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The term 'middle years of schooling' applies to students from Year 5 to 8. It coincides with early adolescence, when students are developing rapidly, experiencing the most critical stage in their transition from childhood into early adolescence. The relationships they develop with their peers and adults around them influence their attitudes, language and behaviors. They want to be independent, while exhibiting sensitivity to criticism. The young adolescents want to be accepted by their peers, and therefore they place high emphasis on body image, their looks and how others perceive them.

As this is a stage in students’ lives when they undergo significant physical, emotional, spiritual and even mental changes, it is well recognised that these changes are directly linked to the decline in the adolescent’s motivation, academic performance and school attendance. The middle years’ learners present with specific needs that should be addressed by all educators.

The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning.' (Ministerial Council on Education, Employment, Training And Youth Affairs, December 2008, Melbourne Declaration on Educational Goals for Young Australians, p.12.)

In the last two decades, there has been a greater interest in educational debate about the middle years of schooling. The Middle Years research has been successful in unpacking the impact of such changes on students’ interest in school and ability to concentrate on tasks, identifying and addressing the elements that are essential for promoting improved learning in the middle years. Engagement in learning has been identified as a key factor influencing their academic achievement. Coupled with some other external changes experienced in their lives, such as relationships with teachers, in their family and/or friendships, these may have a lasting impact on students’ skill acquisition and academic performance. (Gibbs & Poskitt, 2010; Martin & Dowson, 2009; Elsworth, Kleinhenz & Beavis, 2008).

As it is well recognised that student engagement is fundamentally important in promoting achievement, the Middle School of Hillcrest Christian College recognises the importance of responding to those needs in an ever-changing 21st century environment. Our holistic approach, which caters for the development of the whole person, promotes student engagement through fostering relationships with teachers and with other students, and influencing student motivation and interest in learning through effective pedagogy and classroom practice. The Middle School provides a safe and nurturing environment that is based on Christian values and principles. Supported by caring, expert professionals who have a genuine interest in this age group and are keen on meeting the individual needs of young adolescents, students are encouraged to explore their gifts, talents and dreams and work towards achieving their potential.
PHILOSOPHY OF EDUCATION IN YEAR 8

At Hillcrest Christian College we encourage our Year 8 students to continue to build on their Year 7 experiences to grow in confidence as active, engaging young people. As any lack of engagement in learning affects academic progress and educational experience, we encourage students to try their personal best in everything they undertake. Students will recognize that their education is NOT something that "happens to them"... Rather, it is something THEY are an active part of. We do this so they can develop as well-rounded Christian individuals who will one day be of service in the wider community.

Students experience a broad range of subjects and continue to make connections between how and what they learn. The curriculum offered has been developed to cater for the range of students and to meet their learning needs and interests. The curriculum continues to be based on a high quality education that moulds meaningful Christian lives of leadership and service. Students are encouraged to be critical thinkers and active problem solvers, and to take responsibility for their learning. Goal setting, both academic and personal, is initiated and students are invited to experience all that Hillcrest has to offer through its co-curricular program.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

General capabilities are a key dimension of the Australian Curriculum and are expressed explicitly in the content of each of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies seven general capabilities which encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. These general capabilities are:

- Literacy
- Numeracy
- Digital Technologies
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Coming into Year 8, many students are searching for who they are and what they believe. They also search for someone to accept and love them for who they are. To aid with transition, Year 8 students are taught by a team of dedicated staff members who are responsible for the delivery of the curriculum, discipline and welfare for the students. The teachers are committed to promoting the academic, emotional, social, mental and spiritual development and character of each student. Students are taught by a group of teachers, who are passionate about building positive relationships between students and teachers.

Year 8 is an important transitional year for students and a great opportunity for them to continue developing respect, resilience, confidence, integrity, empathy, perseverance and show growth in maturity. The Year 8 program extends learning opportunities beyond academic disciplines of the standard subjects.
YEAR 8 TRANSITION PROGRAM

Testing Day
A Testing Day is held each year in November for students enrolled to commence Year 8 the following year. Testing dates are communicated via a letter to the parents and published on the College website. Testing is undertaken to gauge the overall literacy and numeracy standard of students as they enter Year 8. This assists the College in providing the relevant and necessary educational and pastoral support for the students as they commence their schooling at Hillcrest.

Orientation Day
Students enrolled in Year 8 the following year have a full day Orientation, before Testing Day in November. The students are advised of their classes, houses, subjects and teachers for the following year. Orientation Day is an opportunity for students to spend time in these different groups and get to know their peers and teachers, as well as a taste for the subjects on offer.

Year 8 Camp
The Year 8 Camp is held at Wilson’s Promontory at the start of the year. All students are expected to participate in the camp, which takes place in Week 4, Term 1. Students cater for the majority of their own meals, sleep in tents and try activities that they may have never done before. Through these experiences students learn to work as a team and to try new things in a relaxed environment. The purpose of the Year 8 camp is to develop relationships between staff and students, to learn and extend skills through the camping experience, make connections to the curriculum through Science and Humanities and build friendships. Students rotate through activities in groups over a four day/three night period. This is an important and beneficial experience for students as it prepares them for the Year 9 camp the following year.

Transition Into Senior School
Throughout the year teachers continue to prepare their students for their transition into Senior School, guiding them towards achieving their personal best through to VCE Level. This is achieved through partnership between the Year 8 and 9 Coordinators, who share students’ academic and pastoral needs and plan towards achieving the best possible outcomes for students.

YEAR 8 GRADUATION

Year 8 Graduation
The Year 8 Graduation is held in the final week of the school year. It serves to celebrate the achievements of the whole cohort and recognise their completion of Middle School and transition into Senior School. On the day, we spend time together celebrating with a formal dinner, including speeches given by the Middle School Captains and various student leaders. We follow this with a Graduation Ceremony in the college theatre where each student and class is equally affirmed and presented to the parents and guests.
YEAR 8 CURRICULUM OVERVIEW

The broad curriculum continues to be responsive to change in the global environment so that it offers the middle years' learner a wide range of academic and practical subjects, clubs and competitions that are structured around areas of interest to engage students in learning, thus improving their attendance and participation while at school. Approaches such as the alignment of subjects, Inquiry Learning and Differentiation that are supported by thinking skills and Habits of Mind, aim to equip students with competencies for developing a conceptual framework of understanding that are needed for future learning. Through our holistic program that offers a diverse range of learning opportunities, students explore the world in which they live and learn to make wise life decisions, as they journey in our care through the last years of Primary Education and the first years of Secondary Education.

Expert Core Teachers who teach across a number of Middle School levels and subjects support students with a high level of pastoral care and restorative practices to maintain a safe environment for all students. Coupled with the right school structures, reduced student movement and co-curricular programs all foster relationships and engagement. Middle School teachers are innovative and use a variety of methods that have proven successful in maximising learning. Our Middle School approach enhances student connectedness with their school, family and the community and prepares them to become the active citizens God wants them to be.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented to ensure educational, emotional, spiritual and physical growth.

The Core Subjects
- Christian Studies
- English
- Health and Wellbeing
- Humanities (History & Geography)
- Languages – German or Japanese
- Mathematics
- Physical Education
- Science

The Specialist Subjects
- Agriculture/Horticulture
- Digital Technologies
- Drama
- Equestrian
- Food Technology
- Music
- Product Design & Technology: Systems & Materials
- Product Design & Technology: Wood
- Visual Arts
- Visual Communication Design
The Year 8 timetable at Hillcrest Christian College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

<table>
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<tr>
<th>Subject</th>
<th>Periods per 10 – day cycle</th>
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<tbody>
<tr>
<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Christian Studies</td>
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<td>Physical Education</td>
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<tr>
<td>Health and Wellbeing</td>
<td>2</td>
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<td>Chapel</td>
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<tr>
<td>CSSN/Clubs</td>
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<tr>
<td>Specialist Subjects</td>
<td>12</td>
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<td><strong>TOTAL</strong></td>
<td><strong>60 PERIODS</strong></td>
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The College homework policy is that all Year 8 students should be engaged in a minimum of 1 hour of homework each week night. This involves reading, completing, revising and practising course work completed in class. Students need to be disciplined in their approach to homework and study to maximise the learning process.
YEAR 8 – CORE SUBJECTS

Christian Studies

English

Health and Physical Education

Humanities – Geography

Humanities – History

Languages – German

Languages - Japanese

Mathematics

Physical Education

Science

How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

Psalm 119: 9-10

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

Proverbs 2: 6

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.

Psalm 95: 4 – 6
Course Content

The Yea 8 Christian Studies course focus asks the question: "Who is Jesus?" As the central focus of the Christian faith how we answer this question is vital. It will determine how we act and indeed if we are following his example in how we live our life. The bible tells the story of Jesus’ life on earth in the first four books of the New Testament, the four gospels. Students explore what these books say, and discover who Jesus is.

Areas of Study

The following units will be covered over the course of the year:

- Who Is Jesus?
- Friends and Enemies
- Are miracles for real?
- Conflict and Change
- Puppet or person? (Being free to Love; Being free to Choose; Being free in God’s Image)
- Was Jesus’ resurrection real?
- Taking Jesus for real
- Writing down the story
- Defending the truth
- Jesus - alive in people
- Jesus changes everything?
Course Content

The English curriculum at Year 8 aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated texts with accuracy, fluency and purpose. The texts include spoken, written and multimodal forms across a growing range of contexts. Students will learn to appreciate and use the English language in its many variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. An understanding of how Standard Australian English works in its spoken and written forms and in combination with non-verbal forms of communication will assist students in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature in preparation for Year 9.

Australian Curriculum Strands

Language; Literature; Literacy

Areas of Study

Reading & Viewing - Novel Study – The Boy in the Striped Pyjamas, Parvana; Literature Circles, Guided Reading & Film Study

Writing – Narrative, Procedure, Poetry, Report, Biography, Letter, Journals


ACARA Learning Outcomes

By the end of the course, students will

- Understand how the selection of text structures and language varies for different purposes and audiences
- Explain how language features, images and vocabulary are used to represent different ideas and issues in texts
- Interpret texts and question reliability of sources
- Select evidence from the text when discussing and writing about events, situations and people from different viewpoints
- Listen for and identify different emphases in texts
- Understand how the selection of language features can be used for different purposes and effects
- Explain the effectiveness of language choices they use to influence an audience
- Combine ideas, images and language features from other texts to show how ideas can be expressed in new ways
- Create texts for different purposes
- Make presentations and contribute actively to class discussions
- Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
Assessment Tasks:

Semester 1

- Literature: Literature Circles & Novel Study
  Students are required to contribute to weekly discussions and maintain a portfolio of written reading responses;
- Language: Students will present a book report and review as an oral presentation
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning, including narrative, procedure, poetry, report, biography, letter, journals
- Literacy: Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar

Semester 2

- Literature: Film Study: Students are required to plan for, write and present a movie trailer.
- Language: Novel Study: Students are required to complete a series of negotiated tasks to demonstrate comprehension and analysis
- Literacy: Students will write in a range of genre related to novel studies, genre studies and cross-curricular learning, including narrative, procedure, poetry, report, biography, letter, journals
- Literacy: Students will engage in language enrichment tasks to demonstrate use of vocabulary, spelling and grammar
HEALTH AND WELLBEING

Course Content

Students studying Health and Wellbeing will investigate strategies to manage important transitions and analyse factors that influence emotions. Students will be encouraged to demonstrate the knowledge and skills required to make informed choices about internet usage, alcohol, drugs and sexual practices to promote health, safety and wellbeing in themselves and others.

Areas of Study

- Myself and others
- Cyber safety
- Alcohol
- Drugs
- How my body works
- Sexual health
- Understanding mental health

ACARA LEARNING STANDARDS/LEARNING OUTCOMES

- Investigate strategies and resources to manage changes and transitions and their impact on identities
- Evaluate the impact on wellbeing of relationships and respecting diversity
- Evaluate factors that influence emotional responses
- Investigate strategies and practices that enhance their own and others’ health and wellbeing
- Demonstrate skills to make informed decisions and propose and implement actions to promote their own and others’ health, safety and wellbeing.

ASSESSMENT

 Semester 1 & 2

 Class participation & Book work
Course Content
In Year 8 Geography students study two topics: Landscapes and Landforms and Changing Nations

Landscapes and Landforms focuses on the variety of landscapes and the forces that shape them. Students will study the aesthetic, emotional, spiritual and economic value of landscapes and how they are managed – including the management of mindscape hazards.

In Changing Nations students explore the causes and consequences of the rapid urbanisation facing both developing countries, such as the Philippines, and developed countries, like Australia. They will investigate the economic, environmental and social advantages and disadvantages of living in large cities.

Australian Curriculum Strands
Geographical Knowledge and Understanding
Geographical Inquiry and Skills

Areas of Study
Landscapes and Landforms
Changing Nations

Learning Outcomes
At the end of the course students should be able to:

- explain geographical processes that influence the characteristics of places
- explain how places are perceived and valued differently
- explain interconnections within environments and between people and places
- explain how they change places and environments
- propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns
- compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors
- identify geographically significant questions from observations to frame an inquiry
- locate relevant information from a range of primary and secondary sources to answer inquiry questions
- represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions
- analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions
- present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms
- propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal

Assessment Tasks
Landscapes and Landforms
Multimedia Assessment - Promotional Campaign for Wilsons' Prom National Park
Students develop and publish a brochure/poster/photo-story/PowerPoint/website/blog about Wilson’s Promontory or a National Park of student choice (it must have been visited – photos etc. need to be included).

Changing Nations
Case Study – Manila
Students identify issues facing children in an industrialised and over-populated city - Manila. They also suggest possible solutions to these issues. Issues could include: access to education, food, housing, safety, etc.
**Course Content**
The Year 8 History curriculum encompasses history from the end of the ancient period to the beginning of the modern period. This was when major civilisations around the world came into contact with each other.

Students are provided with opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students investigate particular historical contexts - including *Medieval Europe*, *The Black Death* and *Japan Under the Shogun* – in order to facilitate their understanding of the past and to provide a focus for historical inquiries.

**Australian Curriculum Strands**
Historical Knowledge and Understanding
Historical Inquiry and Skills

**Areas of Study**
*Medieval Europe*
*The Black Death*
*Japan Under the Shogun*

**Learning Outcomes**
At the end of the course students should be able to:
- recognise and explain patterns of change and continuity over time
- explain the causes and effects of events and developments
- identify the motives and actions of people at the time
- explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society
- describe different interpretations of the past
- sequence events and developments within a chronological framework with reference to periods of time
- develop questions to frame an historical inquiry
- analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions
- identify and explain different points of view in sources
- when interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion
- develop texts, particularly descriptions and explanations, incorporating analysis
- organise and present their findings, using historical terms and concepts, evidence identified in sources, and acknowledge their sources of information

**Assessment Tasks**
*Medieval Europe*
**Day of Notables**
Students select a notable person to research. On the 'Day of Notables' students dress as and portray their subject, create a display and answer questions.

**Biography – Notable**
Linked to 'Day of Notables' - students conduct extensive research about their chosen notable in order to write a biography.
Course Content

This course focuses on developing reading, listening, writing and speaking skills in German. Students learn how to communicate about school, family, leisure activities, how to express their opinion, tell the time, talk about language competence, say what they like and do not like to do, etc.

Areas of Study

The topics covered include:

- Hobbies
- Sport activities
- School
- Leisure time
- Timetable
- School subjects, and
- Celebrations

Learning outcomes

At the end of the year students should be able to:

- Understand simple spoken German on all of the above topics
- Use simple sentences on all the above topics when speaking or writing
- Read short texts on those topics

Assessment tasks

Semester 1 and 2

- Quizzes
- Unit tests
- Presentations
- Role plays
- Written task on subjects, timetable and clock times
**Course Content**

The topics that students will engage with this year will help to increase their ability to communicate using Japanese in the practical aspects of everyday life. Students will participate in role-play, conversations and presentations to further develop their skills in reading, writing, speaking and understanding the Japanese language and culture.

**Areas of Study**

Areas of Studies include:
- Pets, Meals, Interests, Daily Routine, Days and Months, Sports and Hobbies, Holidays, School Club activities,
- Free Time and Past tense of adjectives and verbs.

**Learning Outcomes**

At the end of the year students should be able to:
- Communicate effectively though basic conversations and writing
- Demonstrate intercultural knowledge
- Comprehend spoken and written texts

**Assessment Tasks**

**Semester 1**
- Students are required to demonstrate knowledge of Hiragana, Kanji, Katakana and vocabulary learnt as well as grammar structures.
- Students will be assessed in the form of tests on topics studied.
- Students will maintain a short conversation, role play or presentation.

**Semester 2**
- Students are required to demonstrate comprehension of personal and /or factual information.
- Students will maintain a short conversation, role play or presentation.
- Students will be assessed in the form of tests on topics studied.
**MATHEMATICS**

**Course Content**

The Year 8 course is designed to assist students in achieving the Australian Curriculum Achievement Standards and developing the ability to solve problems and communicate their mathematical idea.

**Australian Curriculum Strands**

**Proficiency:**

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

*Fluency* includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects.

*Problem Solving* includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities.

*Reasoning* includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

**Content:** Number and Algebra, Measurement and Geometry, Statistics and Probability

**Areas of Study**


**Learning Outcomes**

At the end of the course students should be able to:

- solve everyday problems involving rates, ratios and percentages.
- recognise index laws and apply them to whole numbers.
- describe rational and irrational numbers.
- solve problems involving profit and loss.
- make connections between expanding and factorising algebraic expressions.
- solve problems relating to the volume of prisms.
- make sense of time duration in real applications.
- identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.
- model authentic situations with two-way tables and Venn diagrams.
- choose appropriate language to describe events and experiments.
- explain issues related to the collection of data and the effect of outliers on means and medians in that data.
Assessment Tasks

Semester 1 and 2

- **Pre-tests for topic**
  Students are required to demonstrate the proficiency they commence each area of study with to assist the teacher in providing lessons at the appropriate skill level.

- **Formative Assessments**
  Students are required to complete assessment tasks that allow the teacher to assess their progression in learning and make appropriate recommendations for continued learning.

- **Classwork tasks**
  Students are required to complete assigned classwork including written solutions and online activities to practice to the skill they are developing.

- **Assignments**
  Students are required to complete assignments demonstrating their skills as mathematicians exploring novel problems. Assessment criteria may target some or all of the following mathematical problem solving skills: collecting data, recognising patterns, developing hypotheses, choosing and applying relevant problem solving strategies to prove or disprove the hypotheses, identifying extensions or rules from the patterns observed and communicating observations.

- **Topic tests**
  Students are required to complete tests demonstrating their proficiency at specific skills within the topic. These may be online or written tests depending on the topic.

- **Examination**
  Students are required to revise for and complete examinations demonstrating their retention of skills covered in the topics each semester.
PHYSICAL EDUCATION

Course Content

During physical education students have participated in a variety of Invasion, Striking and Net-wall sports. They have also completed a series of fitness tests to assist them with identifying and improving their fitness levels. When playing different sports, and in game sense activities students have concentrated on refining their skills, and demonstrating control and accuracy when composing skill sequences. Students are required to work collaboratively during practical lessons and to maintain respectful relationships that promote fair play and inclusivity.

AUSTRALIAN CURRICULUM STRANDS

Movement and Physical Activity

AREAS OF STUDY

- Invasion Sports
- Net/Wall Sports
- Striking Sports
- Fitness Testing

ACARA LEARNING STANDARDS/LEARNING OUTCOMES

By the end of Year 8 students will be able to:

- Investigate strategies and practices that enhance their own and others’ health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity.
- Demonstrate control and accuracy when performing specialized movement skills.
- Apply and refine movement concepts and strategies to suit different movement situations.
- Apply the elements of movement to compose and perform movement sequences.

ASSESSMENT TASKS

Fitness Testing
Students will undertake a variety of fitness tests, recording and monitoring their performance.

Working Collaboratively
Students will be assessed on their ability to participate in a variety of sporting and administrative roles, applying relevant social skills such as: inclusion, collaboration, fair play and safety rules.

Performing and Refining Movement skills
Students will be assessed on their ability to perform specific skill sets and apply these skills to real or simulated game experiences. They will also be assessed on their capacity to analyse their own and others performance, accept and apply feedback to improve performance.

Problem solving, games tactics and strategies
Students will be assessed on their ability to practice, transfer and apply movement strategies across various sports. They will also be assessed on their ability to solve movement challenges using specific game strategies and tactics.

Fitness Components & Training Program Assignment
Students are to complete a research task about the various fitness components and will design a fitness training program.
Course Content

The Year 8 Science course teaches students to identify the relationship between the characteristics of different rock types and the geological processes that formed them. They explain the properties of solids, liquids and gases in terms of the movement and arrangement of particles. Students then define the composition of these particles as elements, compounds and mixtures. They also explore the concepts of energy, explaining energy conservation and transformation into natural and constructed systems. Students explore the chemical reactions that occur within the human body and in the world around them. They link form and function at cellular level and conceptualise the organisation of body systems in terms of flows and matter between interdependent organs. Students use experimentation to isolate relationships between components in living systems and explain these relationships through increasingly complex representations.

Australian Curriculum Strands

Science Inquiry Skills; Science as a Human Endeavour; Science Understanding

Areas of Study

Rock Cycle; States of Matter; Elements, Compounds & Mixtures; Energy; Chemical Reactions; Cells; Living Connections; Reproduction.

Learning Outcomes

At the end of the course students should be able to:

- Compare processes of rock formation, including the time scales involved.
- Understand concepts related to matter, its properties and how different substances are created through chemical change.
- Understand concepts of energy and force as a way of explaining physical phenomena.
- Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviors of substances.
- Analyze the relationship between structure and function at cell, organ and body system levels.
- Explain how evidence has led to an improved understanding of a scientific idea and describes situations in which scientists collaborated to generate solutions to contemporary problems.
- Practice safe responsible and ethical behaviors when conducting practical investigations.
- Plan fair experimental methods, identifying variables to be changed and measured.
- Design, conduct and report on investigations that include the use of a range of equipment.
- Make systematic observations, interpret and record data appropriately, and draws conclusions against the prediction.
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of test types.

Assessment Tasks

Semester 1 and 2

- Unit Tests
  Students are required to summarise, and use scientific reasoning skills to demonstrate an understanding of the key aspects of each topic. Short formative tests/quizzes will be completed during each topic.
- Practical Investigations
  Students are required to submit selected reports on laboratory experimentation undertaken in class.
- Inquiry Investigations
  Students are required to explain advances and concepts in science through extended investigative work. Purposeful communication will be completed with students making use of both modern technologies and traditional methods.
YEAR 7/8 – SPECIALIST SUBJECTS
Semester Courses

Agriculture and Horticulture
Digital Technologies
Drama
Equestrian
Food Technology
Music
Product Design and Technology (Systems and Materials)
Product Design and Technology (Wood)
Visual Arts
Visual Communication and Design

Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:2

Your love, O Lord, reaches to the heavens, your faithfulness to the skies. Your righteousness is like the mighty mountains, your justice like the great deep. O Lord, you preserve both man and beat. How priceless is your unfailing love!

Psalm 36: 5-7
AGRICULTURE AND HORTICULTURE

Course Content
In this course students study the similarities and differences between Agriculture and Horticulture. Students explore different planting techniques, learn how to interpret seed packets and demonstrate an understanding of the role of soil and water in plant production. Students also learn propagation techniques with small plants. In the Agriculture unit, students incubate, hatch and grow chickens. Students study and discuss the role of humane practices in the poultry and meat industry. Students conduct an investigation which allows them to better understand behavioural aspects of chickens.

Areas of Study
- Agriculture and Horticulture Understanding
- Agriculture and Horticulture as a Human Endeavor
- Agriculture and Horticulture Inquiry Skills

Learning Outcomes
At the end of the year students should be able to:

- Identify questions that can be investigated scientifically.
- Plan fair experimental methods that investigate the time-line of agricultural products.
- Select equipment that improves the yield of agricultural offspring.
- Draw on evidence to support their conclusions.
- Collect and summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods.
- Communicating their ideas, methods and findings using specific language and appropriate representations.
- Compare the different life-cycles of agricultural animals and the agricultural practices.
- Identify the impact of sustainable and not sustainable practices.
- Describe current farming practices and disciplines used in agriculture.
- Evaluate current agricultural standards (for the production of eggs).
- Identify the social factors that influence the standards of animal treatment practices.

Assessment Tasks

- Horticulture - Seed Germination Investigation - Throughout the term students will have learned about the various physical and chemical requirements for plant growth and seed germination. The students will design their experiment which will require them to apply the Scientific Method, select and identify variables, and represent their results in a report.

- Agriculture - Inquiry Investigation - Student will perform research to construct a question which they could use to design a research task. The content will be centred on the topic of Agriculture and animal husbandry for a food source. The students will use the farm area to carry out and complete their investigations. Students are given the choice in mediums from which to present their projects. This is to be negotiated with the teacher.
Course Content
This unit of study helps students to build their confidence with computers while also learning about the engaging and emerging ICT discipline of Animation. Students learn about the different types and styles of animation. They then learn how to create a variety of animations. Students who study this unit will gain the confidence to experiment with new computer applications and hardware, a vital skill for any student looking to work with computers in the future.

Areas of Study
- Basic Animation and Pivot Style Animation
- Tween Animation using Adobe Flash Professional
- Frame by frame animation using Adobe Flash Professional
- Adding post production effects using Adobe After Effects

Learning Outcomes
At the end of the year students should be able to:
- Analyse and visualise data using a range of software to create information, and use structured data to model objects or events.
- Explain how text, image and audio data can be represented, secured and presented in digital systems.
- Plan and manage digital projects to create interactive information.
- Define and decompose problems in terms of functional requirements and constraints.
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs.
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors.
- Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account.

Assessment Tasks
This is a single semester subject, during which students are expected to build a portfolio of animations and present them in one video. This will involve creating an Adobe Flash Tween animation, a pre-movie animation for text, and using CGI style effects on a video.
Course Content

This unit of study helps students to build confidence with computers by developing their multimedia skills. Students will plan and manage multimedia projects where they will collaboratively create and communicate ideas and information, taking social contexts and safety into account. Students will learn to use cameras along with video editing software whilst becoming critically aware of the multimedia world. They will use programs such as Adobe Premiere and Adobe After Effects to create high level video productions. Students will learn how to plan, video, edit and finalise videos and other visual media, and increase their understanding of video techniques.

Areas of Study

The areas of study include:
- Multimedia Project Management
- Videography techniques
- Audio/Visual Communication
- Multimedia in the social context

Learning Outcomes

On completion of this course students should be able to:
- Plan and execute a short media task from start to finish.
- Collaborate with others to meet a multimedia brief.
- Understand videography techniques and purposes.
- Use a range of multimedia equipment.

Assessment Tasks:
- 1 Minute Video: A day in the life of...
- Green Screen News Report
- Project Portfolio
Course Content:

This unit of study focuses on Microsoft Office Applications literacy and other industry standard Office Style document systems such as Google Docs. Students are introduced to a range of skills and techniques used in the workplace. Students are challenged to create solutions to problems using the Microsoft Office Applications and Google Docs. They will gain familiarisation with a variety of hardware and software and create information products using MS Office. Integrated into this program students learn about cyber safety, investigate how data is transmitted and secured on networks, and learn about password protection.

Areas of Study:

The areas of study includes:
- Computer Awareness and Safety;
- Basic and Advance Features of Microsoft Word and Google Docs
- Basic and Advanced Features of Microsoft PowerPoint and Prezi; and
- How to effectively use OneNote.

Learning Outcomes:

On completion of this course students should be able to:
- Understand many of the issues of computer safety, including issues of cyber-bullying, password protection, the use of antiviral software and how to protect their online image.
- Understanding the use of MS Word, and some of its advanced features.
- Set up a Google Docs account for file sharing, and look at the advantages and disadvantages of this program.
- Set up a Microsoft Account for MS OneNote and understand many of the features of this program.
- Used Microsoft PowerPoint and Prezi to set up complicated presentations, such as how to make and use MasterSlides, use comments, Notes Pages, and professional ways to present slides for viewers.

Assessment Tasks:

Folio - Students will complete a folio of work that demonstrates many of the features described above.
Course Content:

Programming is a creative process that instructs computers on how to do a task. Computers can be programmed to do interesting things. In this unit of student, students will learn how to professionally design, develop, and test computer programs.

Areas of Study:

The areas of study include:
- Understanding Excel and Spreadsheets; and
- VBA programming in the VBE for Microsoft Excel

Learning Outcomes:

On completion of this course students should be able to:
- Use Microsoft Excel to calculate simple and complex mathematical formulas.
- Conditionally format cells and use tables within Microsoft Excel.
- Use macros and create macros within Microsoft Excel.
- Create forms and programs using the VBE to manipulate cells in Microsoft Excel.
- Use and program CommandButtons, TextBoxes, Listboxes, OptionButtons and Multipages within VBA forms.

Assessment Tasks:

Folio - Students will complete a Folio of work that demonstrates the features described above. Advanced Students will be given the opportunity to produce a major project of their choice which demonstrates all of the above learning outcomes.
Course Content
This course develops knowledge, understanding and skills about drama through a variety of playmaking techniques. Students will improvise, devise, rehearse and perform both scripted and non-scripted drama. Students will develop skills in verbal communication; building their confidence. They will develop their voice and movement skills. Students will learn to work collaboratively and independently as they plan, structure and rehearse drama based on an array of different cultures, times and places.

Areas of Study
In Drama students will:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- consider social, cultural and historical influences of drama
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- maintain safety in dramatic play and in interaction with other actors

Learning Outcomes
- At the end of the unit students should be able to identify and analyse how the elements of drama are used, combined and manipulated in different styles.
- They apply this knowledge to make and perform in drama.
- They evaluate others from different cultures, times and places, which communicate meaning and intent through drama.
- Students collaborate to devise, interpret and perform drama.
- They manipulate the elements of drama and narrative to control and communicate meaning.
- They apply different performance styles and convention to convey status, relationship and intentions.
- They use performance skills and design elements to shape and focus theatrical effect for an audience.

Assessment Tasks
Students will create, produce and direct a class production that is improvised. It will have a focus on developing their acting skills and build their confidence. The major production will be student driven, so that there is an ownership and realism in their presentation to an audience.
EQUESTRIAN

Course Content

This course provides students with a unique opportunity to gain experience in dealing with horses for the beginner rider and those that may already have their own horse. The importance of safety and risk is covered when relating to this humble four legged servant. Students experience all aspects of beginning to handle a horse, different breeds, personalities, and riding disciplines. For the more experienced, and talented riders the opportunity exists to expand and fast track their learning. Students cover riding, ground work, stable duties, and horse care.

Areas of Study

The areas of study include: Horses natural instincts, safe horse handling practices, riding skills in a variety of environments, trail rides to the wetlands, and involvement in equestrian competitions at the Ayr Hill Equestrian Centre.

Learning Outcomes

At the end of the year students should be able to:

- Effectively catch and lead a broad range of horses,
- Analyse and respond to the needs of horses
- Understand the skills to ride and manage a horse
- Perform stable management tasks
- Participate in Interschool equestrian competitions

Assessment Tasks

Semester 1

- Task – PRACTICAL. Efficiently and safely ride a horse through a variety of different activities, including stable environment, ground work, arena and trail rider, mounted games and other activities.
- Task – THEORY. Complete an assignment framed around the individual interests of the student.

Semester 2

- Task – PRACTICAL. Introduce or build on skills obtain in semester one. Year nine mounted games day is a highlight in this semester, special guest day, and an end of year activity to demonstrate skills, knowledge and safety aspect covered in the year.
- Task – THEORY. Complete an assignment framed around the individual interest of the student.
FOOD TECHNOLOGY

Course Content

This course provides students with an understanding of how a range of food promotes good health. The importance of safety and hygiene when preparing food is incorporated into the practical and theoretical components of the course. Students learn appropriate selection of ingredients and correct use of tools and equipment in order to competently design, prepare and evaluate food productions. Students also investigate the environmental and ethical factors that affect our food choices.

Areas of Study:

The areas of study include: Safety in the Kitchen, Food for good health, Design and Make It!, Deciding what to eat.

Learning Outcomes:

On completion of this unit students should be able to:

- Effectively and safely use a broad range of foods, tools and equipment to make food products that students design both independently and as a group.
- Analyse how the nutritional, physical, sensory and chemical properties of food determine the preparation techniques and presentation of healthy food products that they design.
- Investigate The Australian Guide to Healthy Eating and how this can be used to promote health, safety and wellbeing.
- Identify a need or opportunity for a food product and follow the design process to investigate, generate, produce and evaluate a food product for good health and a sustainable future.
- Examine and understand various factors, including social, ethical and sustainable considerations that affect our food choices.

Assessment Tasks:

- **Design Task** - Students follow the design process to make a food product. They safely and hygienically make the food product. They then evaluate the food product and the effectiveness of their performance when making it.
- **Production Performance** - Students are required to demonstrate their knowledge and skills by safely and hygienically producing a range of well-presented food products using various cooking techniques.
Course Content

Students will learn and develop their musicianship skills through the Kodaly Method, and focus on rhythmic and melodic elements. Repertoire used to explore these concepts include “Hot Cross Buns”, “Catch a Flea”, “Who’s that Yonder”, “Clap Click”, “One Plays a Solo” and “Laugh Ha Ha”. Students consider these elements on a larger scale throughout through listening and analysing various art music examples. Students learn about the characteristics and structure of these pieces, and how to compare and describe each piece using appropriate musical language. Students compose in various styles and research and present information on a piece of art music of their choice. Students participate in regular singing practice and performances through repertoire and canon singing and the Sing Fest competition.

Areas of Study

- Musicianship
- Composition
- Music Listening
- Performance

Learning Outcomes

At the end of the semester students should be able to:

- Sing repertoire from memory in words, rhythm names and solfa
- Identify and notate rhythms and pentatonic melodies
- Describe art music using appropriate music terminology
- Rehearse, prepare and perform
- Compose and arrange within set parameters

Assessment Tasks

- Musicianship Test
- Composition – Theme and Variations
- Music Listening Presentation
- Performance
Course Content

Students will learn and develop their musicianship skills through the Kodaly Method, and focus on rhythmic and melodic elements. Repertoire used to explore these concepts include “Hot Cross Buns”, “Catch a Flea”, “Who’s that Yonder”, “Clap Click”, “One Plays a Solo” and “Laugh Ha Ha”. Students consider these elements on a larger scale throughout through listening and analysing various art music examples. Students learn about the characteristics and structure of these pieces, and how to compare and describe each piece using appropriate musical language. Students compose in various styles and perform and present information on a piece of music of their choice. Students participate class solos and ensemble experiences and prepare repertoire for performances.

Areas of Study

Musicianship
Composition
Ensemble and Solo Performance

Learning Outcomes

At the end of the semester students should be able to:

- Sing repertoire from memory in words, rhythm names and solfa
- Identify and notate rhythms and pentatonic melodies
- Perform and describe art music using appropriate music terminology
- Rehearse, prepare and perform in ensemble and solo situations
- Compose and arrange within set parameters

Assessment Tasks

- Musicianship Test
- Composition – Theme and Variations
- Ensemble Performance
- Solo Performance and Presentation
MUSIC - INSTRUMENTAL B

Course Content

Students will learn and develop their musicianship skills through the Kodaly Method, and focus on transposition and tone set analysis. Students consider these elements on a larger scale throughout listening and analyzing various art music examples. Students learn about the characteristics and structure of these pieces, and how to compare and describe each piece using appropriate musical language. Students participate class solos and ensemble experiences and prepare repertoire for performances.

Areas of Study

Musicianship
Music Listening
Ensemble and Solo Performance

Learning Outcomes

At the end of the semester students should be able to:

- Correctly present the tone set of a piece
- Transpose songs into various keys
- Perform and describe art music using appropriate music terminology
- Rehearse, prepare and perform in ensemble and solo situations

Assessment Tasks

- Musicianship Test
- Music Listening
- Ensemble Performance
- Solo Performance
Course Content

There are two areas of study for this course. In the first area of study, Design Task One, students undertake the construction of a small electrical project. This introduces students to basic electrical circuits. Students learn the different concepts and construction of small electrical circuits. Students are encouraged to critically assess, modify and problem solve in this task.

In the second area of study, Design Task Two, students undertake the construction of a more complex electrical project and are introduced to different materials such as PVC plastics, acrylic plastics and wood. Students learn how to manipulate these materials to creatively design specific products.

Students are encouraged to develop their personal management, communication, problem solving, reflection, and thinking skills throughout the course. Students develop their production skills by safely using a range of power tools.

Areas of Study

Safety in the Workshop
Design, Make and Evaluate Task One
Design, Make and Evaluate Task Two

Learning Outcomes

On completion of this unit students should be able to:

- Effectively and safely use a broad range of tools and equipment to make electrical products.
- Identify a range of criteria for evaluating their products and/or technological systems.
- Competently connect electrical components.
- Safely produce a project using various tools and construction methods.

Assessment Tasks

- **Safety**
  Students will display safe working techniques when producing their product.
  This assessment contributes 10% to the final grade.

- **Design Task One**
  Students will safely construct a product.
  This assessment contributes 30% to the final grade.

- **Design Task Two**
  Students will safely construct a product.
  This assessment contributes 60% to the final grade.
Course Content

Product Design and Technology develops students’ knowledge and confidence to analyse critically and design creative products. Students learn to design, produce and evaluate innovative technological products that meet specific needs. Through hands-on practical activities students develop manual dexterity and coordination. The subject engages and motivates young people and provides them with learning experiences to develop skills that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Areas of Study

The areas of study include: Safety in the Workshop, The Design Process, Practical Skills such as measuring, sawing, sanding, drilling and varnishing

Learning Outcomes

At the end of the year students should be able to:

- Identify a need or opportunity for a product and follow the design process to investigate, generate, produce and evaluate this product.
- Generate a range of alternative possibilities, use appropriate technical language, and justify their preferred options, explaining how it provides a solution to the problem, need or opportunity.
- Effectively and safely use a broad range of materials, tools and equipment to make a product that students design independently whilst working collaboratively with others in the workshop environment.

Assessment Tasks

- **Practical Safety Skills**
  Students will display safe working techniques when producing their product and demonstrate an understanding of why safety in the workshop is important.

- **Design Folio**
  This comprises of tasks that students complete when following the design process to investigate, generate, produce and evaluate a product.

- **Product/s**
  The end-product that the student produces is assessed on the aesthetic appeal and quality of the workmanship.
VISUAL ARTS

Course Content

Students will:
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop planning skills for art-making by exploring techniques and processes used by different artists.
- Practise techniques and processes to enhance representation of ideas in their art-making.
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience.
- Analyse how artists use visual conventions in artworks.

Areas of Study

The topics covered in this course are: Drawing, Ceramics, Printmaking and extension topic Digital Imagery Development.

Learning Outcomes

During this unit, students will learn:
- how to use the design process in the production of original art works.
- to seek inspiration from the work of artists and appreciate their art works and ideas that are behind such pieces.
- how to use a variety of methods, materials and media in the production of their artworks.
- about the elements and principles of art and appropriate terminology and their use within Art.

Assessment Tasks

- **Folio of Artworks** – students will learn about a variety of techniques including: drawing, ceramics and printmaking. Through these techniques, students will produce a range of artworks using a variety of methods, media and materials covered during class.
- **Visual Diary** – this is the documentation of all the processes applied by the students in the production of their finished pieces.
- **Art Appreciation** – students will undertake a task where they examine and discuss the works of artists.
VISUAL COMMUNICATION DESIGN

Course Content

Students will:

- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes.
- Develop planning skills for art-making by exploring techniques and processes used by different artists.
- Practise techniques and processes to enhance representation of ideas in their art-making.
- Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist’s intention to an audience.
- Analyse how artists use visual conventions in artworks.

Areas of Study

The topics covered in this course are: Communication Design, Industrial Design, and Computer Assisted Design

Learning Outcomes

During this unit students will learn:

- Students will learn how to use the design process in the production of their own visual communications. They will learn how to: research; observational drawing, visualisation drawing, development of ideas, refinement of ideas and creating a mock-up of the finished product.
- Students will learn how to use methods, materials and media in the production of their visual communications.
- Students will learn how to use computer based programs in the production of their visual communications and provide documented evidence of the steps undertaken.
- Students will learn about the elements and principles of design and appropriate terminology and their use within Visual Communication Design.

Assessment Tasks

- **Design Folio** – students will learn about different drawing methods used in Visual Communication Design. Tasks may include free hand drawing, technical drawing and computer assisted drawing. These tasks will demonstrate the students’ learning and their application of new techniques and the application of media, materials and methods in the production of their finished visual communication products. Examples may include logo, poster, packaging and textile design

- **Developmental Folio** – this is the documentation of all the processes applied by the students in the production of their finished pieces.

- **Analysis** – students will demonstrate their understanding of how to analyse existing visual communication designs using the elements and principles of design.