

La Salle College



Year 8
2017

Curriculum
Handbook

INDEX

Code	Subject	
	Year 8 Curriculum	2
Part I – Compulsory Subjects		3
REL	Religious Education	3
	<i>Touching Hearts</i>	4
CDT	iConnect	5
ENG	English	6
HE	Health Education	7
CHN	Chinese	8
ITA	Italian	9
MAT	Mathematics	10
PES	Physical Education	12
SCI	Science	13
HASS	Humanities and Social Sciences	15
Part II – Elective Subjects		16
DAN	Dance	17
DRA	Drama	17
FOD	Food and Nutrition	18
IFT	Information Technology	18
IMM	Inspiring Mathematical Minds	19
MET	Metalwork	19
MUS	Music	20
TGR	Technical Graphics	21
VAR	Visual Art	21
WWK	Woodwork	22
2017 Year 11 Course Prerequisites		23

YEAR 8 CURRICULUM

The Year 8 course comprises both Compulsory and Elective subjects. Details of these follow in the lists below as well as descriptions in the rest of this handbook.

COMPULSORY SUBJECTS

Religious Education

Touching Hearts

iConnect/Career Development

English

Health Education

Humanities and Social Sciences

Italian/Chinese

Mathematics

Physical Education

Science

All students must complete a course of study in each of the compulsory subjects. The placement of students into classes is based on their academic performance in Year 7 for English, Mathematics, Science and Humanities and Social Sciences.

Parents are notified of course allocation for Year 8, prior to the commencement of the academic year, by the Deputy Principal. In instances where there are changes made during the year parents will be notified by the relevant Learning Area Coordinator.

PART I – COMPULSORY SUBJECTS

RELIGIOUS EDUCATION (REL)

Overview

The Religious Education Learning Area is organised into five outcomes, which define the key learning processes, understandings and values all students should develop. Each outcome is mandated by the Archbishop of Western Australia as a key element in the religious knowledge and faith development of a Catholic school student.

The units of work are as follows:

Term One:

Belonging and Acceptance in Catholic Communities

This unit focuses on the human person, and our desire for acceptance and belonging. All humans need to live in a community, which has characteristics of gathering, belonging and having rules. The family is also the foundation of society and demonstrates similar rules as a community.

Term Two:

The Universal Need for God

The desire for happiness can often tempt people to try escaping unhappiness, and the search for happiness can only be satisfied completely by God. God as creator wants to relate personally with all people, and this can be achieved through prayer. Jesus not only taught His followers how to pray, but He also taught several forms of prayer.

Term Three:

Creation - God's Original Plan

This unit examines that we are unique within creation and our creation is an expression of God's love for us. God teaches us about creation through the stories of the Bible. Catholics celebrate seven special liturgies or sacraments as a community, and through these activities, we can receive redemption and salvation.

Term Four:

Growing in the Image of God

Students understand that the human body changes significantly from childhood to adulthood, yet some people fail to respect others because of physical appearance. God planned every human person as a unity of body and soul, and Jesus taught the purpose of the human body. The Sacraments of Baptism, Confirmation and Eucharist, as well as the origins and structure of the Mass, are taught.

Assessment

Each student is expected to complete three formal tasks and an examination each semester.

Materials

Refer to Booklist.

TOUCHING HEARTS

Rationale

The La Salle College Christian Service Learning programme is called Touching Hearts. The programme aims at instilling into students a sense of social awareness and responsibility through the act of serving those in their communities. It encourages students to think about the needs of those around them and answer social injustices in the wider community.

Requirements

In Year 8, students are required to complete ten hours of community service. The main focus of their service revolves around the family environment and the service students can provide at home to support their families. Service may also be carried out at school and in local parishes. The programme also involves a compulsory reflection where students are required to think deeply about how their service has impacted those around them. They also complete a self-reflection focussing on how the service has made them feel.

Outcomes

At the conclusion of the programme students should be able to:

- Demonstrate an understanding of the Lasallian ethos to 'touch hearts', which reflects the Gospel value of 'a call to action'.
- Reflect on the value of service for those around them as well as the personal aspect of serving others.

Materials

The *Touching Hearts* diary is available through the College.

iCONNECT (CDT)

The Careers and Counselling teams at La Salle have joined forces to offer students an engaging and enjoyable learning experience and an opportunity to gain an understanding of themselves, their relationships and the world around them.

iConnect aims to offer students a multifaceted personal learning journey. There are three main areas addressed through the course delivery to students of Years 8 and 9:

1. Careers Coaching – students will complete the Coaching Young People for Success program, a complete life, career and performance coaching program.
2. Wellbeing, mental health, relationships & meditation.
3. Cyber safety.

Each year level will be provided with educational experiences that are relevant to the particular their age group.

In Year 8, Students will work through a range of Programs such as; Coaching Young People for Success, Aussie Optimism, Mindfulness and meditation, Conflict resolution and Cyber-safety

There will also be some emphasis placed on developing an Individual Pathway Plan and Career and Transitions Portfolio that will help them to achieve their goals for their future.

ENGLISH (ENG)

Introduction

The English course in Year 8 is a common course for all students, based on the Australian Curriculum. The programme and assessments are constructed to align with the Australian Curriculum. Students gaining entry to the Allegro program will complete a modified extended programme.

Through the close study of various genres, students learn about the English language: how it works and how to use it effectively in a variety of forms and situations. A reading programme exists to encourage students to read a variety of texts, not only for enjoyment but also to support their studies. The Year 8 course aims to:

- (a) Build on and extend the student's ability to use and control the conventions of Standard Australian English.
- (b) Develop understanding about language and how to use it effectively through engagement with and study of a range of texts.
- (c) Encourage students to employ a range of processes and strategies to facilitate learning.
- (d) Invite students to reflect on and analyse their own use of language and the language of others in projecting beliefs and values.
- (e) Develop the creation of texts of their own by employing language for a range of purposes, audiences and contexts.
- (f) Develop a student's capacity to listen with purpose, understanding and critical awareness.
- (g) Encourage students to speak with purpose and effect in a range of contexts.
- (h) Explore how visual texts are created for a range of purposes and audiences.
- (i) Foster a love of reading.
- (j) Extend an understanding and use of Information Technology.

Assessment

All students will follow a common assessment outline, although the task details and approaches to them may vary between teachers. *Allegro* students will complete some common tasks and common exams. Students are required to maintain their work in a portfolio.

A number of tasks per year will be consensus marked by all English teachers of this year group. This process takes place to ensure equity and consistency.

HEALTH EDUCATION (HE)

Course Outline

Year 8 Health Education is aimed at broadening students' understanding of a series of personal and societal issues. Safety, Lifestyle Awareness, Growth and Development, Social and Emotional Health, Drug Education, Life Skills and fitness. They are encouraged to reflect on these as they come to terms with their personal growth and socialisation.

Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts.

Students:

- Will learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- Will develop, value and reflect upon their own and others' strengths to promote healthy, active living for all.

The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

Assessment

Written assignments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the Australian Curriculum and WA Curriculum Framework.

Materials

On occasions students will require full College Physical Education uniform.

HUMANITIES AND SOCIAL SCIENCES (HASS)

This Learning Area enables students to understand how individuals and groups live together and interact with and within their environment. The Humanities and Social Sciences Area is organised into four specialty areas/units which are term-based.

Area of Study	Unit
Geography	Landforms and Landscapes / Changing Nations
History	The Ancient to Modern World
Economics and Business	Economic Markets
Civics and Citizenship	Participation within a Democracy

Students are allocated into either an *Allegro* or General class based on their final mark and examination results at the end of Year 7. At the end of the first semester all students will be reviewed and should movement between the classes be necessary, this shall occur; parents and students will be informed.

Allegro classes are assessed to a higher standard than the General class. In addition to this, the content taught may vary between the different units of work.

Class organisation and student attitude

Students are encouraged to have a positive attitude to their work, to the teacher and to their peer. Consequently they are assessed in the following areas:

- Files – towards the middle and end of each unit students may be asked to submit their file for assessment. A satisfactory standard of neatness and completion of all work needs to be displayed at all times.
- Oral Assessment – each student's oral contributions are assessed. This may include and is not limited to the student's participation in class discussions, debates, role-plays etc.

Assessments

Throughout the units of work students will be required to complete one assignment and one topic test (one of each per term). The assignments will be varying in nature, from research tasks, written reports, oral presentations just to name a few. Examinations are held once a semester. Revision activities are produced for all tests and examinations and students are encouraged to attend the Homework Help classes when assessments are coming up.

Materials

All students are required to have the following:

- File, text book, paper/note-book, display file (for assessments)
- Pens, pencils, ruler, eraser, coloured pencils, scissors, glue
- Any additional materials as instructed by their class teacher

LANGUAGES

The Australian Curriculum: Languages is designed to enable all students to engage in learning a language in addition to English. The design of the *Australian Curriculum: Languages* recognises the features that languages share as well as the distinctiveness of specific languages.

Rationale

The study of languages contributes to the general education of all students. It operates from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

The study of languages builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social and cultural practices and identities, as well as those associated with speakers of the language being learnt. Learning languages also develops students' overall literacy, strengthening literacy-related capabilities that are transferable across learning areas.

CHINESE (MANDARIN) (CHN)

Course Outline

The Year 8 Chinese programme is a continuation of the Year 7 Chinese (entry level). By the end of Year 8, students can explain of the use of voice, tone-syllables and understand the function of Pinyin. They will be able to discuss the key features of the Chinese writing system and its differences to the English writing system. Students will be able to apply appropriate conventions and knowledge of stroke sequences and component form and function and how words are formed to learning and using the character system. They will be able to explain the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents. Students will learn how to use print and online dictionaries to increase their access to Chinese text and to develop their own personal vocabularies.

Assessments

Oral and writing tests and projects

Materials

Textbook
Google Translate app

ITALIAN (ITA)

Course Outline

This course is a consolidation and extension of what the students have learnt in Year 7. The emphasis in Year 8 Italian continues to be on developing the students' ability to communicate in Italian through a variety of activities, which incorporate listening, speaking, reading, viewing and writing skills. This course will encourage the students to communicate in the Italian language in real and practical situations. Students will also develop an appreciation and understanding of the Italian culture.

Assessment

Continuous assessment of the students' ability to use the Italian language in various situations, incorporating listening, speaking, reading, viewing and writing tasks. Aspects of the Italian culture will also be assessed. Students are required to maintain all their assessments in a Portfolio.

Materials

Refer to Booklist

MATHEMATICS (MAT)

Introduction

The Australian Mathematics Curriculum aims to ensure that students:

- are confident, creative users and communicators of Mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- Recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study.

The Australian Curriculum is organised around the interaction of three content strands and four proficiency strands.

The content strands are ***Number and Algebra***, ***Measurement and Geometry***, and ***Statistics and Probability***.

The proficiency strands are ***Understanding***, ***Fluency***, ***Problem Solving***, and ***Reasoning***.

They describe how content is explored or developed; that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Year 8 Achievement Standard

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages.

They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They 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. They explain issues related to the collection of data and the effect of outliers on means 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. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They 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. Students determine complementary events and calculate the sum of probabilities.

Mathematics, more than most subjects, is sequential in nature. Thorough understanding of one level is necessary before success can be expected at the next level. Students who attempt to move too quickly, before having consolidated their understanding of key concepts, will finish up with less achievement, rather than more.

When allocating students to a mathematics class, we will take into consideration information gained from a range of assessment items, as indicated above. Students will be placed in a class which best suits the level of mathematics which they have demonstrated. During the course of the year, outcomes relating to all strands will be addressed, at an appropriate level. Students will be placed into three courses – Extension, General and Focus, based upon their results in Year 7.

Extension and *Allegro*

In this course, students will be studying the same content as the general course but will be working at a faster pace. They will also be given the chance to look at more challenging topics.

This is the most demanding course and it provides a good grounding in the essentials of Algebra, Number, Measurement, Space and Chance and Data whilst preparing students for the study of upper school courses and Mathematics beyond school.

General

This course covers all the essential elements of the **Number, Algebra, Measurement Geometry, Statistics and Probability** strands and is aimed at a level suited to the majority of Year 8 students.

Focus

Those students who are identified as requiring additional support in their Mathematics studies will be placed in a smaller Focus Mathematics class. Whilst focusing on the similar content to the General course, extra attention will be given to Number skills.

Assessment

Assessment will vary through the courses including a selection of projects, investigations, problem-solving activities, tests and examinations.

Materials

Students should retain the scientific calculator purchased in Year 7.

PHYSICAL EDUCATION (PES)

Course Outline

Movement is central to Health and Physical Education not only for acquiring the skills, concepts and strategic awareness required for participation and enhanced performance in physical activity and as a means for optimising wellbeing, but also as a medium for learning across this curriculum area.

Students will:

- develop movement competence and confidence in a range of physical activities in a variety of contexts and environments by building upon the important foundations of play and movement skills.
- develop and refine their communication, decision-making and self-management skills, and learn to manage risk and take responsibility for their own and others' safety.
- build essential knowledge, understanding and skills by experiencing a range of physical activities that are performed individually and in groups.
- learn to appraise their own and others' performances and develop an understanding of, and skills to address, the factors that facilitate or inhibit participation and performance.
- understand the place and meaning of physical activity and sport in their own lives.

Students will participate in but is not limited to Athletics, Swimming, Netball, Australian Rules Football, Sof-crosse and European Handball. Students are encouraged to maximise their opportunities and participate in all the College offers in terms of co-curricular sport. This includes the following:

- Inter-House Swimming
- Inter-House Athletics
- Inter-House Cross Country
- ACC Inter-School Swimming, Cross Country, Athletics
- NEAS Inter-School sport
- SSWA (School Sport WA) competition

Assessment

Students are assessed on common outcome based criteria, reflecting the Australian Curriculum Health and Physical Education and WA Curriculum Framework Outcomes. Assessment may be in the form of written tasks and practical evaluations.

Materials

The College Physical Education uniform, including tracksuit, the College hat (to be worn ALL year) College bathers and College sports bag. It is expected that **all** students will wear appropriate running shoes.

*All items must be clearly labelled.

SCIENCE (SCI)

Introduction

The Science programme is a 'hands-on' course that has been designed to expose the students to a variety of Science disciplines and cater to the needs and abilities of all students. Students will continue with the Cognitive Acceleration Programme introduced in Year 7 to further their development of thinking skills.

The Science Department places students who are top performers based on final Year 7 Science results into the Extension class. The *Allegro* class will also continue to run. These classes, although covering similar content and assessments of Year 8 Science, teaches more in-depth concepts and is designed to challenge the brighter minds. These classes are an advantage to students who wish to study Science Courses in Year 11 and 12, and as such, more is expected from each student in regards to class work and assessment results. Students who miss out on placement into Extension at the beginning of the year may still have the opportunity to move should they achieve consistently high results in their General class. Students who find that Extension is too difficult can also move to General.

Natural and Processed Materials

Our modern world is highly dependent upon chemicals, foods, medicine, plastics, fertilisers, fossil fuels, salts - the list is endless. This topic examines a variety of chemicals, both natural and processed, their properties and their applications.

Life and Living

Photosynthesis and respiration are living processes, which recycle important gases in our environment. The sun provides the energy for this cycle to continue. During this topic, students will investigate cells, cellular processes, energy and nutrient cycles, animal behaviour patterns and plant responses to a variety of stimuli.

Energy and Change

Humanity's dependence on electricity is indisputable. This topic covers the fundamental importance of this type of energy, honing in on circuits, using electromagnetic principles and understanding electron flow. The behaviour and properties of light, the electromagnetic spectrum, bending light using lenses and prisms, the colours of white light, the perception of light by the eye, velocity, acceleration, resistance, Newton's Law and the concept of force are all included in this investigation of our physical world.

Earth and Beyond

Our Earth is only a very small part of the Universe to which we belong. Students will examine the Earth's crust with an emphasis on the various types of rocks and minerals found there. Space exploration, natural and artificial satellites and space stations will allow students to look beyond the Earth into the vastness around them.

Cognitive Acceleration

This is a two-year programme developed at King's College, London designed to enhance student's thinking skills needed for achievement at higher levels. This course has had significant success in improving the overall scholastic performance of students. It:

- Promotes development of abstract thinking through initial concrete problems.
- Involves group work – but everyone is accountable.
- Is taught in a science context but is not just about science.
- Teaches students to think about how they problem solve.

Assessment

Tests, library research topics, laboratory reports, practical tests, comprehension of scientific articles and organisation of file and attitude.

Materials

Refer to booklist

PART II – ELECTIVE SUBJECTS

Dance
Drama
Food and Nutrition
Information Technology
Mathematics – Inspiring Mathematical Minds

Metalwork
Music
Technical Graphics
Visual Art
Woodwork

Students will study 4 of the above electives (2 electives in Semester I and 2 electives in Semester II), with the exception of Music which is a year long course.

A description of each course can be found in the following pages. **Students will select their electives on an online portal called Subject Selection Online (SSO). Logins and passwords will be posted home.** Each student is to indicate their selection in order of preference choosing six electives including two alternatives, should one of their preferences not be available. Every effort will be made to place students in their first four preferences, however this is not always possible if:

- two of the selections are timetabled at the same time
- a subject is over-subscribed
- a subject is not timetabled due to low student numbers

Students will be notified of their electives during Term 4.

DANCE (DAN)

Course Outline

In Year 8, Dance students are introduced to improvisation skills to create new movement and choreograph dances using the elements of dance and choreographic devices for a purpose. They develop their dance skills to explore the technical aspects of different dance styles. They discuss how dance can communicate meaning and how dance genres/styles differ.

Safe dance practices underlie all experiences, as students perform within their own body capabilities and work safely in groups.

Assessment

Work is assessed primarily through practical work, however, students are expected to complete reflective work and design practices in their journals. This written work is assessable.

Materials

Full Physical Education Uniform or appropriate dance attire

Coloured Pencils

A Dance journal will be provided with the cost included in the Course resource fee. Coloured pencils

DRAMA (DRA)

Course Outline

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, and taken from appropriate, published script excerpts, using selected drama forms and styles. Student work will be the focus of informal reflective processes using more detailed drama terminology.

Assessment

Work is assessed primarily through practical work, however, students are expected to complete reflective work and design practices in their journals. This written work is assessable.

Materials

Coloured Pencils

A Drama journal will be provided with the cost included in the Course resource fee.

FOOD AND NUTRITION (FOD)

Course Outline

This introductory course encourages students to investigate and discover the world of cooking and foods.

The course aims to introduce students to the concepts of good nutrition and efficient food preparation. Various models of nutrition will be introduced, revised and applied during the unit. The course will allow students to prepare and modify simple recipes, thus developing good basic skills for food preparation. A variety of technical equipment will be used.

Students are given the opportunity to develop management skills, with the application of Design Briefs, which highlight the designing, making and appraising of recipes, using the various ingredients available today.

Assessment

Practical work, design briefs and workbook.

Material

Food container (e.g. takeaway container)

INFORMATION TECHNOLOGY (IFT)

Course Outline

This course provides students with practical opportunities to develop a broad range of transferable computing skills. Students learn computer programming through the topic of computer game development. Students study basic game design and programming concepts to enable them to design and produce their own game. Students study multimedia creation through the topics of website development and digital manipulation to then design and develop a personal website showcasing their graphic artwork.

Assessment

Two practical tasks

Material

No special requirements

INSPIRING MATHEMATICAL MINDS (IMM)

Course Outline

This course is designed for all mathematics students who show a keen interest, or aptitude for mathematics. The course will cover topics not normally encountered in standard mathematics classes. Students will be exposed to more sophisticated problem solving strategies, take part in group investigations and projects, use computers as an aid to exploring patterns and relationships, and learn advanced techniques with calculators.

All the resources are designed to develop subject knowledge, problem-solving and mathematical thinking skills. These will inspire in students a lifelong love of learning and help each student to reach his or her fullest Mathematical potential. Mathematical reasoning will be developed by teaching students to analyse problems by identifying relationships, distinguishing relevant from irrelevant information, identifying missing information, sequencing and prioritising information, and observing patterns.

Students will be invited to apply their skills on the various mathematics competitions that are conducted during the year.

Several excursions are organised throughout the year as a component of this course.

Assessment

Formal testing, project work, library research and presentations will all contribute to the assessment schedule.

Materials

Calculator
File
Computer storage device (thumb drive)

METALWORK (MET)

Course Outline

Year 8 Metalwork introduces students to skills associated with metal. Techniques and processes taught include marking out, filing, cutting and bending of metals. Students will complete a number of interesting projects with the emphasis being on safe working procedures.

Assessment

Practical work, journal sheets and design brief.

Materials

Apron
Safety glasses

MUSIC (MUS)

Course Outline

This course is designed for students who have already obtained and completed a year-long position in the Year 7 Band and Vocal Scholarships program only. Students who may still wish to apply to join the course must request an interview with the Director of Music, with entry based upon practical experience. Students will have further opportunity to develop their practical skills in a rehearsal setting. Students will also be introduced to some intermediate elements of musicianship through written work, singing, composing and performing. A variety of musical styles will be covered and assignments/compositions will be multi-leveled so that students with varying experience will be able to work together. Students are also required to perform with at least one of the College ensembles.

Assessment

Assessment will predominantly be based upon performance, theory skills and research. Performance is assessed via rehearsal preparation, solo performance and ensemble performance. The assessment includes preparation throughout the semester and involvement in producing and presenting the performance. Students will also be exposed to theory, aural and research knowledge.

Materials

Instrument
Instrumental/Vocal Tuition
Master Your Theory Grade One – Dulcie Holland
Practice Journal
2B Pencil
Eraser
Display book
Ruler
Manuscript paper

NB: Year 8 Music is a pre-requisite for later entry into the College Concert Band. Music scholarship students must choose MUSIC. Please be advised it is a whole year elective.

TECHNICAL GRAPHICS (TGR)

Course Outline

This is an introductory course in Technical Graphics, which is designed to give students an understanding of different drawing types, and to develop a technique of successfully expressing three-dimensional objects in a graphic manner.

Students studying the course will learn:

- to use Computer Aided Drafting techniques
- to draw and present information
- to read, interpret and understand information on a drawing

Assessment

Class work, folio drawings and a design task.

Materials

A4 40 page Display folio
HB and 2H Pencils
Eraser

VISUAL ART (VAR)

Course Outline

In Year 8, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks.

Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding.

Assessment

Work is assessed primarily through practical work, however, students are expected to complete reflective work and design practices in their journals. This written work is assessable.

Materials

Art materials will be supplied and charged as part of the Visual Arts resource fee.

WOODWORK (WWK)

Course Outline

This course allows students to experience and develop new skills associated with woodworking.

Techniques and processes associated with marking out, sawing, chiselling, planing and drilling are all covered in the course. Students will complete small skill based projects and then will be given the opportunity to complete a design task. The emphasis is on safe work habits and design.

Assessment

Practical work, journal sheets and design brief.

Materials

Apron

Safety glasses

2017 YEAR 11 COURSE PREREQUISITES

COURSE	GENERAL/ ATAR	PREREQUISITES
Religion & Life	ATAR General	English Extension/Literature – Grade C English – 60% No prerequisites
Accounting & Finance	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Applied Information Technology	General	No prerequisites
Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Business Management & Enterprise	General	No prerequisites
Career and Enterprise	General	No prerequisites
Chemistry	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Children Family and Community	General	No prerequisites
Dance	ATAR General	English - 60% Year 10 Dance Dance experience required
Design - Photography	General	No prerequisites
Design - Technical Graphics	General	No prerequisites
Drama	ATAR General	English - 60% Year 10 Drama No prerequisites
Earth & Environmental Science	ATAR	English Extension/Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B
Economics	ATAR	English – Grade C **Economics – Grade C English Extension/Literature – 60%
English	ATAR General	English – 60% No prerequisites
Food Science & Technology	General	No prerequisites
Geography	ATAR	English – Grade C **Geography – Grade C
Health Studies	ATAR	English Extension/Literature – Grade C English – 60% Science – Grade C ** Health – Grade C
History - Modern	ATAR	English Extension/Literature – Grade C or English – 60% **History – Grade C
Human Biology	ATAR	English and Literature – Grade C or English – 60% Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade C
Integrated Science	General	No prerequisites
Italian: Second Language	ATAR	Italian - Grade C
Literature	ATAR	English Extension/Literature – 60% or English - 65%
Materials Design and Technology – Wood	General	No prerequisites
Mathematics Essential	General	No prerequisites
Mathematics Applications	ATAR	Mathematics – Grade B
Mathematics Methods	ATAR	Mathematics Extension – Grade B
Mathematics Specialist (Must do Methods)	ATAR	Mathematics Extension – Grade B
Music	General	No prerequisites
Physical Education	ATAR General	** Physical Education Studies – Grade B Science – Grade B No prerequisites
Physics	ATAR	Mathematics Extension – Grade C or Mathematics – Grade B Science – Grade B
Psychology	ATAR	English Extension/Literature – Grade C or English – 60% Science – Grade C
Visual Art	ATAR	Year 10 Visual Art
VET Certificates	VET	No prerequisites

** If this course has not been studied in Year 10, please consult relevant Learning Area Coordinator.
These prerequisites provide a guide for entry to Year 11 courses