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Introduction

Woodvale SC is an Independent Public School the Woodvale SC Board, staff 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 in a positive and safe environment.

Woodvale SC has responsively served the Woodvale community for 30 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. You can also look at our website www.woodvale.wa.edu.au

Associate Principal – Year 7 and 8
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.

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. As a school community we live our values of respect, responsibility and relationships in all our interactions.

Pastoral Care of each student is a whole college priority. A strong team of specialists lead pastoral care through the college. Every teacher is also trained in positive education principles and practices.

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 learning style and the power of learning techniques. They will also be supported in developing organisational skills.

At Woodvale SC we take a whole school approach to our priority of Positive Education. Year 8s will be learning about character strengths, positive thinking strategies, goal setting and relationship skills. Year 8s are taught about these aspects of positive education directly through their Health Education classes. We also reinforce their learning in our whole school approach to character strengths. I discuss interesting articles in all our newsletters. You may wish to reinforce character strengths through going onto the viacharacterstrengths.org site and taking the character strengths survey. I use this as a tool for conversations with my own children and find it very stimulating.

At Woodvale SC we have prioritised focus areas in our School Development Planning 2014 - 2017.
These are:
- High Quality Teaching and Learning
- Positive Education
- Positive Students
- Collaborations and Partnerships.

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 Mr Wayne Jaggard or me on Veronica.Sutton@education.wa.edu.au if you wish to discuss your child’s successful lower school secondary schooling.

Ms Veronika Sutton
Associate Principal
Course Costs
All students will be provided with an opportunity to study a program from eight Learning Areas. Every student will complete a year of study in the each of the following courses.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>$20.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>$20.00</td>
</tr>
<tr>
<td>Science</td>
<td>$30.00</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>$20.00</td>
</tr>
<tr>
<td>Health Education &amp; General Physical Education or Specialist Basketball or Specialist Soccer</td>
<td>$35.00, $100.00, $125.00</td>
</tr>
<tr>
<td>Arts –</td>
<td></td>
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<tr>
<td>Visual Art &amp; Drama (half year of each) or</td>
<td>$30.00</td>
</tr>
<tr>
<td>Specialist Music</td>
<td>$150.00</td>
</tr>
<tr>
<td>Language – Chinese or Japanese</td>
<td>$15.00</td>
</tr>
<tr>
<td>Technology –</td>
<td></td>
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<tr>
<td>Design Technology &amp; Home Economics (half year of each)</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

**Note:** Costs are an indication only.

The Basketball and Soccer Specialist programs are an alternative to General Physical Education. The Music Specialist program is an alternative to Visual Art & Drama.

### Year 9 – Year 10 Option Subject Pathways

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ARTS</td>
<td></td>
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</tr>
<tr>
<td>Art</td>
<td>Visual Art</td>
<td>Visual Art</td>
</tr>
<tr>
<td></td>
<td>Graphic Design</td>
<td>Graphic Design</td>
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<tr>
<td></td>
<td>Cottage Industries</td>
<td>Photography</td>
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<tr>
<td></td>
<td>Jewellery</td>
<td>Drama</td>
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<td></td>
<td>Drama</td>
<td>Media</td>
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<td></td>
<td>Music</td>
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<tr>
<td></td>
<td>Music (Specialist Program)</td>
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<tr>
<td>LANGUAGES</td>
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<tr>
<td>Chinese</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>PHYSICAL</td>
<td>Basketball and Soccer (Specialist Programs)</td>
<td>Basketball (Specialist Program)</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>are substituted for General Physical Education.</td>
<td>Soccer (Specialist Program)</td>
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<tr>
<td></td>
<td>Australian Rules Football</td>
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<td></td>
<td>Netball</td>
<td></td>
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<tr>
<td></td>
<td>Outdoor Recreation</td>
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<tr>
<td>TECHNOLOGY</td>
<td>Design &amp; Technology</td>
<td>Building &amp; Construction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronics</td>
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<tr>
<td></td>
<td></td>
<td>Jewellery</td>
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<td>Technical Graphics</td>
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<td>Wood Technology</td>
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<tr>
<td>Home Economics</td>
<td>Food Culture &amp; Trends</td>
<td>Easy Entertaining</td>
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<td></td>
<td>Cottage Industries</td>
<td>Cottage Industries</td>
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<tr>
<td></td>
<td>Child Care</td>
<td>Child Care</td>
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<tr>
<td></td>
<td></td>
<td>Clothing &amp; Fashion</td>
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<tr>
<td>Computing &amp;</td>
<td>Computer Literacy</td>
<td>Commerce</td>
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<tr>
<td>Business</td>
<td></td>
<td>Programming Principles</td>
</tr>
</tbody>
</table>
THE ARTS

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. Working effectively with others
2. Creatively expressing individual thoughts and ideas
3. Process Drama
4. Improvisational skills or “Thinking Spontaneously”
5. 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.
ENGLISH

Years 7, 8, 9 and 10 students extend their Reading and Viewing, Writing, and Listening and Speaking skills, and are expected to explore 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 1 Year 8, students will be placed in pathways according to their ability as demonstrated in Year 7 class performance as well as tests such as NAPLAN. The pathways are Accelerated, Core and Essential.

The English courses in Years 8 are Australian Curriculum based, and students are numerically assessed on the three learning outcomes of Reading and Viewing, Writing, and Listening and Speaking.

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.
HEALTH & PHYSICAL EDUCATION

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 Department of Education Approved Specialised 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 7, 8, 9 & 10. Entrance to these specialised 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 Department of Education Approved Specialised 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 7, 8, 9 & 10. Entrance to these specialised 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.
HUMANITIES and SOCIAL SCIENCES

COURSE STRUCTURE: YEARS 8, 9 and 10

<table>
<thead>
<tr>
<th>Year</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 or 2</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>• Shogunate Japan</td>
<td>• Economics</td>
<td></td>
</tr>
<tr>
<td>Semester 1 or 2</td>
<td>Landforms and landscapes</td>
<td>The Making of the Modern World 1750 - 1918</td>
<td>Political/Legal Studies</td>
</tr>
<tr>
<td></td>
<td>Changing nations</td>
<td></td>
<td>Geography/World Environmental Issues</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION
The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

HUMANITIES and SOCIAL SCIENCES - 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)

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution.
It is compulsory for all students in Year 8 to study either Japanese Language or Chinese Language (Mandarin). Year 8 Japanese classes are mainly comprised of students who have been studying Japanese throughout their primary education and as a Year 7 student at the College. Chinese classes are mainly comprised of new learners of Chinese.

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 outlined in 2012 White Paper “Australia in the Asian Century”, building the Asia capabilities of young Australians is crucial.

Language Course Pathways

JAPANESE
Students can continue their language studies into Year 10 and Upper School, with WACE subjects and Certificate III in Applied Linguistics: Japanese.

Japanese Language Learning
- 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 and scholarships.
- Japanese language education in Australia and overseas is underway in 133 countries other than Japan.
- Over 3 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 HD and Puppet Pal 2 are two of the most popular “apps” being used in classrooms to develop speaking skills.

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 Japanese 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.

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.

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

Chinese Language Learning
- 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 High 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 1.4 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.
CHINESE – 8CH
The Year 8 Chinese Course is a language based course where students learn about Chinese language (Mandarin) and culture. It is designed for students who have completed one year of Chinese in Year 7.

SEMESTER 1
Semester 1 continues to build 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 covered, 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 a range of vocabulary and sentence structure around the topics of friendship and home. 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 Mid-Autumn 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. A range of topics will be included building on language learned in previous years. They will also gain an understanding of special festivals such as the Mid-Autumn Festival.

Students will also explore cultural and language aspects relating to shopping and transport. This will include shopping simulations and learning the important Chinese art of bartering. The transport topic will include researching past, present and future transport methods in China, as well as covering the language features involved.

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.
MATHEMATICS

Year 7, 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 (accelerated, core, essentials) for all students will be matched to their achievement from the previous year’s study.

MATHEMATICS – 8MA
The Year 8 course follows the Australian Curriculum, which is compulsory from 2015. 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.

There are three pathways at Year 8 level – accelerated, core and essentials. All programs are based on the Australian Curriculum and provide students with the prospect of achieving a minimum of a C grade.

Students may have access to opportunities to be involved in regional, state and international mathematics competition throughout the year.

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. Achievement in Year 8 will determine which pathway (accelerated, core, essentials) your child is placed in for Year 9.

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 7, 8, 9 and 10. All students are expected to have their own calculator.
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 and
- **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>
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</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 Accelerated (A) Pathway students have been selected in this program based on high level of performance in Year 7. The Core (C) Pathway includes all other students.

In each pathway the essential coursework is the same, however, the A pathway provides an opportunity for students 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 Enrichment 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).
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/laptop 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. Parents will be invited to join us for a morning/afternoon tea towards the end of their course.