IRENE McCORMACK CATHOLIC COLLEGE
Prayer Service Justice

2017 Year 8 Curriculum Handbook
INTRODUCTION

Students entering Year 8 have mastered the expectations and organisational aspects of being at Irene McCormack Catholic College. The curriculum in Year 8 continues to encourage student-centred learning, adopts an investigative approach and places emphasis on problem solving and creativity. Students are encouraged to think for themselves, analyse problems and work in co-operation with others to develop strategies and create solutions.

This booklet seeks to provide relevant information to assist students and their parents in making informed decisions about their future education and goals. It provides an overview of the key pathways that students have open to them and the entry requirements for each of those pathways. In addition, it includes descriptions of possible courses offered by Irene McCormack Catholic College and provides information relating to the primary academic goal of the Western Australian Certificate of Education (WACE).
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The Year 8 program includes common courses in English, Mathematics, Science, Social Sciences, Religious Education, and Physical and Health Education. Students also have the opportunity to select from a plethora of Learning Areas that focus on various aspects of Languages, the Arts, Technology, and one of the many specialist courses on offer.

Timetable Period Allocation
The College timetable consists of six teaching and learning periods a day, thirty for the week. Students also study four elective courses for two periods each per week.

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<thead>
<tr>
<th>COMPULSORY COURSES</th>
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<tbody>
<tr>
<td>Religious Education</td>
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<td>English</td>
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<td>Mathematics</td>
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<td>Social Sciences</td>
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<td>Science</td>
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<td>Physical Education</td>
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<tr>
<th>NON-COMPULSORY COURSES</th>
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<tr>
<td>Students select four courses. Those who have applied for the Specialist Music, Art and or Soccer and AFL programs should select these as their first choice.</td>
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</table>

Students are to select one from each and one more from any other category.

As far as is possible, students are allocated their choices. Factors which sometimes make this impossible include:

- Two of the preferences being timetabled at the same time.
- Over-subscription to a particular course.
- A course not being offered due to low student numbers.

DIFFERENTIATED COURSES
Students are placed into differentiated courses based on the results achieved in the previous year. This process offers a degree of flexibility that allows students to move from one course to another based on their academic results and teacher recommendations.

In Religious Education, English, Social Science, Mathematics and Science the following courses will apply:

**Academic Extension:** This pathway is allocated to high achieving students who are most likely to follow a pathway to a course in the Senior secondary years that will lead to higher entrance level at university.

**Course 3:** This pathway is undertaken by high ability students who, given good performance in Years 7-10, will study courses in Years 11 and 12 that will lead to university study.
Course 2: This pathway is for those students who are approaching average academic performance. They generally focus their study on senior secondary courses that will lead to TAFE or an alternate State Training Provider and the possibility of lower entrance level university courses.

Course 1: This pathway provides students with smaller sized classes and places great emphasis on support for literacy and numeracy. These students work towards Year 10 and 11 courses that lead to TAFE or alternate State Training Providers, traineeships and apprenticeships.

College Grade Description
At Irene McCormack Catholic College, the assessment and reporting of student achievement is communicated by marks and grades for all courses. The reporting standard is as follows:
A Excellent achievement.
B High achievement.
C Satisfactory achievement.
D Limited achievement.
E Very low achievement.

WA Curriculum Grade Description
The School Curriculum and Standards Authority require all Western Australia schools to have a standardised grade system that covers the range of all student achievement in a year group. The descriptions are:
A Excellent The student demonstrates excellent achievement of what is expected for this year level.
B High The student demonstrates high achievement of what is expected for this year level.
C Satisfactory The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited The student demonstrates limited achievement of what is expected for this year level.
E Very low The student demonstrates very low achievement of what is expected for this year level.

Student reports provide clear information on learner progress to parents/carers each semester on achievement and progress in English, Mathematics and for all other areas of learning taught and assessed that semester.

Students are also assessed on their learning attributes such as:

- **Academic progress** – This reflects how well students are achieving in their respective subjects.
- **Focus towards achievement** – This outlines how actively a student engages with the learning process. Students who achieve Consistently are positive in answering teachers' questions and are involved responsibly in the class and group discussions. The student listens attentively to teachers' explanations and directions and to the questions and comments of other students, and utilises good research skills and apply themselves when tasks are difficult.
- **Completion of tasks** – This refers to students completing homework and assessment tasks by the required date to the best of their ability.
- **Effective organisation** – Students who receive Consistently are always punctual to class, have the correct texts and materials for class and record homework correctly entered in the planner.
- **Responsible behaviour** – Students who receive Consistently are those who always act with respect to teachers and other students, follow directions of teachers and show consideration for all others in the classroom.

If a student achieves Consistently in all or most courses, it is an indication that the student is working to capacity both at school and with the follow up homework and study. The student is achieving to their potential. If a student achieves indicators that are regularly below Consistently, improvement and communication is required with teachers.
# YEAR 7 – 12 CURRICULUM PATHWAY

## Year 7, 8 and 9 Compulsory Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Academic Extension</th>
<th>Course 3</th>
<th>Course 2</th>
<th>Course 1</th>
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<tbody>
<tr>
<td>Religious Education</td>
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<td>English</td>
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<td>Social Sciences</td>
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<td>Mathematics</td>
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<td>Science</td>
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## Year 10 Compulsory Courses

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<tr>
<th>Subject</th>
<th>Academic Extension</th>
<th>Course 3</th>
<th>Course 2</th>
<th>Course 1</th>
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</thead>
<tbody>
<tr>
<td>Religious Education</td>
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<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Social Science</td>
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## Year 10 Non-Compulsory Courses to be selected – based on Year 9 performance

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<thead>
<tr>
<th>Subject</th>
<th>Justice Today</th>
<th>Justice Today</th>
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<tbody>
<tr>
<td>The Arts</td>
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<tr>
<td>Business &amp; Computing</td>
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<td>Design &amp; Technology</td>
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<td>Home Economics</td>
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<tr>
<td>Health and Physical Education (Selection)</td>
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<tr>
<td>Mathematics</td>
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<td>Science</td>
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<td>Social Science</td>
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</tbody>
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## Years 11 and 12 – Courses selected are based on achieving prerequisites

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>WACE Courses for University Entrance</th>
<th>WACE Courses for University and STP Entrance</th>
<th>WACE Courses for STP Entrance, Apprenticeships and employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td>ATAR courses</td>
<td>ATAR courses</td>
<td>General courses and Vocational Education programs</td>
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<tr>
<td>Year 12</td>
<td>ATAR courses</td>
<td>ATAR courses</td>
<td>General courses and Vocational Education programs</td>
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1. COMPULSORY YEAR 8 COURSES

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION ALL COURSES

All students at the College, regardless of their religious background, participate in Religious Education classes that are streamed to cater for individual differences, giving all students the opportunity to develop socially, culturally, academically and spiritually.

Their Religious Education and faith formation experiences include: Reflection days, Masses, Reconciliation, Liturgies, Guest Speakers, traditional prayers and a variety of multi-media educational experiences.

RELIGIOUS EDUCATION EXTENSION

Course Description
This course caters for those students who excel academically. These students engage in the study of Catholic social teaching where they develop key understandings, content and skills that enable them to apply these to daily life. Supported with an Instructional Inquiry approach, the course provides students with opportunities to effectively engage in critical and creative thinking, whilst being flexible and adaptable to the realities of global and cultural awareness.

Assessment
- Written work.
- Oral presentations.
- Examinations.

RELIGIOUS EDUCATION COURSE 3

Course Description
Course 3 is designed to provide students with opportunities to explore key concepts and understandings aligned with Catholic teaching. Students engage in the analysis of social, cultural and religious ideology guided by interactive discourse and an array of written responses. Self-motivation and a positive approach to study are expected.

Assessment
- Written work.
- Oral presentations.
- Examinations.

RELIGIOUS EDUCATION COURSE 2

Course Description
This course caters for those students who work at a sound level. It provides students with opportunities to learn about Catholic teaching using a scaffolded approach. Key concepts and ideas are discussed and a variety of literacy strategies are employed to facilitate student learning and understanding of the syllabus.

Assessment
- Written work.
- Oral presentations.
- Examinations.
RELIGIOUS EDUCATION COURSE 1

Course Description
Course 1 provides students with opportunities to learn about the Catholic Church in an interactive, highly scaffolded way. The relevant content, skills and understandings are presented at a pace that reflects the students' needs and assessments are designed accordingly.

Assessment
- Written work.
- Oral presentations.
- Examinations.

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy.

1. **Language**: focuses on knowledge of the English language and how it works.
2. **Literature**: focuses on understanding, appreciating, responding to, analysing and creating literature.
3. **Literacy**: focuses on interpreting and creating a range of texts with accuracy, fluency and purpose.

Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 - 9, students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry, films and stage drama. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Students are given opportunities to create a range of imaginative, informative and persuasive types of texts, for example, narratives, speeches, performances, persuasive texts, analytical essays and are beginning to create literary analyses. There is a strong focus on grammar and spelling to equip students with solid literacy skills, which they will continue to develop over time.

ENGLISH ACADEMIC EXTENSION

Course Description
This course caters to students who have outstanding skills in English. It also seeks to extend those students to their full potential by stimulating higher-order thinking through exposure to more challenging concepts. These students study the same texts as the Course 3 students, but have slightly varied assessments that aim to extend them and prepare them for the rigours of ATAR and Literature courses in Senior School. The expectation for students is high, with the aim to develop their ability to learn and think critically and independently.

Assessment
- Text analysis.
- Written expression.
- Oral expression.
- Examinations.
ENGLISH COURSE 3

Course Description
This course caters to students who have proficient skills in English. The course seeks to develop students' skills for ATAR courses in Senior School by exposing them to challenging texts, and offering assessment tasks that will refine their analytical and creative skills. Assessment tasks will be slightly less challenging and more scaffolded than the Academic Extension course, whilst still ensuring a strong skill set is developed in students.

Assessment
• Text analysis.
• Written expression.
• Oral expression.
• Examinations.

ENGLISH COURSE 2

Course Description
This course caters to students who demonstrate under-developed skills in English and who would benefit from more scaffolded learning experiences. Students study the same texts as the Course 3 and Academic Extension students, but move through the course at a slower pace and have modified, more scaffolded assessment tasks. There is an extensive focus on refining students' literacy, especially spelling, grammar, comprehension and writing. Students at this level may eventually develop their skills enough to move into a higher course.

Assessment
• Text analysis.
• Written expression.
• Oral expression.
• Examinations.

ENGLISH COURSE 1

Course Description
This course caters to students who find English challenging. The course is tailored to their specific needs and focuses on improving students' basic literacy competency in typically smaller classes. These students move through the course at a much slower pace, and have modified tasks suited to their skill level. These students will also study less challenging texts than the other courses. We seek to develop students' confidence and focus particularly on basic spelling, grammar, reading comprehension and writing skills.

Assessment
• Text analysis.
• Written expression.
• Oral expression.
• Examinations.
HEALTH AND PHYSICAL EDUCATION

Course Description
In Health and Physical Education, students are provided with opportunities to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as online environments. Students investigate health promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others’ performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

This program encourages students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Sports may include: Cricket, Athletics, Badminton, Futsal and Soccer.

Assessment
- Skills for Physical Activities.
- Interpersonal skills.
- Self-management.

MATHEMATICS

MATHEMATICS ACADEMIC EXTENSION

Course Description
In this course, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers and variables. Students describe rational and irrational numbers and solve problems involving discounts, profit and loss. They make connections between expanding and factorising algebraic expressions and solve problems relating to the volume and surface area of prisms.

Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments and explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students also use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions and solve linear equations beyond 3 step and graph linear relationships on the Cartesian plane. In addition, students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of trapeziums, parallelograms, rhombuses and kites and name the features of circles and calculate the areas and circumferences of circles and partial circles.

This course enables students to develop their ability to problem solve through the use of a variety of resources.

Assessment
- Assignments.
- Problem solving.
- Test.
- Examinations.
MATHEMATICS COURSE 3

Course Description
In this course, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers and describe rational and irrational numbers. Students solve problems involving discounts, profit and loss as well as make connections between expanding and factorising algebraic expressions, and solve problems relating to the volume of prisms.

Students make sense of time duration in real applications, identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They model authentic situations with two-way tables and Venn diagrams and choose appropriate language to describe events and experiments. In addition, students explain issues related to the collection of data and the effect of outliers on means and medians in that data. They use efficient mental and written strategies to carry out the four operations with integers and simplify a variety of algebraic expressions. Students solve linear equations beyond 3 steps and graph linear relationships on the Cartesian plane and convert between units of measurement for area and volume.

The course enables students to perform calculations to determine perimeter and area of trapeziums, parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students also determine complementary events and calculate the sum of probabilities and as a result, develop their ability to problem solve through the use of a variety of resources.

Assessment
- Assignments.
- Test.
- Examinations.

MATHEMATICS COURSE 2

Course Description
In this course, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. In addition, they describe rational and irrational numbers and solve problems involving discounts, profit and loss. Students also make connections between expanding and factorising algebraic expressions and solve problems relating to the volume of prisms and make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.

Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments and explain issues related to the collection of data and calculate means, modes and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions and solve two step linear equations using the algebraic method of balancing equations, and graph linear relationships on the Cartesian plane. Students convert between units of measurement for length and area. They perform calculations to determine perimeter and area of trapeziums, parallelograms, rhombuses and kites and name the features of circles and calculate the areas and circumferences of circles. The course also enables students to determine complementary events and calculate simple probabilities whilst also developing their ability to problem solve through the use of a variety of resources.

Assessment
- Assignments.
- Test.
- Examinations.
MATHEMATICS COURSE 1

Course Description
Students work through the Elementary Math Mastery Program. This occurs on a daily basis until students have completed the program. In addition, students solve basic problems involving rates, ratios and percentages. They recognise the first two index laws and apply them to whole numbers. Students expand basic algebraic expressions and solve problems relating to the volume of basic prisms. They calculate elapsed time and apply real formulas and learn the properties of triangles and quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments and collect data and calculate means, modes and medians for data. Students use efficient mental and written strategies to carry out the four operations with integers.

This course also enables students to solve two step linear equations and graph linear relationships on the Cartesian plane. They convert between units of measurement for length and area and perform calculations to determine perimeter and area of trapeziums, parallelograms, rhombuses and kites. They also name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the simple probabilities.

Assessment
- Assignments.
- Test.
- Examinations.

SCIENCE

The Science curriculum is divided into three interrelated Strands: Science Understanding, Science as Human Endeavour and Science Inquiry Skills. In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a practical level and distinguish between chemical and physical change. Students begin to classify different forms of energy, and describe the role of energy causing change in systems, including the role of heat and kinetic energy in the rock cycle. They use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. Students make predications and propose explanations, drawing on evidence to support their views while considering other points of view.

SCIENCE EXTENSION

Course Description
This course caters to students who have outstanding skills and understandings in Science. Its focus is to develop critical and creative thinking and problem solving skills through investigation and exploration of the Year 8 Western Australian Curriculum. Students learn abstract concepts and engage in a number of extended practical investigations. There is a high expectation of students to be able to work efficiently and at times, independently. Students studying in Science Extension are able to pursue Science at an ATAR level, particularly, Chemistry and Physics.

SCIENCE COURSE 3

Course Description
Course 3 is designed for students who have proficient skills and understanding in Science. Students learn about abstract and concrete concepts within the Science context. The program places emphasis on developing problem solving, critical and creative thinking skills within a scaffolded learning environment. Students studying Course 3 Science are encouraged to pursue an ATAR pathway.
Assessment
- Extended practical investigations.
- Tests and examinations.
- Assignments.

SCIENCE COURSE 2

Course Description
This course caters for students who are still developing the inquiry skills and scientific understanding to a level that is proficient. The content is taught in a highly structured environment, with independent work scaffolded in order to assist students to complete tasks to an appropriate standard. With a focus on concrete concepts, students are offered opportunities to learn via practical activities.

Assessment
- Extended practical investigations.
- Tests and examinations.
- Assignments.

SCIENCE COURSE 1

Course Description
Science Course 1 is designed to support the learning of those students who find science skills and understanding somewhat challenging. Key concepts and understandings are taught at a slower pace with a greater emphasis on developing literacy, numeracy and inquiry skills. Student learning is facilitated through a highly structured and scaffolded approach and written tasks and assignments are modified so that students can demonstrate their understanding in a way that reflects their style.

Assessment
- Extended practical investigations.
- Tests and examinations.
- Assignments.

SOCIAL SCIENCES

SOCIAL SCIENCE ALL COURSES

SCSA refer to this learning area as Humanities and Social Sciences.

In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History. Students learn about each of the courses via a term by term rotation process.

Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

Civics and Citizenship
In Civics and Citizenship, 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.
Economics and Business
In Economics and Business, 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. 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. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global issues where appropriate.

Geography and History
In Geography the concepts of place, space, environment, interconnection, sustainability and change continue to be developed 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.

Students develop their historical understanding through 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.

Assessment
- Project Work.
- Written Response.
- Tests.
- Examinations.

Differentiation
In the Social Science Curriculum all students are entitled to rigorous, relevant and engaging learning programs drawn from the Western Australian Curriculum: Humanities and Social Sciences. Teachers take account of the range of their students’ current levels of learning, strengths, goals and interests and make adjustments where necessary. In order to cater for the diverse needs of students across Western Australia and to personalise their learning, the skills required in understanding the curriculum content differ in each course.

SOCIAL SCIENCE EXTENSION

Course Description
This course is designed to challenge and extend learners by encouraging them to draw evidence based conclusions by evaluating information and data from the four core areas listed. Students develop skills to assess ambiguities and multiple perspectives as well as negotiate and resolve contentious issues. With a capacity to critically evaluate data, students are encouraged to propose explanations for patterns, trends, relationship and predict outcomes.

SOCIAL SCIENCE COURSE 3

Course Description
Course 3 offers students with opportunities to develop their questioning, research, analysis and communication skills. Completed with the varied course content, students are able to analyse the ‘big picture’ by identifying new relationships and missing viewpoints. Their skills enable them to address hypothetical situations with relevant knowledge and understandings.
SOCIAL SCIENCE COURSE 2

Course Description
Course 2 is designed to meet the needs of those students working at a sound level. Students are given the opportunity to analyse the reliability and currency of primary and secondary sources. They are also able to account for different interpretations and points of view in information and data including tables, statistics, graphs and newspapers.

SOCIAL SCIENCE COURSE 1

Course Description
Students in this course are able to construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. Supported with a highly scaffolded teaching and learning process, students are also able to analyse and clarify the purpose of an inquiry using appropriate methodologies and protocols.

Assessment
- Project work.
- Written responses.
- Tests.
- Examinations.
2. NON-COMPSULSORY YEAR 8 COURSES

THE ARTS

ART

Course Description
In Year 8, students work on two semesterised projects each with their own allocated theme. Each project allows students to increase their knowledge and skills in drawing, while using additional materials, such as acrylic paint, watercolour, linoleum prints and clay. Students are encouraged to research their chosen theme thoroughly, before using their creativity to design a final artwork.

Assessment
- Drawings.
- Research.
- Art analysis.

DANCE

Course Description
In Year 8 Dance, students learn dance movement and practices through practical, fun and energetic classes. The genres of dance studied include a cultural dance, such as Bollywood and Latin as well as techniques used in modern Hip Hop. Students have a variety of performance opportunities to demonstrate their dance abilities over the year including ‘Dance Showcase’ in Term 3. As part of the program, students learn how to create their own dance pieces that explore theme, choreographic structure and devices.

Assessment
- Performance.
- Choreography.
- Reflective practices.

DRAMA

Course Description
Students achieve outcomes through the key activities of creation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences, understanding drama in the context of their own society and culture, drawing on a diverse range of drama from other cultures, places and times to enrich their inter-cultural understanding.

The Drama course focuses on extending student knowledge on play-building skills, vocal communication, non-verbal communication skills, improvisation and Slapstick comedy. Students are introduced to ‘Production and Design’ where they learn about the importance of directing, costumes, set, lighting and sound.

Assessment
- Slapstick comedy assessment and reflection.
- Scripted performance and reflection.
- Reportage performance.
MUSIC

Course Description
Year 8 Music is a creative and practical course that provides students with opportunities to perform, compose, and record their own music throughout the year. They use the industry-standard equipment and facilities provided at Irene McCormack Catholic College: two dedicated music rooms equipped with computers and recording equipment, practice rooms, recording studio, and a wide range of orchestral, percussion, rock and electronic instruments. Students do not need to be able to play an instrument, as they will learn instrumental skills during the course. However, the ability to play an instrument is an advantage.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano and Voice. All students who are enrolled in music courses (particularly Specialist Music) are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or the College Reception.

Music is a creative and practical activity that provides enjoyment and satisfaction as well as varied and exciting employment opportunities.

Assessment
• Performance.
• Composition.
• Arranging.

SPECIALIST MUSIC

Course Description
Specialist Music is the start of an exciting journey with the opportunity for students to work in an intensive and focused environment on improving musical abilities, and to work with other students who share similar interests in music.

The course takes practical music-making at its starting point, and allows students the opportunity to experiment, practice, and create. Students develop and improve instrumental, performance, compositional and theoretical skills and abilities through practical and games-based activities.

Specialist Music has a relaxed and welcoming environment in which to work and create, including workshops, and excursions. This course also provides an excellent foundation with which to succeed in upper school music, leading to either ATAR Music or Vocational Music.

Instrumental lessons are offered for a variety of instruments including Clarinet, Saxophone, Flute, Trumpet, Trombone, Guitar, Drums, Piano, and Voice. Specialist Music students are strongly encouraged to apply for instrumental lessons at the College. Application forms are available from the Music Department or the College Reception.

Assessment
• Solo and group performance.
• Composition.
• Arranging and Theory.
LITERACY FOCUS

Course Description
This course has been specifically designed to complement and expand on the functional literacy skills taught in the English classroom. The course is tailored to the specific literacy needs of students and the focus of the unit is dedicated to improving spelling, grammar, punctuation, reading comprehension and writing skills. Literacy Focus is a skill-based, rather than text-based course, meaning all lessons are dedicated to mastering basic literacy skills. This course is a great option for those students wishing to improve their capacity to perform well in NAPLAN and OLNA testing. The course is open to Year 8 students enrolled in Course 1 or 2 English.

Assessment
- Functional literacy tasks.
- Essays.
- Creative writing.

HEALTH AND PHYSICAL EDUCATION

FOOTBALL ACADEMY

Course Description
The Irene McCormack Australian Rules Football Academy offers students a specialised Australian Rules Football Development program that allows students to develop fundamental skills, game play and strategies, strength and conditioning and knowledge of rules and regulations required to become an elite player of Australian Rules Football. It also provides career pathways connected to the Australian Rules Football Industry.

Competition
The male students participate in the Associated Catholic Colleges' Interschool Football Competition in Term 2 and the female students participate in carnivals run by the Associated Catholic Colleges and the Western Australian Football Commission as well as matches against neighbouring schools. All students take part in a 3 day South West camp, where they are involved in specific training sessions and compete in matches against Catholic Schools in the South West region.

To be eligible for the program, students are required to participate in a selection process.

Assessment
- Fundamental Skills Development.
- Game Play.
- Strength and Conditioning Development.
- Knowledge of Rules.
- Self-management, interpersonal and leadership skills.
- Participation in College life.

SOCCER ACADEMY

Course Description
Students in the Irene McCormack Soccer Academy primarily follow the Football Federation of Australia (FFA) National Football Curriculum, as well as study some of the best-known practices and training methods from around the world. The FFA National Football Curriculum explains the philosophy behind how we should play football (soccer) and illustrates practical steps that bring the thinking to life in training and matches. It contains ‘Model Sessions’ for every phase of learning and explains how to organise sessions and plan 12 training cycles for a season.
The National Football Curriculum intends to deliver an Australian playing and coaching philosophy based on analysis of top football and scientific research, taking the specific circumstances and characteristics of Australian football into consideration. It is aimed at developing future generations of players and teams that will enable Australia to maintain a leading position in world football. Students in Year 8 engage in the ‘Skill Acquisition Phase’ of the curriculum. This curriculum is taught during Soccer Academy periods, as the Soccer Program is a non-compulsory subject.

Assessment
- Theory.
- Practical Performance.

**LANGUAGES**

**FRENCH**

Course Description
In an increasingly globalised world we need to ensure our young people are equipped to participate and compete in a global society and economy. The study of a second language makes it easier to travel, live and enhances future job opportunities in the countries where that language is spoken. Language learning not only provides students with a more enriched cultural awareness, it is also an intellectual challenge to learn to communicate with others in a language that may be unfamiliar.

In Year 8, students have the option to study French with the opportunity to continue in Year 9 and possibly on to Years 10 – 12 to study the language as an ATAR Course. Course elements focus on the four language skills: listening, speaking, reading and writing. In order to develop greater confidence and fluency in using the French language, students engage in a range of activities and are exposed to a variety of authentic models of spoken and written French.

Assessment
- Text production.
- Listening activities.
- Reading activities.
- Speaking (Oral).

**TECHNOLOGIES - BUSINESS AND COMPUTING**

**DIGITAL MEDIA**

Course Description
Digital Media is an interactive and hands-on course that prepares students for not only a future studying Information Technology but also arms them with the skills they will need in all other chosen fields of study. Information Technology is integrated into all facets of our modern society and this course teaches the essential skills required to make the most of today and tomorrow’s digital world.

In this course, students learn to plan and create effective and practical solutions to modern day problems. In Digital Media, they learn to select and use appropriate hardware, software, systems and information to achieve real world results.

Students study:
- Principles of programming with Scratch - Computational Thinking, creativity and problem solving.
- Make games with Scratch programming blocks.
- Grand Design 2D House Plan floor and 3D House modelling.
Assessments
- Hour of Code – Programming Principles and Problem solving skills.
- Create games using Scratch programming blocks.
- Project Plan – Produce a 2D House Plan floor and design a 3D House, calculate the costs and advertise.

INFORMATION TECHNOLOGY

Course Description
Information Technology is a practical, hands-on course that focuses on core knowledge and skills all students need in our technology rich world, as well as building on the foundation skills that will prepare students for further study in Information Technology. Experts tell us that to be highly successful in our modern society, not only do citizens need to be excellent users of Information Technology, but they need to be capable of modifying or programming computers to better suit their needs.

Students study:
- Principles of programming with Scratch - Computational Thinking, creativity and problem solving.
- Make games with Scratch programming blocks.
- Databases.
- Kodu Game Making.

Assessments
- Hour of Code – Programming Principles and Problem solving skills.
- Create games using Scratch programming blocks.
- Database Task.
- Kodu Game Task.

TECHNOLOGIES - DESIGN AND TECHNOLOGY

DESIGN GRAPHICS

Course Description
The Graphics program focuses on the creation and manipulation of digital images using Photoshop. Students are taught basic functions and techniques using computer software to enhance and convert images to produce items such as posters and digital portfolios. Students are encouraged to be creative and communicate through visual formats. This course provides grounding for basic software functions that are essential to pursuing graphics in future years.

Assessment
- Design projects.

MATERIALS DESIGN & TECHNOLOGY - METALS

Course Description
The course provides students with opportunities to design and construct a range of products. Students learn basic design drawing using 3D modelling software that they have the opportunity to 3D print. They also practice basic workshop skills using wood, metal or plastic to construct small projects using hand tools and some power tools. Workshop safety is a focus of the course and students are required to supply safety glasses and an apron.

Assessment
- Practical projects.
MATERIALS DESIGN & TECHNOLOGY - WOOD

Course Description
The course provides students with opportunities to design and construct a range of products. Students learn basic design drawing using 3D modelling software that they have the opportunity to 3D print. They also practice basic workshop skills using wood, metal or plastic to construct small projects using hand tools and some power tools. Workshop safety is a focus of the course and students are required to supply safety glasses and an apron.

Assessment
- Practical projects.

TECHNOLOGIES - HOME ECONOMICS

FASHION AND TEXTILES

Course Description
Students undertaking this enjoyable course develop practical skills required to operate a sewing machine and construct simple textiles products. Students gain an understanding of design techniques and colour co-ordination, along with working with different fabrics and textures. This course is designed to inspire students’ creativity, imagination and originality.

This course is designed to give the students the skills to:
- Thread a sewing machine.
- Use basic patterns.
- Use seam finishes.
- Create a basic hem.
- Embellish textile products.
- Gain an understanding of fashion and design techniques.

Assessment
- Produce a pair of shorts.
- Produce a pencil case.
- Produce an overnight bag.
- Produce an item of choice.

FOOD TECHNOLOGY

Course Description
This course is designed to build on the student’s knowledge and practical skills by understanding the nature of food. Students investigate ‘What is a healthy breakfast’, and make food choices to prepare their very own ‘healthy breakfast’. This is a fun and practical course allowing students to develop their critical and creative thinking skills. Students also prepare a range of recipes such as burritos, macaroni cheese, triple treat muffins, and monster chicken burgers.

Assessment
- Prepare own healthy breakfast and creative menu design brief.
- Practical assessment.
- Test.
IRENE MCCORMACK CATHOLIC COLLEGE  
YEAR 8 2017 COURSE SELECTION

STUDENT NAME: ..............................................  CARE GROUP : ......................

Students will study **FOUR** year length Non Compulsory Courses. To ensure breadth and depth in their education experience, students are permitted a maximum of two courses per area.

Students are required to rank their preferences from 1 to 8. Course Selection Forms are due Friday 12th August 2016.

<table>
<thead>
<tr>
<th>Selection</th>
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<td>08SMU</td>
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<td>Music Specialist (Application required) HOLA Signature:</td>
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<td>ENGLISH</td>
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| 08LFO     |      | Literacy Focus  
This course is open to Year 8 students enrolled in Course 1 or 2 English |
| HEALTH AND PHYSICAL EDUCATION | |             |
| 08FAF     |      | Australian Football Academy (Female) (Application required) HOLA Signature |
| 08FAM     |      | Australian Football Academy (Male) (Application required) HOLA Signature |
| 08SAC     |      | Soccer Academy (Application required) HOLA Signature: |
| LANGUAGE  |      |             |
| 08FRE     |      | French      |
| TECHNOLOGIES – BUSINESS AND COMPUTING | |             |
| 08DME     |      | Digital Media |
| 08ITE     |      | Information Technology |
| TECHNOLOGIES – DESIGN AND TECHNOLOGY | |             |
| 08DGR     |      | Design Graphics |
| 08MET     |      | Metals      |
| 08WWO     |      | Woodwork    |
| TECHNOLOGIES – HOME ECONOMICS | |             |
| 08FTE     |      | Food Technology |
| 08TEX     |      | Fashion and Textiles |

PARENT’S SIGNATURE .............................................. DATE: ..............................................

STUDENT’S SIGNATURE ..............................................