

Woodvale Secondary College

YEAR 8 COURSE HANDBOOK 2017

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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 on Wayne.jaggard@education.wa.edu.au 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 each of the following courses.

Courses	Contribution
English	\$20.00
Mathematics	\$20.00
Science	\$30.00
Humanities and Social Sciences	\$20.00
Health Education & General Physical Education or Specialist Basketball or Specialist Soccer	\$35.00 \$100.00 \$125.00
Arts – Visual Art & Drama (half year of each) or Specialist Music	\$30.00 \$150.00
Language – Chinese or Japanese	\$15.00
Technology – Design Technology & Home Economics (half year of each)	\$65.00

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

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

THE ARTS

VISUAL ARTS

VISUAL ARTS – 8AV

COURSE DESCRIPTION: Visual Art is a one semester course of study that allows students to experience creativity in a range of media. Drawing, painting, ceramics and digital manipulation are introduced to explore a variety of techniques. Students examine artists and artworks from different cultures and periods of time. This course of study is designed to be accessible and enjoyable for students with varied abilities, and to develop an understanding of their own creative interests.



DRAMA

DRAMA – 8ADR

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 – 8AMUC

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

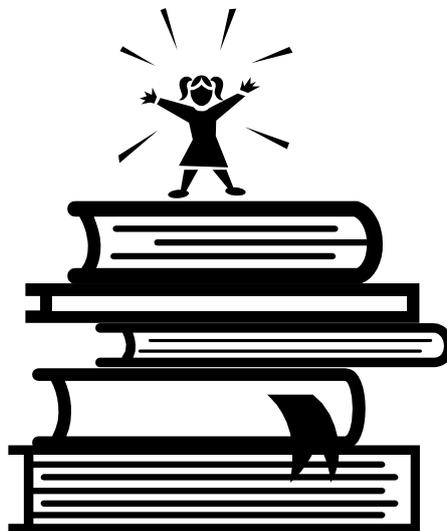
ENGLISH – 8EN

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 Enrichment, Core and Essential.

The English courses in Years 8 are Western 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. Students will participate in a compulsory fitness testing unit involving the students completing a number of tests. Students will record their individual results and analyse their areas of strength and weakness. At the end of the unit students will then research strategies to improve individual fitness levels. Within year 8 Health Education students will be able to identify their character strengths (an aspect of Positive Education) and be able to identify where they can effectively utilize these within their life. Their character strengths are considered in relation to goals setting and their future direction.

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 softball, netball, softcosse, athletics, volleyball, and hockey. 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. A small number of vacancies may occur in Years 7, 8, 9 and 10, and students who may be interested in these places can apply mid-year for entrance into semester 2. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive 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 7. A small number of vacancies may occur in Years 7, 8, 9 and 10, and students who may be interested in these places can apply mid-year for entrance into semester 2. Entry to the course is by way of application and selection processes conducted by the Program Coordinators and Executive staff. Course costs apply.

HUMANITIES and SOCIAL SCIENCES

COURSE STRUCTURE: YEARS 8, 9 and 10

	YEAR 8	YEAR 9	YEAR 10
Semester 1 or 2	Western Australian Curriculum History Ancient to Modern World Western Australian Curriculum Economics and Business Participation and influences in the market place	Western Australian Curriculum Economics and Business Australia and the global economy Western Australian Curriculum Geography Biomes and food security	Western Australian Curriculum Civics and Citizenship Justice at home and overseas Western Australian Curriculum Economics and Business Economic performance and living standards Career Education
Semester 1 or 2	Western Australian Curriculum Geography Landforms and landscapes Western Australian Curriculum Civics and Citizenship Democracy and law in action	Western Australian Curriculum History The Making of the Modern World 1750 – 1918 Western Australian Curriculum Civics and Citizenship Our democratic rights	Western Australian Curriculum History The Modern World and Australia 1918 – present. Western Australian Curriculum Geography Environmental change and management

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

HISTORY

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)

ECONOMICS and BUSINESS

Participation and influences in the market place

In this topic the concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments.

GEOGRAPHY

Landforms and landscapes

This unit focuses on investigating geomorphology through a study of landscapes and their landforms.

CIVICS and CITIZENSHIP

Democracy and law in action

In this unit students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.



LANGUAGES

Our ultimate goal is for students to be able to communicate in another language.

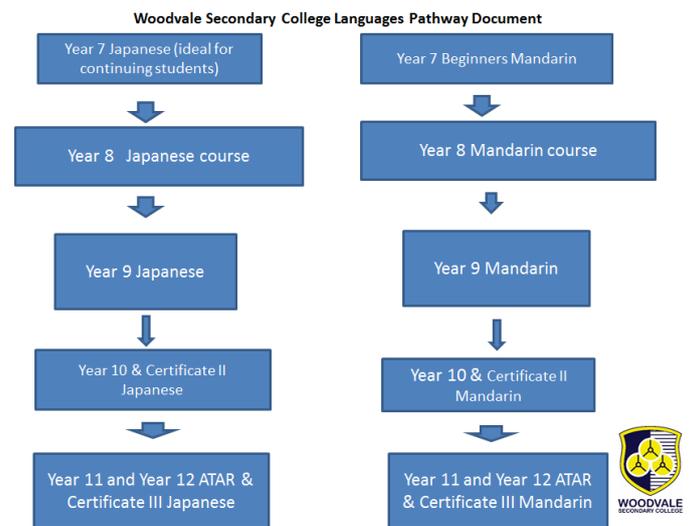
Year 8 students complete language studies courses of either Japanese or Chinese at the college. Students select the language in Year 7 which they will continue through to the end of Year 9.

There are many benefits to learning languages, and highlighted below some of the key advantages which directly impact your child's WACE (West Australian Certificate of Education):

- Certificate II Applied Languages completed in Year 10 Japanese and Chinese classes, are used by students to meet Year 12 WACE requirements (and can reduce the number of courses students then need to do in Year 11 and 12);
- Certificate II Applied Languages gives students 4 units out of the 20 required towards WACE (West Australian Certificate of Education) i.e. 2 units in Year 11 and 2 units in Year 12;
- Certificate III Applied Languages gives students 6 units towards WACE i.e. 2 in year 11 and 4 units in year 12;
- The 10% LOTE bonus is available to ALL Year 12 language students. This is where an additional 10% is added to the scaled LOTE score towards TEA (tertiary entrance aggregate) e.g. a scaled score of 60 becomes a scaled score of 66.

While you can benefit from knowing a foreign language with nearly every industry, here are the main highlights from 2016 research:

- Media (journalism) and film
- Tourism and travel services, including airlines and hotels
- Banks and insurance
- Local, state and federal government
- International non-profit organizations
- Publishing companies
- Departments of defence and international embassies
- Health services
- Social services
- Immigration services
- Primary, high schools, universities and colleges



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 the intake area, who have **not** come from a school where they have studied Japanese, study Chinese language. This enables them to be in 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.

JAPANESE COURSE – 8LJ

The Year 8 Japanese Course is a **language based** course ideally designed for students who have at least completed Year seven Japanese studies. Students in year 8 Japanese learn about the Japanese language as well as Japanese pop-culture.

SEMESTER 1

In Semester 1 students 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 “apps” and websites, making it more enjoyable to learn basic Japanese writing. Students compare greetings and how to introduce friends in this semester. Researching celebrities students discuss profile information which results in a celebrity interview task.

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. The final challenge for the Year 8s is to run a fashion show themselves in Japanese where Parents will be invited to be spectators.

CHINESE COURSE – 8LC

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 seven

SEMESTER 1

Semester one continues to build the foundation in the understanding of the spoken language and recognition of some Chinese characters. The stroke order of Chinese writing will also be covered, also partly through “apps”. The interesting background of particular Chinese characters will also be covered. Students practise a range of vocabulary and sentence structures around the topics of friendship, clothing and home. 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.

SEMESTER 2

In Semester two 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. The Chinese way of life. Topics include shopping, sports 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.



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 (academic enrichment, 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.

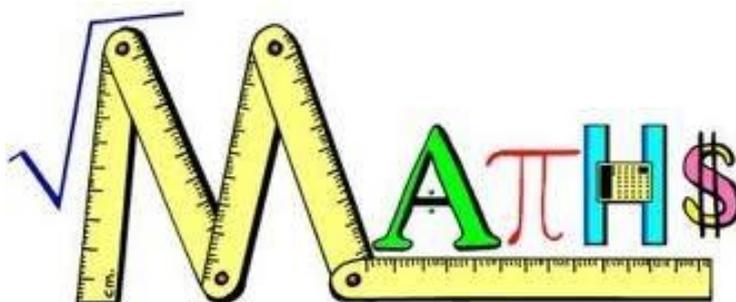
There are three pathways at Year 8 level – academic enrichment, core and essentials. All programs are based on the Australian Curriculum and provide students with the prospect of achieving a minimum of a C grade.

Students in the academic enrichment pathway 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 (academic enrichment, 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 must have their own calculator.



SCIENCE

SCIENCE – 8SC

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.

Science Understanding	Science Inquiry Skills	Science as a Human Endeavour
Biological sciences	Questioning and predicting	Nature and development of science
Chemical sciences	Planning and conducting	Use and influence of science
Earth and Space sciences	Processing and analysing data and information	
Physical sciences	Evaluating and communicating	

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 Enrichment (A) Pathway students have been selected for 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 (see below for details).

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).

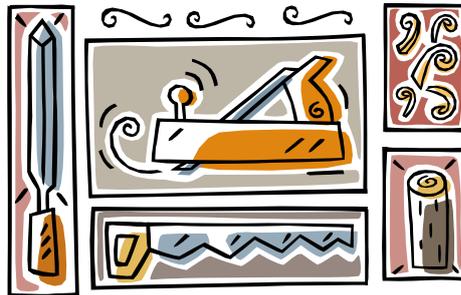
TECHNOLOGY

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.



NOTES:

NOTES: