



**MAZENOD
COLLEGE**



Year 8

Curriculum Handbook

2020

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Introduction

Year 8: The Second Year of the Mazenod Journey

In Year 8, students grow in confidence as their transition from the primary years of schooling to the secondary years is complete.

This is the year that our young men begin to take more responsibility for their learning. They have chosen their electives and are beginning to explore their interests and passions.

As young men of Mazenod, the boys really begin to consolidate their sense of belonging to the Mazenod community.

Alongside our curricular offerings, I urge you to support your son's engagement in the wide array of co-curricular learning opportunities and the College. These include sport, dance, Young Vinnies, debating, music, games clubs at much

more. The full range of offerings can be found in the [Co-Curricular Booklet](#) on the College website.

As parents and adults, we can support boys' learning through staying active and engaged in what they are doing in their courses. Listening to draft presentations, helping quiz their knowledge in preparation for examinations and showing interest in their current learning topics are just a few ways to support academic progress.

This Curriculum Handbook outlines the rich scope of the learning that our Year students will be undertaking across the whole year.



Andrew Watson
Principal



Contacts



Heads of Learning



Michael Brook
Religious Education
brook.michael@mazenod.wa.edu.au



Beth Tamigi
Arts
tamigi.beth@mazenod.wa.edu.au



Michael King
Digital Technologies
king.michael@mazenod.wa.edu.au



Michael Scarfone
Design & Technology
scarfone.michael@mazenod.wa.edu.au



Julia Farinaccio
English
farinaccio.julia@mazenod.wa.edu.au



Tim Grabski
Health & Physical Education
grabski.timothy@mazenod.wa.edu.au



Anna Scanlan
Humanities & Social Sciences
scanlan.anna@mazenod.wa.edu.au



Lynda Godfrey
Mathematics
godfrey.lynda@mazenod.wa.edu.au



Hayley Gale
Science
gale.hayley@mazenod.wa.edu.au

Pastoral Care and Learning Diversity



John Donaghy
Head of Year 10
donaghy.john@mazenod.wa.edu.au



Beth Murphy
Coordinator of Learning Support
murphy.beth@mazenod.wa.edu.au



Leanne Watson
School Psychologist
Lower School
watson.leanne@mazenod.wa.edu.au



Susanne Biffin
Gifted & Talented Coordinator
biffin.susanne@mazenod.wa.edu.au



Tom Floyd
Head of Boarding
floyd.tom@mazenod.wa.edu.au



Brad Gardner
Deputy Head of Boarding / Aboriginal
Education Coordinator
gardner.bradley@mazenod.wa.edu.au

College Leadership Team



Andrew Watson
Principal
watson.andrew@mazenod.wa.edu.au



Jeff Ronan
Deputy Principal
Administration
ronan.jeff@mazenod.wa.edu.au



Bruce Derby
Deputy Principal
Teaching & Learning
derby.bruce@mazenod.wa.edu.au



Michael Anderson
Dean of Students
anderson.michael@mazenod.wa.edu.au

The Lower School Curriculum

Mazenod College delivers the Western Australian Curriculum in all learning areas. Learning from Years 7 to 9 is characterised by increasing choice and autonomy for students as they begin to explore their own interests and take greater control over their learning.



The five core learning areas are Religious Education, English, Humanities & Social Sciences, Mathematics, and Science. In addition to these, students study Health & Physical Education, the Arts, Italian, Design & Technology, and Digital Technologies.

There are no electives in Year 7, but students get an experience of some of the elective offerings that will be available to them in Year 8. These are:

Italian	Drama	Music
Visual Art	Design & Technology	Digital Technologies



In Year 8, streaming is introduced in Mathematics, with the grouping of students into Standard and Extended classes. Additionally, Modified Maths and English classes are introduced for students who cannot access the standard content of those courses. Literacy support also takes place during English and Maths.

In Year 8, students select 8 elective courses, each for a semester. From these, students must select one each from Digital Technologies, Design & Technology, Visual Arts and Performing Arts subject areas. There is a wide selection of courses and these can be found in this handbook.



In Year 9, streaming is introduced in English, with the grouping of students into Standard and Extended classes. Additionally, Modified Science is introduced alongside the equivalent Maths and English classes for students who cannot access the standard content of those courses.

In Year 9, students select 6 elective courses, each for a semester. Students can select whichever courses they choose. There is a wide selection of courses and these can be found in the Year 9 Curriculum Handbook.

In Term Three, Year 9 students do 90 minute exams in Religious Education, Mathematics, Humanities & Social Sciences, and Science.

Learning Diversity

Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?

- Desmond Tutu

Mazenod enrolls 150 new students each year, and among these are a rich tapestry of individual gifts, experiences and needs.

Most of that diversity is catered for in the everyday work of the classroom and in the pastoral leadership of the College staff. Through differentiated Success Criteria and extra help, our aim is for all students to make progress academically, socially and spiritually.

Some students, however, need further support to meet their learning needs. To help meet the needs of all learners, Mazenod dedicates resources to three areas for learning diversity: Learning Support, Gifted & Talented, and Aboriginal Education.

Learning Support

The Learning Support Team consists of teachers, education assistants and school psychologists. These staff members support students with particular educational and social-emotional needs.

Students with particular learning needs will typically be on some kind of documented plan. These plans include:

Curriculum Adjustment Plan (CAP)

Students on CAPs will usually have a diagnosed learning or social-emotional difficulty. The CAP serves as a guide for teachers to make adjustments to the instruction, the environment or the assessment of learning for these students. A student on a CAP will still be taught and assessed against the year-level curriculum. These students may also receive extra support from the Learning Support Team.

Individual Education Plan (IEP)

Students on IEPs usually need significant learning support and are often supported by an Education Assistant.

In all cases where a documented plan is in place, parents, carers and the students themselves will be part of the process.

Gifted & Talented

Among our students are those with learning needs that demand that they go beyond the curriculum. These students may not necessarily be achieving the highest grades, but other indicators might suggest that they have cognitive needs that are not being met by the curriculum.

Gifted and talented students are identified through classroom achievement, teacher observation and testing.

In Year 8, gifted students will have opportunities to engage in extra-curricular activities to support their curiosity and their competitiveness. These include the Da Vinci Decathlon, the Have Sum Fun competition, the Ethics Olympiad and the Euler Mathematics program.

In Year 8 and 9, the opportunities for these students expand to include the RiOT Gifted and Talented elective and the Explore Science elective as well as the Specialist Band Program.

Aboriginal Education

While Mazenod is located in Whadjuk Noongar country, it draws Aboriginal students from across the state in addition to the metropolitan area.

Mazenod is committed to supporting the learning ambitions of its Indigenous students while acknowledging and celebrating Aboriginal culture and history.

Aboriginal students are supported by our Aboriginal Education Coordinator. All Aboriginal students in the College will be on **Personalised Learning Plans (PLP)**. These documented plans will focus on the following four key questions for the student:

1. Where is the student now?
2. Where should the student be?
3. How will they get to where they should be?
4. How will we know when they get there?

Learning, Homework & Assessment

All learning activities, whether they be class activities, homework, or assessment aim to give the engaged learner guidance on the following questions:

Homework

Homework is an essential part of the learning. Homework task allows for students to consolidate their learning, practise a skill, or come to class with prior knowledge for the next lesson.

Year 8 students can expect 60-90 minutes of homework each night.

Homework is monitored by teachers to ensure that students complete it to a standard that reflects a commitment to learning.

School Assessment

Throughout the year, students do assessments that provide feedback to the students and teachers about the learning.

The [Mazenod College Assessment Policy](#) is available on the College website and in the students' diaries.

Assessments can take many forms and may be modified to meet the needs of individual students.

Feedback

Feedback on student learning takes on several forms: written feedback on tasks, peer feedback, verbal feedback during a lesson.

The key to the feedback is the engagement of the student in using the feedback for his improvement.

External Testing

Each year, we test our students against national standards to gain a deeper understanding of the skills of our students and to track their progress.

The value of this type of testing is that it can reveal patterns in student learning that are not visible in school assessment alone.

In Year 8, this testing happens in second semester, allowing us to track progress since the end of Year 7.

The tests we use in Year 8 are below:

eWrite

The eWrite assessment measures functional writing skills in areas such as spelling, syntax, grammar and punctuation.

PAT Reading

The Progressive Achievement Test (Reading) allows us to gain insights into the reading skills of our students.

PAT Numeracy

Students on IEPs usually need significant learning support, such as an Education Assistant.

Parent Engagement

Along with reports and other information, parents are able to access assessment marks through iGloo, which is accessible from the Portal link at the top of the College website. You will need to use your login details provided by the College.



Religious Education

Rationale

Religious Education is the first learning area for all Catholic Schools. It is in this course that our students come to understand the teachings, beliefs and values of the Catholic Church.

The Religious Education course is an academic program that is compulsory for all students through to Year 12. In Senior School, the course can be studied as an ATAR subject towards university entry.

The Religious Education program explores the interplay between religion, society and individuals. It examines the nature of religion and how it offers individuals and their communities an understanding of the world around them. As students develop the knowledge, understanding, values and skills of this course, they understand ways to interact and communicate with people about the diversity of religious beliefs and practices.

The study of Religious Education at Mazenod will help our students to appreciate their role in sustaining a socially just world in which all are created in eyes of God.

Course Outline

TERM ONE: BELONGING & ACCEPTANCE

The content is built around the following areas: Acceptance and Belonging, Parish and Catholic School Communities, Communion with God, The saving power of God, Human and Divine natures of Jesus, How people come to know God, Lent and Easter.

TERM TWO: THE UNIVERSAL NEED FOR GOD

The content is built around the following areas: Search for happiness, Recognising God's presence, The role of religion, God's chosen people of Israel, Characteristics of the religion of Israel, The New Covenant, The Church and Prayer.

TERM THREE: GOD'S ORIGINAL PLAN

The content is built around the following areas: Purpose of Creation, Signs of God's Love, Original Harmony, Original Harmony Damaged, Jesus the Redeemer, Signs of the Power of Jesus, The End of the Universe, as people know it.

TERM FOUR: GROWING IN THE IMAGE OF GOD

The content is built around the following areas: The Teenage Body, Jesus' teaching about the human body, Baptism - the Body as a Temple of the Holy Spirit, The Sacrament of Confirmation, Eucharist, The Mass, Advent - A time of special prayer and Christmas.



English

Year 8 Achievement Standard

Reading and Viewing

At Standard, students understand how the selection of text structures is influenced by the selection of genre and how this varies for different purposes and audiences. Students explain or show how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing and Creating

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and Listening

Students listen for and identify different emphases in texts, using that understanding to elaborate on discussions. They understand how the selection of language features can be used for particular purposes and effects. Students explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, they show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

Course Outline

The English course is streamed in Year 8 with a Modified class doing the same units with modified assessment and instruction.

TERM ONE: POWER OF PERSUASION

In this unit, students will explore the way that the media has the power to manipulate and persuade audiences to respond to issues in particular ways. Students will examine a range of print and visual media including panel, advertising, blogs and more, and explore the ways that the audience is positioned to respond to issues.

Students will explore the way that language can be manipulated to create a persuasive effect and create texts which demonstrate an understanding of this.

TERM TWO: LANGUAGE & IDENTITY

In this unit, students will work to develop their understanding of the construction of narratives and the ways that they can shape our identity. They will explore the way authors manipulate narrative and language conventions to present themes to the reader. Students will examine a range of narrative excerpts and short stories, and build to a novel study.

TERM THREE: SHAPING THE OLD INTO THE NEW

In this unit, students will explore universal ideas in narratives and what makes them long-lasting in our world. Students will compare original stories with remakes and evaluate them for effectiveness. Through the use a case study of pirates, vampires and secondary texts like Snow White, students will examine the way those adaptations of the original narratives have been shaped to create graphic novels and then feature films. Students will examine the choices that have been made to appeal to different audiences in different contexts and the aspects that have remained the same. Students will examine the genre of historical fiction in linking old narratives to new ones.

TERM FOUR: SUSPENSE AND INTRIGUE

Students will examine the features of crime fiction and create their own original murder mysteries, manipulating conventions for effect and suspense. They will also examine the conventions of drama through their construction of radio plays and write an essay

Health & Physical Education

Year 8 Achievement Standard

Health Education

At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

Physical Education

At Standard, students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended outcome.

Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

Course Outline

TERM ONE

PRACTICAL: With a focus on swimming and then cricket, students work to develop movement skills and sequences with a focus on increased accuracy and efficiency in skill performance and control of balance and stability. Pool safety and swimming technique are also covered.

HEALTH: In the About Alcohol unit, students look closely and the dangers associated with alcohol consumption and the laws associated with alcohol in society. They also investigate the impact on the community and peer pressure surrounding alcohol during the teenage years.

TERM TWO

PRACTICAL: Whilst participating in and developing skills in hockey and floorball, students analyse and explore strategic skills and tactics used to create, use and defend space, such as altering body positions. Skill development in Athletics is covered in the second half of the term, with a focus on timing of sequential body movements to create force.

HEALTH: Within the unit of 'Fit and Healthy' students take a close look at food and nutrition, and the benefits of regular physical activity. The focus is on balancing energy intake and expenditure.

TERM THREE

PRACTICAL: The major sport covered in Term 3 is Gaelic Football. Student are given the opportunity to develop their skills and strategies in this sport, with a focus on defensive tactics and creating space.

HEALTH: The unit is term 3 is 'Drug Education'. This topic explores the dangers associated with legal and illegal drugs, and their impact on society, mental health and wellbeing.

TERM FOUR

PRACTICAL: Students take part in the Sports Management Program. The focus is on communication skills that support and enhance team cohesion, such as body language and listening skills. They explore the importance of ethical behaviour and fair play in the team based games, whilst managing and running the participation based competition. The development of leadership and collaboration is an important aspect of the program.

HEALTH: In the 'Harm Minimisation' unit, students focus on the dangers associated with risk taking. Decision making and peer pressure and also covered in this unit.



Humanities & Social Sciences

Year 8 Achievement Standard

At Standard, students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion. They interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments. Students apply subject-specific skills to translate information and/or data from one format to another, in both familiar and unfamiliar situations. They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose. They develop texts using appropriate subject-specific terminology and concepts. Students use evidence to support findings and acknowledge sources of information.

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case

studies and explain the freedoms that underpin Australia's democratic values.

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

Students describe the geographical processes that produce landforms, and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death, and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.

Course Outline

TERM ONE: CIVICS & CITIZENSHIP

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

TERM TWO: ECONOMICS

Students will study the concept of markets through their understanding of interdependence, making choices and resource allocation. Students will also investigate how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future.

TERM THREE: GEOGRAPHY

The concepts of place, space, environment, interconnection, sustainability and change continue to be studied as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

TERM FOUR: HISTORY

Students will continue to develop their understanding of History through the key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period.

Mathematics

Year 8 Achievement Standard

Number and Algebra

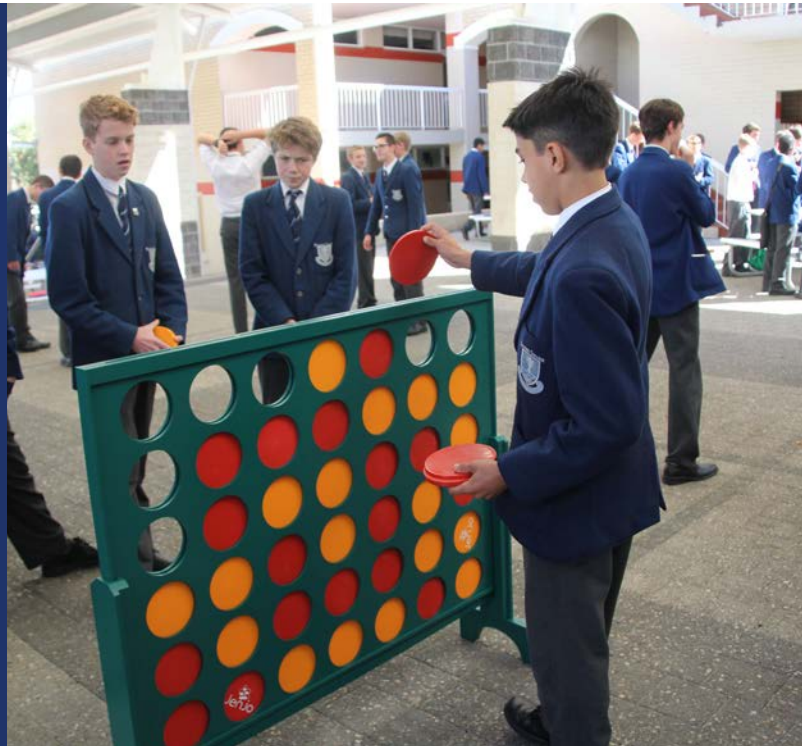
At Standard, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. Students describe rational and irrational numbers. They solve problems involving profit and loss. Students make connections between expanding and factorising algebraic expressions. They use efficient mental and written strategies to carry out the four operations with integers. Students simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

Measurement and Geometry

Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They convert between units of measurement for area and volume. Students perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles.

Statistics and probability

Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. Students explain issues related to the collection of data and the effect of outliers on means and medians in that data. They determine the probabilities of complementary events and calculate the sum of probabilities.



Modified Mathematics

Students in Year 8 Modified Maths continue to use Maths Pathway as part of their learning. This supplements the classroom instruction that has the following areas of focus.



Term One

In Term One, students consolidate their learning of number skills.

Term Two

In Term Two, students calculate perimeter and area of common shapes.

Term Three

In Term Three, students continue to develop their skills in Geometry with a focus on lines and angles. This is followed by learning about representing data in different forms of graphs.

Term Four

In Term Four, students develop their understanding of statistics and probability by putting data into frequency tables and examining means, medians and modes.

Standard and Extended Mathematics

Students in Year 8 are streamed into Modified, Standard and Extended courses. In the Standard and Extended classes, the broad course content for these courses is similar, although the depth of engagement and methods of assessment are tailored to the ability levels of the students in the class.

Semester One

Some aspects of the Number outcomes and problem solving skills will always be embedded in the context of learning other mathematical skills and processes. These will include the understanding and use of the following:

- Rule of Order of Operations
- The appropriate choice and use of the four arithmetic operations with whole numbers, fractions and decimals
- Directed numbers
- Multiplication & power table facts
- Appropriate use of calculators
- Understanding the 5 step problem solving process
- Using the correct rule to evaluate the perimeter, area or volume of a shape
- Understand the concepts of Algebra

Semester Two

The focus for the Number outcomes will include:

- Consolidation of the work from Semester One
- Understanding the algebraic skills to solve equations
- Applying numerical skills to everyday situations.
- Using algebra to understand everyday linear situations
- Describing data obtained from surveys in different ways
- Using probability to explain the likelihood of events occurring



Science

Year 8 Achievement Standard

Science Understanding

At Standard, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of the states of matter. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students compare the different processes of rock formation. They describe the relationship between structure and function at cell, organ and body system levels.

Science as a Human Endeavour

Students explain how evidence has led to an improved understanding of a scientific idea and where science knowledge is used in various occupations.

Science Inquiry Skills

Students construct questions that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. Students identify variables to be changed, measured and controlled. They construct representations of their data to identify and analyse patterns and trends, and use these when justifying their conclusions. Students explain how modifications to methods could improve the quality of their data. They apply their scientific knowledge to evaluate claims made by others. Students use appropriate language and representations to communicate science ideas, methods and findings.

COURSE OUTLINE

TERM ONE: SCIENCE INQUIRY AND PHYSICAL SCIENCES

The focus for this term is on the way that energy appears in different forms, including movement (kinetic energy), heat and potential energy. Students also look at how energy transformations and transfers cause change within systems.

TERM TWO: CHEMICAL SCIENCE

Student study how the properties of the different states of matter can be explained in terms of the motion and arrangement of particles .

The consider the way that differences between elements, compounds and mixtures can be described at a particle level. Students also study chemical change, which involves substances reacting to form new substances.

TERM THREE: BIOLOGICAL SCIENCES

The focus in biology for this unit looks at cells as the basic units of living things; they have specialised structures and function.

Additionally, student study the way that multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce

TERM FOUR: EARTH & SPACE SCIENCE

Student learn about geology with a particular focus on the way sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.



Electives

In Year 8, students begin to choose their electives. To meet the requirements of the Western Australian Curriculum, they are required to complete one semester each of subjects from Design & Technology, Digital Technologies, Visual Arts, and Performing Arts. The units available for

2020 are below, including specialist programs and gifted & talented electives.

Design & Technology Units (pick at least ONE)

No. of Units	Name	No. of Units	Name
1	Design (1 unit course)	1	Metalwork
2	Design (2 unit course)	1	Woodwork (1 unit course)
1	Electronic Engineering	2	Woodwork (1 unit course)

Digital Technologies Units (pick at least ONE)

No. of Units	Name	No. of Units	Name
1	Digital Technologies Unit 1 (This unit is compulsory for all students)	1	Computer Game Design

Visual Arts Units (pick at least ONE)

No. of Units	Name	No. of Units	Name
1	Art Unit 1: 2B or Not 2B	1	Media Unit 2: Motin Picture
1	Art Unit 2: Clay Till May	1	Media Unit 2: Mad Men
1	Art Unit 3: Picture Perfect (Digital Art)	1	Visual Arts Unit: From the Old to the New

Performing Arts Units (pick at least ONE)

No. of Units	Name	No. of Units	Name
1	Drama Unit 1: Let's Get Physical	1	Music Unit 2: Music and the Machine
1	Drama Unit 2: You're the Voice - Let's Understand It	1	Performing Arts Unit: Rhythm and Movement
1	Music Unit 3: Uke Can Do It	2	Specialist Band Program

Other Units

No. of Units	Name	No. of Units	Name
1	RiOT (Gifted & Talented)	1	Italian (1 unit course)
1	Explore (Science)	2	Italian (2 unit course)
1	Commerce Unit 1: Investment and Inventions	1	Commerce Unit 2: Entrepreneurship and Personal Finance

Note: Some units are whole-year courses and count as two unit to your total selection of 8 units.

Specialist Programs



Specialist Band

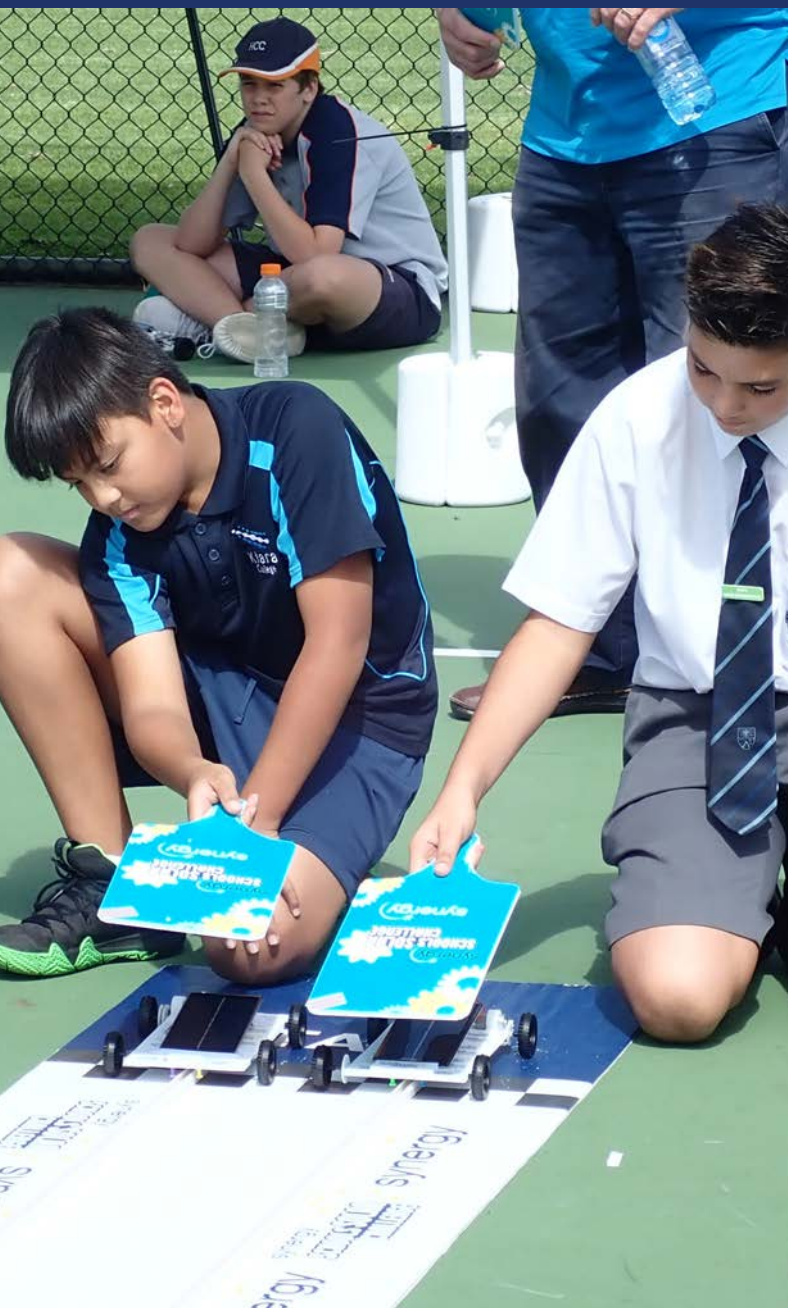
This is the College's most prestigious music scholarship program, offered to 35 to 40 of our most dedicated and determined music students. All students selected will not necessarily have had previous music experience, but must demonstrate a willingness to learn and have a strong commitment to practice. This is a two year scholarship, beginning as a bursary in their first year followed with a full scholarship in Year 9. The students selected will be given an instrument, be provided with individual tuition and a structured music program with at least 4 group performance opportunities.

Selection into this prestigious program is determined in Year 7 and students are committed to the two years under the tutelage of our expert music staff. During the first year students will become increasingly familiar with their instruments learning correct posture, embouchure, major/minor scales and instrument care and maintenance.

Understanding one's place within a larger ensemble and being able to play under a Band Conductor are a key focus for this first year. 'Grade 1 Preliminary Orchestral' music is the level of the musical arrangements to be learned, with dynamics, rhythm, melody, tone and articulation as the key focus elements of performance. Theoretical lessons will develop both musical understanding and knowledge of music notation and an historical analysis of their chosen instrument will also form part of the students' development.

Explore Science

This course is designed to cater for those students who have a talent and passion towards science. Explore Science will give students the opportunity to enrich and extend their knowledge and inquiry skills in Science. The course includes real world Science topics not currently covered in the compulsory Core Science course such as Forensic Science. It is designed to allow the students to apply their knowledge and explore their interests through practical work and investigations. Explore Science is hands-on, fun and rewarding.



RiOT (Research, Inquiry & Original Thinking)

Research Inquiry and Original Thinking is the key for the great minds of the next generation. RIOT is an exciting opportunity for students who want to go beyond their everyday learning to engage with Big Ideas that challenge them intellectually and creatively. The program complements the Explore program in Science, which means that students can do both the RIOT and Explore programs.

The program is for one semester and is tailored specifically to extend and challenge each student's ability and to develop their critical thinking and problem-solving skills. Students in this program will be given opportunities to compete against other schools in competitions that allow them to engage with other like-minded students.

The semester will culminate in students showcasing personally and collaboratively developed Big Ideas projects for parents and the College community.

RIOT is part of the College's gifted and talented offerings but it is also available to all students. If students think this is for them, they should feel free to select it and Ms Biffin will catch up with them.

Digital Technologies



Year 8 Achievement Standard Digital Technologies

At Standard, students identify methods of data transmission and security in wired, wireless and mobile networks and identify specifications of hardware components and outline apparent impacts on network activities. They identify how binary is used to represent data in digital systems. Students evaluate the authenticity, accuracy and timeliness of acquired data and use a range of software to evaluate and visualise data. Students present diagrammatically and in English, their designs and plans for the user experience of a digital system, with sequenced steps. They predict output for a given input to identify errors. Students modify and implement digital solutions, considering the user interface within a programming environment and the need for user choice and/or repeating options. They work collaboratively online to create and communicate interactive ideas with consideration for social contexts.

In digital technologies, students investigate a given need or opportunity for a specific purpose. They evaluate and apply a given brief, using some examples. Students consider and select components/resources to develop solutions, identifying constraints. They use appropriate technical terms and technology to design, develop, evaluate and communicate alternative digital solutions. Students develop sequenced steps to produce a simple, problem-solving plan. They apply safe and appropriate techniques to make solutions, using a range of components and equipment. Students independently develop contextual criteria to assess design processes and solutions. They work independently, and collaboratively, to plan, develop and communicate ideas and information when managing projects.

Digital Tech (Unit 1) Digital Technologies Compulsory Unit

This unit covers the Digital Technologies course of the WA Curriculum. Students will cover a variety of Technology concepts to develop their Design, Algorithmic and Systems thinking skills. The fundamental learning in this course will underpin further learning in all other Digital Technology classes.



Digital Tech (Unit 2) Computer Game Design

This is an elective unit that is taken in addition to the Digital Technologies course, to deepen students understanding of Programming and Algorithmic thinking in the context of creating computer games. Rather than just being consumers of video games, students will learn the principles of game theory so they can make a game people want to play, design so they make a game that looks appealing and programming, so they make a game that is functional.

Commerce

Commerce (Unit 1)

Investment and Inventions

This unit is an introduction to business and personal finance concepts. Topics include: Investments and the Share Market, Innovation and Inventions, Applied Psychology (for Marketing and Negotiations),

Consumer Protection Laws and Scams, and Business Record Keeping.

Activities include: The ASX Schools Share Market Game and The West Australian Newspaper's Design an Ad contest. Students should develop financial life-skills, enhance their communication and critical thinking skills, as well as developing skills in using Excel.

Commerce (Unit 2)

Entrepreneurship and Personal Finance

This Unit is an introduction to small business and personal finance for young adults. Students will experience being an entrepreneur working in a small team, and managing a \$50,000 virtual share portfolio.

Topics include: Operating a Market stall, the Australian Share Market, Taxation, Income sources, Saving, Investing and Credit. Contests include the Bank of Queensland ESSI Money Challenge and The ASX Schools Share Market Game.

Italian

Italian (1 or 2 unit course)

Italian

This course builds on ideas, vocabulary and basic grammar structures acquired in Year 7 and is designed to provide students with the necessary skills to communicate at an elementary level with native speakers in both written and spoken exchanges. Students who choose to study Italian in Year 8 will deal with various topics and emphasis is placed on a wide range of practical activities including role-plays and games.

The cultural and background content is further encouraged through multi-media, audio-visual programs and excursions and incursions.



Design & Technology

Year 8 Achievement Standard Design & Technology

At Standard, students outline the creativity, innovation and enterprise of individuals and groups that develop products, services and environments. They consider social, ethical and sustainability factors in the design and development of technologies. In engineering principles and systems, students identify and use the design of simple solutions using motion, force and energy, to manipulate and control electromechanical and mechanical systems. In materials and technologies specialisations, students identify decision making demands of selecting and combining materials, systems, components, tools and equipment.

With all Design and Technology contexts, students investigate a given need or opportunity for a specific purpose. They evaluate and apply a given design brief, using some examples. Students consider and select components/resources to develop solutions, identifying constraints. They use appropriate technical terms and technology to design, develop, evaluate and communicate alternative design solutions. Students develop sequenced steps to produce a simple, problem-solving plan. They apply safe and appropriate techniques to make solutions, using a range of components and equipment. Students independently develop contextual criteria to assess design processes and solutions. They work independently, and collaboratively, to plan, develop and communicate ideas and information when managing projects.



Woodwork Unit (1 or 2 unit course)

Woodwork

The main aim of this subject is to further develop the skills and working practices learned in the Year 7 Materials course, and also to prepare students for the more individual and independent project organisation expected in Year 9 and 10. The course expands students' knowledge of various machines and specialised woodworking equipment, and it introduces students to a range of hand tools and promotes safe working practices. The subject also aims to develop an understanding of visual and working drawings, and the use of basic computer aided drafting (CAD) to help students to come up with a solution to a design problem. Students will learn how to read from a plan in order to make a project to the correct specifications.

Engineering Unit

Electronic Engineering

In this course students learn about electrical safety, basic electronic principles, understanding and recognition of components, calculations in resistance, capacitance and simple circuit laws. The practical work involves the construction of transistor and integrated circuitry on manufactured printed circuit boards. Students will learn the basics of Drawing, Design, Laser Cutting, 3-D Modelling and 3-D Printing using various CAD applications. Robotics will also be a focus in this course.

Design (1 or 2 unit course)

Design

Design plays a significant part in many fields including engineering, manufacturing, architecture, drafting, and computer modelling. In this course students gain a basic background of skills and understanding in the scope of mechanical drawing and designing. Students will be introduced to design and how to meet the needs of the client.

They will learn how to use technical drawing equipment, learn how to dimension and label a drawing. They will also be introduced to the basic principles involved with CAD. (Computer Aided Design). Students will learn the basics of Drawing, Design, 3-D Modelling and 3-D Printing using various CAD applications.

Metalwork (1 or 2 unit course)

Metalwork

This subject follows on from the skills that were taught in the Year 7 Materials course and is designed to encourage and broaden the students' knowledge of metalworking practices and processes. Students are encouraged to develop design and problem-solving skills.

This subject also introduces students to a range of machines, tools and specialised metalworking equipment. Safe working practices are taught and promoted. This Metalwork course aims to develop an understanding of visual and working drawings and students will learn how to read from a plan in order to make a project to the correct specifications.



Visual Arts

Year 8 Achievement Standard Visual Art

At Standard, students develop ideas related to a particular theme. They select and experiment with different media and materials, and document results. Students apply techniques and processes in the development of ideas and consider design alternatives and artistic conventions to produce artwork. Using visual art language, students annotate drawings and designs and provide comments about media testing and artist intentions. They produce a finished artwork with reference to a chosen design. Students use equipment and materials in a safe manner. They reflect on their own artwork and discuss possible improvements. With guidance, students use skills and presentation conventions to display their own artwork.

Students describe aspects of artwork and provide personal opinions. They discuss artwork using art terminology and comment about how visual conventions are used in the artwork. Students describe key features and comment about the context of artwork. They provide suggestions about the purpose and meaning of artwork. Students provide personal opinions about their own artwork and the artwork of others.

Art (Unit 1) 2B or Not 2B (The Art of Drawing)

"All Art is but dirtying the paper delicately" John Ruskin.

Come and dirty the page with us as we explore the possibilities of drawing and the power of an image. Students will experiment with pencil, chalk, pastels, ink and pen as they create their very own masterpieces. Expect to be impressed with the result of such simple instruments as the students create drawings of cartoons and characters, portraits, landscapes, figures and animals.

Art (Unit 2) Clay Till May (The Art of Ceramics and Clay Sculpture)

Making a mess with your hands can truly create some of the most amazing artwork you have ever seen. If you want to roll up your sleeves and get your hands dirty, then join us for 'Clay till May'. This module will give students the skills to make their very own hand built pots, platters and 'Plant Heads', learn the art of using moulds and explore the fascinating features of African Masks.

Art (Unit 3) Picture Perfect (Digital Art)

If you like to use your device to make or design, distort or perfect, or create characters for a virtual world than this module can help make your work picture perfect. Digital art introduces students to the possibilities of Wacom Tablets including photo manipulation and collage, digital animation and caricatures and double exposure. To top it off, students will use these skills to help create a digital gaming character - what could be better than that?



Visual Art Unit

From the Old to the New

(Up-cycled Urban Streetwear)

Interested in fashion? Like to take something old and make it new? Have an eye for detail when it comes to shoes, logos or photography? This module is all about up-cycled urban streetwear that is hands on and rooted in pop culture. Up-cycling jackets, shirts and shoes, students will experiment with spray painting, stenciling, applique and hand drawing while also considering promotional material including walkway, video and photography. No experience necessary!

This module meets the Visual Arts requirement for a Year 8 student, a great option for those who might not feel inspired by Art or Media.

Media (Unit 1)

Motion Picture

(Film and Cinematography)

If you love movies and have an interest in working in the film industry, then this is the unit for you. This module will focus on current trends in the film industry and allow students to explore Cinematography whilst developing an understanding of Premier Pro Film Editing software to produce a short film. Through the analysis of film, students will obtain knowledge about camera angles and framing, editing techniques and how to use music/SFX to enhance dramatic tension and meaning in their own self scripted films.

Media (Unit 2)

Mad Men

(Advertising)

Calling all entrepreneurs, smooth talkers and sharpshooters! Step ack in time as we explore the revolutionary and cut throat industry of advertising in the 1960s. This industry continues to adapt to evolving technologies and cultures moving away from more traditional modes to Snapchat, Facebook, Instagram and YouTube. This hands on module will introduce students to the exciting world of the advertising industry before role playing, creating and pitching their own advertising campaigns



Year 8 Achievement Standard

Media

At Standard, students apply some media terminology. They replicate familiar codes and narrative conventions to make meaning, show awareness of genre and purpose and create point of view to appeal to an audience. Students depict representations of ideas, issues and people that reference values. They show some awareness of social and cultural sensitivity in media work by considering controls and audience values. Students apply planning processes, and select and safely use technology to create and edit planned media work, with mostly effective results. They fulfil most team responsibilities.

Students identify, in their own work and the work of others, aspects of media work in relation to audience, purpose and context. They identify some current trends in the ways audiences use media.

Performing Arts

Year 8 Achievement Standard Drama

At Standard, students engage in processes, including improvisation and role preparation, to shape appropriate elements of drama for devised or scripted drama. They usually demonstrate awareness, in performance, of a selected drama performance style and spaces of performance to present dramatic meaning and to engage with an audience.

Students use specified reflective processes to make links between choices made in performance and dramatic meaning or audience responses. They appropriately use generalised drama terminology in responses.

Drama (Unit 2)

You're the Voice - Let's Understand It (Voice Acting)

Are you good at impersonations? Can you master an interesting accent? Do you have the potential to be a radio presenter? Whether you have had any experience in Voice Acting or not, this is a course for students who want to develop their knowledge and ability to use their voice effectively. Students will explore Stand-up Comedy, Radio Plays, voice overs, accents and voicing a character through devised and scripted work.

Drama (Unit 1)

Let's Get Physical (Physical Theatre)

Sometimes we learn best by doing, moving and making! As an Actor, one of the most important skills is to learn how to use your body to help you communicate stories, build characters and engage in stage play that is safe and effective. This module will explore a range of Physical Theatre styles including Slapstick Comedy, Mime, Stage Combat and Clowning. Students will experience a much more practical classroom environment and learn a range of skills that will make them stronger, more confident performers.



Performing Arts Unit Rhythm & Movement

Rhythm and movement go hand in hand, so why not learn how to make music like other cultures and use your body to tell stories. Students will explore drumming, capoeira and stomp in a collaborative and practical environment- no musical experience required. Learn the power of working together, getting out of your desks and get primal! For those who might not think the Performing Arts is for them, we challenge you to give this module a go!

This module meets the Performing Arts requirement for a Year 8 student- a great option for those who might not feel inspired by Music or Drama.

Music (Unit 1) Uke Can Do It (Ukulele, Keys and other Ensembles)

Uke can play, uke can strum, uke can come to grips with the foundations of music, all the while taking part in making music with your friends. The ukulele is an easy instrument to pick up, and so versatile - everyone will be playing like a pro in no time. They are a great place to start to begin your love of making music. Songwriting and playing as an ensemble, complete with keyboards, and percussion instruments form part of the learning. Rhythm, beat, tunes - it's all there!

Music (Unit 2) Music & the Machine (Music Technology)

How do machines help make music? Find out here! Lay loops and tracks for a rap song, and learn what a Foley artist does. Use Mixcraft, Taffwars and online theory games to consolidate learning, and get creative. This class is mostly technology based in learning, both practical and theoretical, going along way to helping students understand the role of the machine in music.



Year 8 Achievement Standard Music

At Standard, students identify, sing, play, notate and apply melodic and rhythmic patterns, and simple harmonic progressions, with some inconsistencies. They improvise and create musical ideas within given structures that show some development. Students use generally accurate notation and incorporate some suitable dynamics and articulation. They sing or play performance activities and practised repertoire with developing technique and some expression. With some guidance, they endeavour to adjust tone and volume to blend and balance when rehearsing and performing within an ensemble.

Students identify, analyse and describe the use of elements of music in mainly generalised responses, using some appropriate music terminology. They identify and describe some musical characteristics associated with different cultures, contexts and styles, identifying some key composers, performers and/or artists.



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