the necessary equipment required for school.
Talk to your child about their focus and reassure them.

Year 8 Organisation
I have found that one of the major challenges that many Year 8 students face in their transition from primary school to high school is the organisation of their school work for the wide range of classes they attend each week. For some students the lack of organisation has led to poor results in the classroom and assessments. Some of the problems encountered are:

Work for all learning areas placed randomly in their file or their bag; no separate sections for each subject. Consequently important assessment sheets or course outlines are lost.
Students are not regularly cleaning out their files and removing old schoolwork.
Lack of paper to use if they need to hand in a short classroom activity.
Students must also learn to re-charge their laptops each night and bring them to school in the correct carry case.
Too many files. This adds extra weight to already heavy bags.
What Parents Can Do To Help With Organisation
The transition from having everything in one classroom to ‘moving’ between classrooms and different teachers is something that most Year 8 students enjoy. However, it also adds pressure to pack up quickly in one class and go into the next class prepared. You can help your child to stay organised by:

Checking their file and bag nightly or weekly. In this way any ‘stray’ handouts can be filed in the appropriate section and supplies of paper and so on can be checked.

Students’ files take a ‘battering’ throughout the term. They go in and out of their bags up to seven times a day. A broken file is often the consequence. This is the reason we recommend only purchasing the black lever arch files as they are very reasonably priced and easy to replace. Please check that their file is in good working order.

Keep a good supply of file paper and plastic sheets at home so students can fill up their files as they run out. It is also a good idea to keep a couple of spare lever arch files, as well as a supply of red and blue pens and lead pencils.

Encourage them to read widely and often.

Make sure their computers are charged at night.

Following are two examples of the files that we think work best for students

FILE ONE
A4 Black file
Subject dividers (plastic as cardboard rips very quickly)
A4 File paper — reinforced
At least 5 A4 plastic sleeves for each subject
Homework sheet at the front of the file.

It is a good idea to purchase a USB Flash Drive (also known as a Memory Stick) This will enable the student to transfer work between home and school computers.
Imagine cutting up a sheep’s brain, juggling or making models of the learning process in playdough. Well these are some of the activities that Year 8’s do as part of the whole college focus on academic rigour and personal excellence. “The Brain and How It Impacts on Learning” Program has been introduced to all Year 8 students.

By understanding how their brains work, students can hopefully use them more effectively and improve their learning performance. Students learn how to “grow their brains” and care for them. They also develop strategies on how to improve their memories, and learn about the impact of emotions on learning and behaviour.

The program was initiated by the teacher-librarians and is being implemented collaboratively with the Health Ed. Teachers. It now forms an integral part of the Year 8 Health Education course and takes approximately 18 zones. (5 – 6 weeks)

The program specifically covers:

- Parts of the brain
- How the brain works
- Brain waves and how they affect our learning
- “Brain switch-ons and switch-offs” – effects of sleep, exercise, nutrition, water, stress, music and drugs on the brain
- Different learning styles and how they impact on the brain
- Analysis of students’ individual learning styles
- How memory works and how it can be developed/strengthened
- Links between emotion, behaviour and attitude to learning

The feedback from students and staff has been extremely positive and students have been highly motivated and very engaged in the program.

J.Robinson
TIC Learning Resource Centre
ACADEMIC EXTENSION

At Woodvale Secondary College, the aim of the Academic Extension program is to provide an **enriching** and **challenging** program to academically able students. The college offers Academic Extension classes in the four core learning areas: Mathematics, English, Science and Society and Environment. Students are able to accelerate and extend their curricula in Years 8, 9 and 10 with more academically advanced and in-depth study.

Students are placed into the Academic Extension Program following a selection process involving written application and testing. Students are tested on comprehension, written expression and mathematical reasoning. Test results provide the college and student with a comprehensive analysis of their performance. The Academic Extension Coordinator collates and analyses test results. A student may be suitable for one or more of the core subject areas: Mathematics, English, Science and Society and Environment.

Membership within the Academic Extension Program depends on the students’ continuing high standard of performance, effort and behaviour throughout the year. Students in our Academic Extension program are monitored closely throughout the year to ensure their success and that the high standards of the program are maintained.

A key feature of the Academic Extension Program is the involvement in enrichment and extra-curricular activities. Both within and beyond the classroom, the program provides the opportunities for students to engage in a learning environment that is intellectually challenging, stimulating and rigorous.

Enrichment and Challenge Activities include:

- National and State Competitions – individuals and teams, written and practical based, research style.
- Extra-curricular activities – Excursions, Incursions, Workshops, Guest Speakers, Conferences and reward days.
- Peer Support Program.
- Presentation Nights – Principals list events.
- After school activities during the year to offer unique and specialist opportunities for students.
- Team building activities and excursions aimed at developing leadership and interpersonal skills.
- Close monitoring and support by the AE Co-ordinator.
- Peer mentoring programs.
LIBRARY RESOURCE CENTRE

The Learning Resource Centre is a vital part of Woodvale Secondary College. It caters for approximately 1500 students and 120 staff. It is an incredibly busy place with lots of students and staff using the wide range of resources and services on offer. It has an extensive and very up-to-date collection with the latest technology for students to use. It is staffed by 2.6 teacher-librarians who work with students on various programs and who also provide assistance on an individual basis.

The major role of the LRC is to provide a rich and diverse learning environment which is dynamic, responsive and high-tech 21C. The LRC provides a strong focus on developing literacy skills (visual, digital, critical, information, media) which empowers our students to become lifelong independent learners in an ever increasingly complex, informational and technological world. The LRC also encourages and enhances a culture of reading and enjoyment of literature.

All Year 8s are involved in LRC Orientation programs in Term 1 through English, S & E and other Learning Areas. These programs provide students with a solid knowledge base of how to use the LRC and technology.

This is followed up with programs that deal with searching the web, Web 2.0 technologies, using One-Note, Moodle, Inspiration, on-line databases, plagiarism, copyright and cyber-safety.

Another very important objective of the LRC is the promotion of literature and reading skills. We try to improve literacy skills by teaching the students different reading strategies, and by promoting reading for enjoyment and creating an awareness of the many and varied forms of reading resources.

Year 8 students participate in an Orientation Program through English and come to the library at least once a fortnight for their reading program. Students are introduced to a wide variety of excellent reading materials such as novels, short stories, magazines, picture books, graphic novels, comic books, and non-fiction for recreational reading. Students are encouraged to keep a record of their reading and to read widely and often for pleasure. Other programs include “Picture Books”, Book Raps and On-line Bookclubs.

Another LRC initiative has been the “Amazing Brain” Program through Health Education. This program was designed to teach students about their brains and how to care for them so as to maximize learning performance and improve their memories. This program also makes students aware of their own individual learning style and its impact on learning.

The LRC has 30 desktop computers for students to use and all students have their own laptops. The college’s wireless network provides a fast and reliable service and student access is closely monitored. Students are encouraged to use the college’s intranet, web links and sites recommended by LRC staff when doing research. They also have easy access to all the videos, DVDs and recorded free-to-air and Foxtel programs held by the LRC through Clickview and V/TV via their laptops. They can view programs in their own time and at their own pace allowing for students to catch up on missed work or for easy revision.
Homework class is on every Tuesday after school in the LRC. Students are encouraged to come along and complete work or get some extra help or coaching from the staff who volunteer their time each week. This has proved to be very popular.

A lot of effort goes into making the LRC a welcoming and interesting place for students and staff to use. Every year the LRC hosts many special events such as Book Week, the Art Exhibition, Staff Book Café, charity events, international visitors and many other competitions and displays.

We look forward to meeting and welcoming the new intake of Year 8s each year.

Learning Resource Centre Staff
VISUAL ARTS

VISUAL ARTS – 8AA
COURSE DESCRIPTION: Visual Arts is a one semester course of study that allows students to explore both art and craft activities. Drawing, Computer Graphics, Painting, Pottery and Sculpture are introduced and provide a variety of skills and techniques for creating successful art works. Students also study artists and styles of art from different cultures and periods in history. This general course of study is aimed to provide the students with enjoyment and a greater understanding of themselves and their creative abilities.

DRAMA

DRAMA – 8DR
COURSE DESCRIPTION: This one semester course will offer students an opportunity to develop skills in areas such as;

1. Public speaking
2. Working effectively with others
3. Creatively expressing individual thoughts and ideas
4. Process Drama
5. Improvisational skills or “Thinking Spontaneously”
6. Script work.
MUSIC

CLASS MUSIC AND INSTRUMENTAL AND ENSEMBLE MUSIC COURSES

These courses are sequential and are intended to be studied concurrently. The duration of each course will be a full semester. Students will have an instrumental lesson once a week and this will be supported by classroom studies in aural perception, music literacy, vocal skills and ensemble (band) performance. The instrumental lesson will be conducted during school hours while the ensemble component will be taken out of school hours.

Year 8 students will be enrolled in Instrumental and Ensemble Music 8MUI and thereafter study courses according to their ability and level of performance.

Students studying these courses are credited with an extra subject, over and above the usual 9, because the instrumental and ensemble music courses are completed outside the normal school timetable.

CLASS MUSIC - 8MUC
SEMESTER 1

PREREQUISITES: Enrolment in Instrumental and Ensemble Music 8MUI.

COURSE DESCRIPTION: This course is designed for those students who wish to study traditional music. The course develops skills in the literature of music, aural awareness and basic music knowledge through music making activities.

SEMESTER 2

PREREQUISITES: Completion of Class Music 8MUC Semester 1 and enrolment in an instrumental and ensemble music course.

COURSE DESCRIPTION: This course continues the development of musicianship skills developed in 8MUC or equivalent study. Through practical music making and listening activities students will continue the study of the literature of music and develop skills in aural awareness, basic music knowledge and appreciation.

INSTRUMENTAL AND ENSEMBLE MUSIC - 8MUI
SEMESTER 1

PREREQUISITES: (1) To be enrolled in Class Music 8MUC.

COURSE DESCRIPTION: This course is designed for group tuition lessons on a child's specific instrument. The classes are held either on a rotating basis throughout the timetable or out of school hours with a private tutor specialising on the child's chosen instrument. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.
SEMESTER 2

PREREQUISITES: (1) To have completed Instrumental and Ensemble Music 8MUI or be at an equal standard on a chosen instrument. (2) Enrolment in a class music course.

COURSE DESCRIPTION: This course enables the student to participate in group tuition classes (of no more than 5 students) with a specialist tutor. Classes are either conducted on a rotating timetable throughout the normal school timetable or out of school hours. This course also involves participation in weekly ensemble and choir rehearsals, concerts, and one camp per year.

KEYBOARD SKILLS SEMESTER COURSE

PREREQUISITES: Nil

COURSE DESCRIPTION: This course is designed for students who have not previously studied music, or would like to continue previous studies in Keyboard Skills. Students will use the new keyboard lab in the Music Centre to develop basic skills in piano keyboard, as well as basic theory training in music. Students will have the opportunity to progress in their keyboard skills at their own pace, covering a range of styles in music including classical, traditional, jazz and popular.
ENGLISH

Years 8, 9 and 10 students extend their Reading, Writing, Listening and Speaking and Viewing skills, and are expected to explore more challenging and unfamiliar works and ideas. Students also develop a critical understanding of the print and electronic media. Class work is directed towards ensuring that students become both confident and competent in comprehending, composing and that oral skills are developed through a range of formal and informal activities. Students are expected to work effectively, both as individuals and collaboratively with others. They will explore a balanced range of text types from fiction, non-print media, poetry, drama and non-fiction.

Each lower school course will be part of a pathway leading to appropriate subjects in Upper School. Beginning in Semester 2 Year 8, students will be placed in pathways according to their ability as demonstrated in Year 8 testing, class performance as well as tests such as NAPLAN. The pathways are Academic Extension, Accelerated, Core and Foundation.

Year 8, 9 and 10 courses will be based on the Australian Curriculum. They will focus on Literacy, Language and Literature. Year 10 courses will prepare students for Upper School Stage 1, 2 or 3 courses.

English courses are engaging and dynamic with the focus very much on students striving to achieve their best in environments that accommodate individual learning styles and abilities.
Year 8, 9 and 10 students will study a year long course. Each course will be part of a pathway leading to appropriate mathematics courses in upper school. The recommended course for all students will be matched to their achievement from the previous year’s study. For Year 8 courses, some preliminary placement will take place, and where necessary further changes may occur at specified times of the year, mainly at the end of Term 1.

**CALCULATORS IN THE MATHEMATICS CLASSROOM.**  
A calculator is a tool integral to the teaching of the Australian Mathematics curriculum. They are used in a variety of situations including problem solving, investigating and of course in routine calculations. They are an essential item for all students, irrespective of the pathway studied. The college recommends a suitable calculator to purchase and this will be suitable for use in Year 8, 9 and 10. All students are expected to have their own calculator.

**MATHEMATICS – 8MA**  
This is a common course with limited streaming taking place throughout the year. The Year 8 course follows the Australian Curriculum, which was partially implemented in 2012. The course will cover the topics of Number and Algebra; Measurement and Geometry; and Statistics and Probability. The use of information technology is embedded into all areas of mathematics.

The Mathematics Academic Extension program is designed to enrich and extend students’ knowledge, application and working mathematically skills in mathematics. Selection is based on ability and only limited changes are made for Year 8. A significant amount of time will be allocated to information technology, working mathematically and participating in state and federal competitions which will further the depth of study of the topic under consideration.

At the end of the year, the semester 2 report will indicate the achievement of your child in relation to the national standards in mathematics. A separate letter will indicate the pathway of study (extension, core or foundations) for Year 9. Achievement in Year 8 will determine which pathway is studied in Year 9.

**TEXTBOOK**  
Year 8 students do not have to purchase a textbook as the mathematics course at the college is online. Parents will need to purchase a HOTmaths validation code, which gives students access to the course for the entire year. Supplementary activities and worksheets are used frequently including use of such programs as That Quiz and My Maths Online.
## Mathematics Courses - Years Eight to Twelve

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<td><strong>Academic Extension</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Academic Extension</strong>&lt;br&gt;Leads to 3A/B MAS and 3A/B MAT</td>
<td><strong>Academic Extension</strong>&lt;br&gt;Leads to 3A/B MAT</td>
<td>3A/B MAS and 3A/B MAT&lt;br&gt;In this course units 3A MAS and 3B MAS are run as a combined course in Year 11, and are studied in conjunction with units 3A MAT and 3B MAT, which are also run as a combined course in Year 11. The course assumes knowledge of the content covered in the Year 10 academic extension course. This course leads to 3C/D MAT and MAS in Year 12</td>
<td>3C/D MAS and 3C/D MAT&lt;br&gt;Units 3C MAS and 3D MAS are run as a combined course in Year 12 and are studied in conjunction with 3C MAT and 3D MAT. The course is aimed at students who have successfully completed 3A/B MAS and 3A/B MAT in Year 11 Mathematics achieving an A or B grade.</td>
<td>University studies in courses such as mathematics, computing, engineering and physical sciences.</td>
</tr>
<tr>
<td><strong>Extension</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Extension</strong>&lt;br&gt;Leads to 3A/B MAT</td>
<td><strong>Extension</strong>&lt;br&gt;Leads to 3A/B MAT</td>
<td>3A/B MAT&lt;br&gt;Units 3A MAT and Unit 3B MAT are run as a combined course in Year 11. This course assumes knowledge of the content covered in the Year 10 extension course.</td>
<td>3C/D MAT&lt;br&gt;Units 3C MAT and 3D MAT are run as a combined course in Year 12. The course is aimed at students who have successfully completed 3A/B MAT in Year 11 Mathematics achieving at least a high C grade.</td>
<td>University studies in biological, social and management sciences.</td>
</tr>
<tr>
<td><strong>Extension</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Extension</strong>&lt;br&gt;Leads to 2C/D MAT</td>
<td><strong>Extension</strong>&lt;br&gt;Leads to 2C/D MAT</td>
<td>2C/D MAT&lt;br&gt;Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed the Year 10 extension course.</td>
<td>3A/B MAT&lt;br&gt;Units 3A MAT and 3B MAT are run as a combined course in Year 12. This course is aimed at students who have successfully completed 2C/D MAT in Year 11 with at least a B grade.</td>
<td>University studies where further mathematics is likely to be needed. Also for higher level training in technical areas.</td>
</tr>
<tr>
<td><strong>Core</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 2C/D MAT</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 2C/D MAT</td>
<td>2C/D MAT&lt;br&gt;Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed the Year 10 core course achieving an A grade.</td>
<td>3A/B MAT&lt;br&gt;Units 3A MAT and 3B MAT are run as a combined course in Year 12. This course is aimed at students who have successfully completed 2C/D MAT in Year 11 with at least a B grade.</td>
<td>University studies where further mathematics is likely to be needed. Also for higher level training in technical areas.</td>
</tr>
<tr>
<td><strong>Core</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 2A/B MAT</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 2A/B MAT</td>
<td>2A/B MAT&lt;br&gt;Units 2A MAT and 2B MAT are run as a combined course in Year 11. This course is aimed at students who have successfully completed the Year 10 core course achieving at least a high C grade.</td>
<td>2C/D MAT&lt;br&gt;Units 2C MAT and 2D MAT are run as a combined course in Year 11. The course is aimed at students who have successfully completed 2A/B achieving at least a high C grade.</td>
<td>University entry but does not provide adequate preparation in which knowledge of calculus or statistical inference is useful.</td>
</tr>
<tr>
<td><strong>Core</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 1B/C MAT</td>
<td><strong>Core</strong>&lt;br&gt;Leads to 1B/C MAT</td>
<td>1B/C MAT&lt;br&gt;Units 1B MAT and 1C MAT are run as semester units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a B grade.</td>
<td>1D/E MAT&lt;br&gt;Units 1D MAT and 1E MAT are run as semester units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a C grade.</td>
<td>Suitable for employment or general TAFE entry.</td>
</tr>
<tr>
<td><strong>Foundation</strong>&lt;br&gt;Content areas: Number and Algebra, Measurement and Geometry, Statistics and Probability</td>
<td><strong>Foundation</strong>&lt;br&gt;Leads to 1B/C MAT</td>
<td><strong>Foundation</strong>&lt;br&gt;Leads to 1B/C MAT</td>
<td>1B/C MAT&lt;br&gt;Units 1B MAT and 1C MAT are run as semester units in Year 11. This course is aimed at students who have successfully completed the Year 10 foundation course achieving at least a B grade.</td>
<td>1D/E MAT&lt;br&gt;Units 1D MAT and 1E MAT are run as semester units in Year 12. This course is aimed at students who have successfully completed 1B/C MAT achieving at least a C grade.</td>
<td>Suitable for employment or general TAFE entry.</td>
</tr>
</tbody>
</table>
HEALTH EDUCATION

HEALTH EDUCATION - 8PH
This course investigates health and personal development issues specifically related to the developing adolescent. The physical, emotional and social aspects of health are identified and discussed in detail. Health Education aims to develop within students the knowledge and understanding, skills and attitudes that will enable them to make informed health-enhancing decisions. The importance of developing interests, feelings, resilience, self-management and interpersonal skills is explored so students can learn to cope with the stresses and influences facing them as they move through their adolescent years. Issues related to puberty and the adolescent’s developing sexuality will be studied and whilst abstinence is promoted, the importance of safer sex will be discussed. Students will explore the brain and the importance of making decisions to protect and develop this organ so they can realise their potential. The importance of making wise diet and nutrition choices and participating in regular exercise will be stressed and students encouraged to make life plans. The dangers associated with drug use will be analysed and students given opportunities to develop and practise skills that will enable them to resist pressures and seek safe alternatives. All students will participate in compulsory Fitness Testing where their individual results will be recorded on the Physical Education database and also sent home to parents as a record of their fitness level.

PHYSICAL EDUCATION

PHYSICAL EDUCATION - 8PE
This course is designed to increase the student's understanding of the principles of human movement in a broad range of physical skills. This course includes fundamentals of basic movement and games, which are seen as essential elements in the further development of more specialised aspects of physical education and sport within the college and local community. Activities include Introductory Ball Skills, Soccer, Volleyball, Basketball, Athletics and T-Ball. Students will have the opportunity to compete in Swimming, Athletics and winter sports carnivals as well as selected extra curricular sporting competitions.

SPECIALISED BASKETBALL PROGRAM (by application only)
BASKETBALL  8PBF/8PBM
The college operates a ‘special’ Basketball class in each of the lower school years for students with a special interest and talent in Basketball. These classes operate instead of Physical Education in Years 8, 9 & 10. Entrance to these ‘special’ classes is competitive in Year 8. A small number of vacancies may occur in Years 9 and 10, and students who may be interested in these places should apply directly to the Program Coordinator. Entry to the course is by way of application and selection processes conducted by the Program Coordinator, Mr Kelvin Browner, and college based coaching staff. Course costs apply.

SOCcer SCHOOL OF EXCELLENCE (by application only)
SOCcER – 8PSF/8PSM
The college operates a ‘special’ Soccer class in each of the lower school years with a special interest and talent in Soccer. These classes operate instead of Physical Education in Years 8, 9 & 10. Entrance to these ‘special’ classes is competitive in Year 8. A small number of vacancies may occur in Years 9 and 10 and students who may be interested in these places should apply directly to the Program Coordinators Mr Ratcliff (Boys) or Mr Forman (Girls). Entry to the course is by way of application and selection processes conducted by the Program Coordinators. Course costs apply.
LANGUAGES

It is compulsory for all students in Year 8 to study either Japanese Language or Chinese Language. Year 8 Japanese classes are mainly comprised of students who have been studying Japanese throughout their primary education. It is highly recommended by the college that students coming into the college from out of boundaries, who have not come from a school where they have studied Japanese, study Chinese language. This enables them to be in small classes with other beginning level students. Students who would like to commence studying Chinese, after studying Japanese in primary school, may choose to do so.

Why Languages Other Than English?
- To assist us to become more ‘Asian Literate’ in a world that is increasingly needing this.
- To help promote mutual understanding in a thriving multi-cultural society.
- To promote and develop understanding of the structure of the English language
- To help us become better communicators.
- As outline in 2012 White Paper “Australia in the Asian Century”, building the Asia capabilities of young Australians is crucial.

Languages Course Pathways

<table>
<thead>
<tr>
<th>Year 8 - Year long Japanese course</th>
<th>Year 8 - Year long Mandarin course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Year long Japanese</td>
<td>Year 9 Year long Mandarin</td>
</tr>
<tr>
<td>Year 9 Semester long Japanese</td>
<td>Year 10 Certificate II Mandarin</td>
</tr>
<tr>
<td>Year 10 Certificate II Japanese</td>
<td>Year 10 Certificate II Mandarin</td>
</tr>
<tr>
<td>Year 11 and Year 12 Stage 2 &amp; 3 Certificate III Japanese</td>
<td>Year 11 and Year 12 Stage 2 &amp; 3 Certificate III Mandarin</td>
</tr>
</tbody>
</table>

JAPANESE

Students can continue their language studies in Upper School, with the WACE subjects Japanese: 2A/B 3A/B and vocational language course options.

Why Japanese?
- The number of employment positions for Japanese speakers has increased dramatically in such areas as Foreign Affairs, Trade, Tourism, Industrial Relations, Politics and Commerce.
- Students at Woodvale SC may participate in our exchange trip to Japan, in Year 10 or 11, and have the opportunity to apply for year-long exchange programs.
- Japanese language education in Australia and overseas is underway in 133 countries other than Japan.
- 2.98 million students world-wide
- Australia is one of six countries to have more than 100,000 students studying Japanese.

JAPANESE – 8JP

The Year 8 Japanese Course is a language based course where students learn about the Japanese language as well as Japanese pop-culture.
SEMESTER 1
In Semester 1 students build or develop the foundation of their understanding of spoken and written Japanese language. The traditional way of learning Japanese characters using pen and paper has been complemented by using a variety of iPad “apps”, making it more enjoyable to learn basic Japanese writing. Hiragana, one of the Japanese writing systems, is covered in detail using iPad applications, whereas Talking Tom and Puppet Pal are two of the most popular “apps” being used in classrooms to develop speaking skills. Through these students practise introducing themselves orally in Japanese and discuss family and friends. Puppet Pal can be used for very creative speaking tasks involving designing and recording skits and role plays.

Students will also discuss their likes and dislikes for food and drinks and learn about Japanese Cuisine. Students are invited to order an “Obento” (Japanese Lunch box) to sample Japanese Cuisine. Online activities are another important learning tool used this semester, made particularly accessible by the school’s laptop program.

Students will also be encouraged to interact with visiting Japanese students and there are opportunities for home-staying these students, which provides an invaluable opportunity to extend language and cultural understanding.

SEMESTER 2
In Semester 2 students further extend their understanding of Japanese culture and language. The two main topics for this semester are Daily Life and Fashion. They will discuss likes and dislikes, tell the time and describe their everyday activities. They will do creative tasks such as the ‘My Day’ project, which uses Photo Story software, to show and describe their particular day in Japanese.

Another popular task students will complete is a Manga cartoon strip design, since Japanese cartoons are a focus of this semester. Fashion is another main focus and will involve students exploring the differences between Japanese and Western fashion. Students also develop oral skills associated with how to describe what they are wearing in Japanese. The final challenge for the Year 8s is to run a fashion show themselves in Japanese and parents will be invited to be spectators.

There may also be other opportunities to interact with and host visiting Japanese students this semester and to be involved in cultural events and workshops.

CHINESE
Students can continue their language studies in Upper School with opportunities to study WACE or Vocational Chinese.

Why Chinese?
• Students at Woodvale SC have the opportunity to travel to China as part of an annual tour to visit our sister school Jinan Number 9 school and other points of interest in China.
• China is one of the world’s oldest and richest continuous cultures, over 5000 years old, and most populous nation in the world, with 1.28 billion people.
• Mandarin Chinese is spoken by 873 million speakers, making it the most widely spoken first language in the world. One fifth of the planet speaks Chinese.
• In addition to the People’s Republic of China and Taiwan, Mandarin Chinese is also spoken in the important and influential Chinese communities of Indonesia, Thailand, Malaysia, Singapore, Brunei, the Philippines, and Mongolia.
• China has now become the second largest economy in the world, and is one of largest trading partners of the United States and Australia. Many Australian companies do business in China and have long-term investments there.
• Learning Chinese significantly enhances your child’s future vocational opportunities.
The Year 8 Chinese Course is a language based course where students learn about Chinese language and culture. It is designed for beginners.

**CHINESE – 8CH**
The Year 8 Chinese Course is a **language based** course where students learn about Chinese Mandarin language as well as Chinese Culture.

**SEMESTER 1**
Semester 1 builds the foundation in the understanding of the spoken language and recognition of some Chinese characters. Since the Language Learning Area purchased a class set of iPads, they have been an integral way of using ICT in fun and educational ways to help develop students’ learning of Chinese. Pinyin, the Chinese reading system, is covered in detail using a variety of iPad applications. Stroke orders of Chinese writing will also be introduced, also partly through “apps”. The interesting background of particular Chinese characters will also be covered.

Talking Tom and Puppet Pal are two of the most popular “apps” being used in classrooms to develop speaking skills. Through these students practise introducing themselves orally in Chinese and discuss family and friends. Puppet Pal and on-line programs such as found on voki.com can be used for creative speaking tasks involving designing and recording skits and role plays. IPads will also be one of many tools to learn the Chinese numbering system.

Students will also explore some important aspects of Chinese Culture including Chinese Festivals such as Chinese New Year and the Dragon Boat Festival. Cultural events and workshops are also organised for Chinese students.

Online activities are another important learning tool used this semester, made particularly accessible by the school’s laptop program. Chinese students will be using the school’s Moodle Learning Management System, also accessible from home, as they explore Chinese with an ICT focus. Short video-clips and multi-media texts are other important ICT learning tools employed this semester.

Throughout the year students will also be encouraged to interact directly with people from China, particularly through our Sister City/School relationships, exchange visitors, Chinese volunteers and other special projects. Other cultural events and workshops are also organised for students.

**SEMESTER 2**
In Semester 2 students further extend their written skills in Chinese, as well as their speaking skills, using a variety of strategies designed to engage students in their learning. Topics to be covered include free-time activities, pets, food, drink, colours and fashion. They will also gain an understanding of special festivals such as the Mid-Autumn Festival. The year will culminate in a special fashion show to which parents are invited.

Students will also explore the customs and culture involved in eating Chinese food. Students will also extend their conversational abilities by talking about their likes and dislikes. Chinese students can participate in eating Chinese cuisine as well as drinking “Bubble Tea”, a famous drink in Asia and now in Australia. IPads, on-line activities, short video-clips and multi-media texts are also important this semester as students continue to enjoy exploring Chinese with an ICT focus.
All Year 8 Science students at Woodvale SC study the Australian Curriculum: Science.

The Australian Curriculum: Science is designed to develop students’ interest in science and an appreciation of how science provides a means of exploring and understanding the changing world in which they live. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science; and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence based decisions.

**How the Australian Curriculum (Science) is structured.**
The Foundation to Year 10 Australian Curriculum: Science is organised into three interrelated strands:

- **Science understanding** - which focuses on the important science concepts from across different areas of science
- **Science inquiry skills** - which focuses on skills essential for working scientifically
- **Science as a human endeavour** - which focuses on the nature and influence of science.

The following table identifies the key content areas, concepts and skills covered throughout Year 8.

<table>
<thead>
<tr>
<th>Science understanding</th>
<th>Science inquiry skills</th>
<th>Science as a human endeavour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td>Questioning and Predicting</td>
<td>Nature and development of science</td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>Planning and Conducting</td>
<td>Use and influence of science</td>
</tr>
<tr>
<td>Earth and Space Sciences</td>
<td>Processing and analysing data and information</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>Evaluating and Communicating</td>
<td></td>
</tr>
</tbody>
</table>

All Year 8 students will study all of the four Science Understanding strands throughout the year. Science as a human endeavour and Science inquiry skills are to be embedded within the Science understanding strands.

Woodvale SC Year 8 Science has two pathways. The A pathway consists of students who have been selected and enrolled in the Woodvale SC Academic Extension Program. The C pathway includes all other science students.

In each pathway the essential coursework is the same, however the A pathway provides an opportunity for one class (made up of students enrolled in the Woodvale SC Academic Extension Program) to be engaged in Science Enrichment.

Each student’s achievement in their course will be assessed and reported at the end of each semester (in line with college policy). There is a possibility that students may move between the A and C pathways depending on their academic performance and scientific aptitude.
Science Enrichment:
The Science Academic Extension Program is designed to enrich and extend students’ knowledge, application and inquiry skills in Science. The program offers students access to a range of learning experiences, opportunities and challenges including: individual written competitions (e.g. ICAS Science competition, Rio Tinto Big Science Competition, RACI Chemistry competition), group/team competitions (e.g. STAWA Science IQ quiz online, Aurecon Bridge Building Competition, in school “Big Crystal” competition), Investigations (e.g. STAWA Science Talent Search, CSIRO CREST Awards), Excursions (e.g. Scitech, Perth Zoo, AQWA) and Incursions (e.g. guest speakers, Scitech Beyond the Beaker presentations, National Science Week).
COURSE STRUCTURE: YEARS 8, 9 AND 10

<table>
<thead>
<tr>
<th>Semester 1 or 2</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ancient to Modern World</td>
<td>Regional Studies</td>
<td>The Modern World and Australia 1918 - present</td>
</tr>
<tr>
<td></td>
<td>• Medieval Europe</td>
<td>• Asia</td>
<td>Career Education (focus class)</td>
</tr>
<tr>
<td></td>
<td>• The Black Death</td>
<td>• Economics</td>
<td></td>
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<tr>
<td></td>
<td>• Shogunate Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1 or 2</td>
<td>The Physical World</td>
<td>The Making of the Modern World 1750 - 1918</td>
<td>Political/Legal Studies</td>
</tr>
<tr>
<td></td>
<td>• Natural Australian Landscapes</td>
<td></td>
<td>Geography/World Environmental Issues</td>
</tr>
<tr>
<td></td>
<td>• Climate and Weather</td>
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<tr>
<td></td>
<td>• Atlas/Mapping Skills</td>
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</tbody>
</table>

COURSE DESCRIPTION

Society and Environment covers seven outcomes of the Society & Environment component of the Curriculum Framework. In addition to these, Values Education is an important aspect of the course.

In Year 8 students will study two Semester length units. Each unit will include the ICP outcome and at least one other of the conceptual outcomes which include Place and Space, Resources, Culture, Time, Continuity and Change, and Natural and Social Systems. Elements of Active Citizenship are embedded throughout, as are the Core Shared Values.

SOCIETY & ENVIRONMENT - 8SE

Ancient to Modern World
This topic provides a study of history from the end of the ancient period to the beginning of the modern period (c500CE-c1750)

The Physical World
An introduction to atlas/mapping skills and world geography through studies of landforms and climate. We also look at the human response to those environments.
TECHNOLOGY

DESIGN AND TECHNOLOGY
DESIGN AND TECHNOLOGY - 8DT

COURSE DESCRIPTION: This one semester course is an exciting and satisfying program of learning which develops creativity in technical graphics and the production of projects in wood and metal workshops. Projects will concentrate on learning the basic skills in manipulating metal and wood materials. Technical graphics is CAD based, all students having their own computer workstation to draw objects. Students are introduced to the safe use of machines, power tools and materials through the mediums of wood and metal.

Please note: due to timetable constraints it may not be possible to introduce all students to all work areas.

HOME ECONOMICS
HOME ECONOMICS - 8HE

COURSE DESCRIPTION: In this exciting one semester course students will gain knowledge and skills to produce food products that meet people’s needs and desires. The choice of food available to us is increasing all the time; in order to make informed choices about these foods the study of food technology is increasingly important. The range of practical skills which students develop will be a good grounding for further studies in Home Economics.