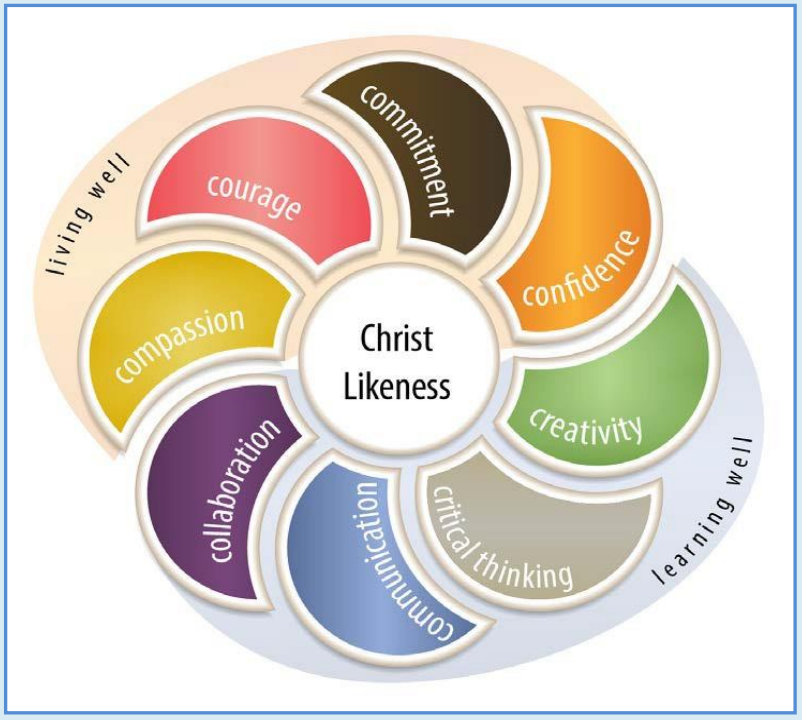
HILLCREST CHRISTIAN COLLEGE

YEAR 8 HANDBOOK 2018

TABLE OF CONTENTS

FLOURISHING AT HILLCREST

At Hillcrest, we are committed to our vision of providing quality Christian education, where the gospel message is integral to all we do. To see all of our students wanting and living a life of loving, knowing, and growing to be like Christ is central to our educational purpose. The following attributes are central to each student growing to be like Christ and to them Living Well and Learning Well.



Christ Likeness: The willingness to live a life of loving, knowing, and growing to be like Christ

Living Well

Compassion: The ability to appreciate the innate worth of others, empathise with them and willingly show mercy

Courage The ability and willingness to act rightly and selflessly in the face of uncertainty and fear

Commitment: The ability to be personally responsible, faithful to others and engage constructively in activities and causes

Confidence: The ability and willingness to live confidently, authentically, and wisely

Learning Well

Collaboration: The ability to work with others in respectful and constructive ways

Communication: The ability to express thoughts and feelings clearly and confidently in a range of media and forms

Critical Thinking: The ability to analyse information and ideas and to form reasoned arguments and judgments

Creativity: The ability to imaginatively generate new ideas and to apply them in practice

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 of which they are an active part. 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
- Information and Communication Technology Capability
- 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 this process, 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 year for students and a great opportunity for them to continue developing respect, resilience, confidence, integrity, empathy, perseverance and to grow in maturity.

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 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 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 familiarise themselves with their new environment.

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. Students cater for the majority of their meals, sleep in tents and engage in 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 and supportive 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, explore values and build friendships. Students rotate through activities in groups over the duration of the camp. This is an extremely important and beneficial experience for students and is a sound preparation for the Year 9 Camp the following year.

YEAR 8 CURRICULUM OVERVIEW

The broad curriculum continues to be responsive to change in the global environment so that it offers the 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

Expert teachers 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. Teachers are innovative and use a variety of methods that have proven successful in maximising learning. Our 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
- Digital Technologies – Creating with Animation and Multimedia
- Digital Technologies – Programming the Future
- English
- Health and Wellbeing
- Humanities (History and Geography)
- Mathematics
- Physical Education
- Science

The Specialist Subjects

- Design and Technologies: Engineering and Systems
- Design and Technologies: Food
- Drama
- Equestrian
- Languages – German
- Languages – Japanese
- Music - Advanced
- Visual Arts

YEAR 8 SPECIALIST SUBJECTS PROGRAM

Each student will complete the four Specialist subjects: Design and Technologies: Engineering and Systems, Design and Technologies: Food, Drama and Visual Arts over the course of the year.

YEAR 7: BLOCK A	YEAR 7: BLOCK B	YEAR 7: BLOCK C
Design and Technologies: Engineering and Systems	Design and Technologies: Engineering and Systems	Design and Technologies: Engineering and Systems
Design and Technologies: Food	Design and Technologies: Food	Design and Technologies: Food
Drama	Drama	Drama
Visual Arts	Visual Arts	Visual Arts
Languages – German	Languages – German	Languages – German
Languages – Japanese	Equestrian	Languages – Japanese

Two subjects are completed in Semester One and the remaining two subjects in Semester Two. Each subject is timetabled for one double period each week.

In addition to this, each student will study one Language subject – either German or Japanese, throughout the entire year.

Students may also choose to undertake Equestrian Studies for either one semester or the entire year. Students who take this option will complete Equestrian Studies in place of one or more of the Specialist subjects. Please note: an extra cost is incurred for Equestrian Studies.

YEAR 8 TIMETABLE

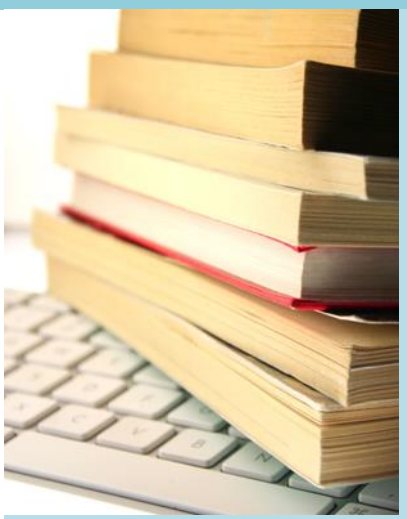
The Year 8 timetable at Hillcrest Christian College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

Subject	Periods per 10 – day cycle
English	10
Mathematics	10
Science	7
Humanities – History and Geography	7
Design And Technologies	4
Christian Studies	2
Physical Education	4
Health and Wellbeing	2
CSEN/Clubs	2
Specialist Subjects	12
TOTAL	**60 PERIODS**

HOMEWORK

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

Digital Technologies

- ⇒ **Creating with Animation and Multimedia**
- ⇒ **Programming the Future**

English

Health and Well-being

Humanities – Geography

Humanities – History

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

CHRISTIAN STUDIES

Semester 1 and 2

Course Content

The Year 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?

DIGITAL TECHNOLOGIES – CREATING WITH ANIMATION AND MULTIMEDIA

Semester 1

Course Content
This unit of study helps students to build confidence with computers by developing their Animation and Multimedia skills. Students will plan and manage projects where they will collaboratively create and communicate ideas and information, taking social contexts and safety into account.

Students will learn cinematography techniques along with video editing whilst becoming critically aware of the multimedia world. To create a high-quality multimedia project, students will use a variety of programs such as Adobe Premiere, After Effects and Flash, however, students may negotiate using other programs to enhance their production.

Students will learn how to plan, capture, edit and finalize visual media, and increase their understanding of cinematic techniques.

Areas of Study
Cinematography techniques; Audio/Visual Communication; Animation Effects; Audio Visual Editing; Project Management (Multimedia)

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

- Plan and execute a short multimedia project from start to finish.
- Collaborate with others to meet a multimedia brief.
- Understand cinematography purposes and techniques.
- Use a range of multimedia equipment.

Assessment Tasks

- *Video Production:* Topic based
- Project Management
- *Design Tools:* Story Board
- Animation
- Final Project

DIGITAL TECHNOLOGIES – PROGRAMMING THE FUTURE

Semester 2

Course Content
Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems.

Students will have opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. In doing this, they will learn two languages- HTML and VBA.

They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages such as VBA and HTML and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual and team projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

Areas of Study
HTML, including CSS for making website; VBA, within the environment of Microsoft Excel.

Learning Outcomes/Achievement Standards
At the end of the course 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.
- Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability 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.
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language.
- Plan and manage projects that create and communicate ideas and information online.

Assessment Tasks

- Two HTML Websites
- Completion of VBA workbook
- Design a “real-world” Excel App

ENGLISH — Semester 1 and 2

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 and Viewing: Novel Study – The Boy in the Striped Pyjamas, Parvana; Literature Circles, Guided Reading and Film Study.
Writing: Narrative, Procedure, Poetry, Report, Biography, Letter, Journals.
Speaking and Listening: Literature Circle Discussions, Book Report and Review, Oral Instructions and Presentations.

Learning Outcomes/Achievement Standards
At the end of the course students should be able to:
- 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

Semester 1 and 2

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.

Australian Curriculum Strands
Movement and Physical Activity

Areas of Study
Myself and others; Cyber safety; Alcohol; Drugs; How my body works; Sexual health; Understanding mental health

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

- 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 Tasks
Class participation and Book work: Students will be assessed on their ability to demonstrate the above learning outcomes. They will be assessed against the expected year 8 standards. Teachers will observe student participation in class and book work.

HUMANITIES – GEOGRAPHY

Semester 1

Course Content
The Year 8 Geography study consists of 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.

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/Achievement Standards
At the end of the course students should be able to:

- 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.
- Explain geographical processes that influence the characteristics of places.

Assessment Tasks

- *Landscapes and Landforms*
  - Students conduct both a 'virtual' and physical fieldtrip to Wilson Prom. Prior to camp, they will study a variety and landscapes and landforms, including those visible at the Prom. On camp they will investigate these further. Students will combine their findings (including annotated photographs) in a multimedia presentation.
  - Students conduct research into the ways in which the Australian landscape has been represented in art. They will present their findings in the form of an illustrated information report.
- *Changing Nations*
  - Case Study – Manila: Students identify issues facing children in an industrialised and over-populated city – Manila and then suggest possible solutions to these issues.

HUMANITIES – HISTORY

Semester 2

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 civilizations 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/Achievement Standards
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*
  - Presentation: students select a notable person to research. They create a costume and props/artefacts that represent their subject and present all their findings on the 'Day of Notables'.
  - Biography: based on extensive research, students write a biography about their notable person.

- *The Black Death*
  Report: Students will investigate the causes and effects of the Black Death, on Europe in 1349. They will conduct research and present their findings in the forms of a written report, reflecting their understanding.

- *Japan Under the Shogun*
  - Report: Students collaborate to answer a series of questions; the answers are presented in one, combine report.
  - Visual Representation: Students conduct research into the Tokugawa period. Their findings are presented in the form of a table and graph.
  - Multimedia Presentation: Students research one area in which the influence of the Shogun period can still be seen in modern-day Japan. Their findings are presented using digital technologies.

MATHEMATICS

Semester 1 and 2

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
Integers, Lines, shapes and solids, Fractions, decimals and percentages, Measurement and introduction to Pythagoras' theorem, Algebra, Ratios and rates, Equations and inequalities, Probability and statistics, Straight line graphs, Transformations and congruence.

Learning Outcomes/Achievement Standards
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

- *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 — Semester 1 and 2

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

Learning Outcomes/Achievement Standards
At the end of the course students should 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. They will record and assess their performance against state norms.
- *Learning through Movement*
  Students will be assessed on their ability to transfer prior knowledge of rules and ethical behavior, as well as their understanding of rule modification and scoring systems that promote fair play, safety and inclusiveness. Teamwork and leadership skills will also be examined.
- *Moving Our Bodies*
  Students will be assessed on their ability to apply and transfer key movement skills and strategies as well as their use of feedback to improve performance.
- *Understanding movement*
  Students will be assessed on their ability to apply critical and creative thinking processes to solve movement challenges and will be required to demonstrate and explain how effort, space, time, objects and people enhance performance.
- *Fitness Components & Training Program Assignment*
  Students are to complete a research task about the various fitness components and will design a fitness training program.

SCIENCE — Semester 1 and 2

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. Students learn to explain the properties of solids, liquids and gases in terms of the movement and arrangement of particles. They 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/Achievement Standards
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

- *Unit Tests*
  Students are required to summarise, and use scientific reasoning skills to demonstrate an understanding of the key aspects of each topic. Topic test will be completed at the conclusion of 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 8 – SPECIALIST SUBJECTS

Semester Courses

Drama

Design and Technologies: Engineering and Systems

Design and Technologies: Food

Equestrian

Languages – German and Japanese

Music Performance

Visual Arts

Yet, O Lord, you are our Father. We are the clay and 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 beast. How priceless is your unfailing love!

Psalm 36: 5 – 7

DRAMA

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 an array of different cultures, times and places.

Areas of Study

- 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/Achievement Standards

At the end of the course 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.

DESIGN AND TECHNOLOGIES: ENGINEERING AND SYSTEMS

Course Content
In Engineering and Systems students work with electronics to produce products that meet a specific need. Students use their problem-solving and decision-making skills to develop creative design ideas. They use graphical representation techniques to communicate these ideas and annotate sequenced sketches and diagrams to illustrate how products function. Students identify the sequences and steps involved in designing and making electronic products. They develop and implement plans to make products safely and efficiently. Students respond to feedback from others and evaluate design processes used in designing and building electronic products.

Areas of Study
Safety, tools, equipment and processes in the Workshop; Design Process; Sustainability and Technology

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

- Investigate how electrical energy can control movement, sound or light in a designed product or system.
- Investigate a range of systems, components, tools and equipment and safely make an electronic product.
- Generate, develop and communicate design ideas and processes using appropriate technical terms and graphical representation techniques.
- Develop criteria for success that include sustainability to evaluate design ideas, processes and solutions.
- Develop project plans that include consideration of resources when making designed solutions.

Assessment Tasks

- *Production Performance*
  Students are required to demonstrate their knowledge and skills by safely using tools and equipment to produce products using various techniques.
- *Safety in the Workshop Task*
  Students are required to demonstrate their understanding of safety, tools, equipment and processes in the workshop.
- *Design Product*
  Students follow the design process to make a designed electronic product.
- *Research Task*
  Students are required to research the sustainability of electronic, plastic and other material type options that could be used in the product they design and make.

DESIGN AND TECHNOLOGIES: FOOD

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 throughout the course. Students learn appropriate selection of ingredients and correct use of tools and equipment in order to competently design, prepare and evaluate a range of food products in response to design briefs.

Areas of Study
Safety in the Kitchen; Healthy Habits; Paddock to Plate and Food for Celebrations!

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

- Effectively and safely use a broad range of foods, tools and equipment to make food products that students design in response to a design brief.
- 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.
- Examine and understand various factors, including social, ethical and sustainable considerations that affect our food choices.

Assessment Tasks

- *Design Tasks*
  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.

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
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/Achievement Standards
At the end of the course 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

- *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.
- *Theory*
  Complete an assignment framed around the individual interests of the student.

Semester 2

- *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.
- *Theory*
  Complete an assignment framed around the individual interest of the student.

LANGUAGES – GERMAN

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.

Australian Curriculum Strands
Communicating (socialising, informing, creating, translating, reflecting)
Understanding (systems of language, language variation and change, the role of language and culture)

Areas of Study
Hobbies; Sport activities; School; Leisure time; Timetable; School subjects; Celebrations

Learning Outcomes/Achievement Standards
At the end of the course 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

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

LANGUAGES – JAPANESE

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-plays, conversations and presentations to further develop their skills in reading, writing, speaking and understanding the Japanese language and culture.

Australian Curriculum Strands
Communicating (socialising, informing, creating, translating, reflecting)
Understanding (systems of language, language variation and change, the role of language and culture)

Areas of Study
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/Achievement Standards
At the end of the course students should be able to:
- Communicate effectively through 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.

MUSIC PERFORMANCE

Course Content
Students will participate in class band workshops each week, and rehearse a range of ensemble pieces from a variety of styles. Students will be given the opportunity to then perform these pieces at school events. Students will also study solo performance and will develop their confidence at performing to their peers for feedback and evaluation. Through this course, students will improve their technique on their chosen instrument or voice, music literacy and performing with musicality. It is expected that students will set aside regular time at home to rehearse group and solo pieces. Alongside this students will study the equivalent to AMEB Grade 1 Theory course and have the option to complete an exam and earn official recognition of their skills.
This course is highly practical and performance based, and designed for students who have had previous experience learning their chosen instrument or voice. As a guide only, it is recommended that students have had at least 2 years of instrumental/vocal tuition or choir participation prior to commencing this course, unless they are a beginning brass or woodwind student.
It is highly desirable that students who participate in this course, also undertake private instrumental lessons in addition to this class.
This is intended to be a **full year course**. Students wishing to complete Semester 2 only, will be required to independently make up skills and knowledge from Semester 1.

Areas of Study
Musicianship; Composition; Rehearsal Techniques; Solo/Ensemble Performance; Music Listening

Learning Outcomes/Achievement Standards
At the end of the course students should be able to:
- Identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.
- Manipulate the elements of music and stylistic conventions to compose music.
- Interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills.
- Use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

Assessment Tasks
- Musicianship
- Composition
- Analysis
- Performance

VISUAL ARTS

Course Content
Visual Arts is a creative subject, which helps students to develop an understanding of visual literacy, while developing their own abilities and skills to produce finished artworks. Throughout this course, students will study the work of artists and explore how they use materials, techniques, technology and other creative processes in the production of artworks. They will have the opportunity to explore and learn new skills, using a variety of two and three dimensional art forms in the production of a folio of artworks.
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
Students will develop meanings and messages around the theme of 'my space' and will explore art making through a range of two dimensional and three dimensional artworks such as drawing, painting and sculpture.

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

- Investigate how artists use materials, techniques, technologies and creative processes in the creation of Artworks.
- Explore and document ideas, techniques and creative processes used by different artists as inspirational starting points for the planning of their own artworks.
- Practice techniques and creative processes to enhance representation of ideas and skills development in their art making.
- Consider how their artwork might be presented to an audience and how this may enhance the exchange of ideas and interpretation of their artwork.
- Analyse how artists use visual conventions including composition, art elements and principles to enhance artworks.

Assessment Tasks

- *Folio and finished 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. Students will document their development stages and process as they work towards their finished pieces.
- *Visual Analysis*
  Students will undertake a task where they examine and discuss the works of artists.

YEAR 7 AND 8
CO-CURRICULAR CLUBS

CSEN and Sports Club

Community Service – Hospitality

Debating and Public Speaking

Happy Feet – Dance

HPV – Human Powered Vehicle

Musical Theatre

Textiles and Craft

VEXIQ Robotics

YEAR 7 AND 8 CO-CURRICULAR CLUBS

Students in Year 7 and 8 are offered a wide range of Clubs that are structured around areas of interest to engage all students in learning, thus improving their attendance and participation while at school. Through these Clubs, students are offered opportunities to explore and develop their God given gifts and talents. Clubs are run on fortnightly basis and consist of both academic as well as practical courses. Each Club runs for a Semester and students may either continue with their club or change to a different club for the new semester.

CSEN and Sports Club

The Sports Club caters for students who enjoy sports but are not part of a CSEN team (Christian Schools Events Network) due to the limit on the number of teams/students that we can enter into CSEN competitions. This club will offer students an opportunity to develop their skills and enjoy an in-house sporting program.

Community Service – Hospitality

The Community Service – Hospitality club gives students the opportunity to develop and use hospitality skills to serve the local community. Each week students will learn a new recipe and prepare food which is then distributed through local church groups to assist people in need.

Debating and Public Speaking

The aim of the Debating and Public Speaking club is to develop the students' eloquence in public speaking and their confidence in debating and presenting in front of an audience. Debating facilitates analytical thinking, where students will be trained to think on their feet, build confidence and further develop in their reasoning and communication.

This club provides the students with a hands-on introduction to debating. They learn the technical side to debating, as well as how to formulate an argument and defend it against opponents. It is an outlet for students to express their opinions assertively and in a respectful manner. Students learn strategies to develop their critical thinking, analyse persuasive arguments and use their speaking/writing skills to persuade others.

Happy Feet – Dance

Happy Feet is a dance club that offers students the opportunity to learn and perform dance styles such as Jazz, Hip Hop and Lyrical. The Happy Feet Dance club forms an integral part of our Performing Arts program, as it aims to prepare students for further courses in the future. All Happy Feet sessions are conducted by our dance coach.

HPV – Human Powered Vehicle

HPV is a cross-curricular program involving the development of high level skills in the building, maintaining, and racing of a Human Powered Vehicle. It requires a team approach to scrutineering of the vehicle as well as participating in HPV races during the year.

At Hillcrest Christian College the focus of the program is about building character and teamwork within the individual students, as well as racing in several events. The HPV Program develops in a student a sense of teamwork, leadership, physical fitness, and skills for creating, building and project management. During the year, students help modify and build a Human Powered Vehicle, and then race this at a series of events.

YEAR 7 AND 8 CO-CURRICULAR CLUBS

Musical Theatre

Students will develop their skills in singing, acting and dancing in musical theatre repertoire which will culminate in the opportunity to perform at various school and community functions. Through participation in the workshops students will increase their confidence, self-esteem and collaboration skills with others as well as their technical work to fine tune their vocal and theatrical abilities. It is highly recommended that students who would like to audition for a role in future school productions, participate in this course.

Textiles and Craft

In today's society, many people seek to take up hobbies. Those most sought after often include the use of fine motor skills such as sewing, cutting and knitting. These basic skills are a dying art in our society and so many people wish to learn them in order to have a meaningful hobby.

Throughout the semester, students learn various skills and gain knowledge about the production and use of textiles. Areas explored include:

- Designing a silhouette print for a T-Shirt or cushion.
- Creating a button design picture: Understanding colour used as decoration.
- Creating a felt – toy or rag dolls: Understanding how to blanket stitch and other hand stitching.
- Using a sewing machine to make boxer shorts, pencil cases and/or cushions.

VEXIQ Robotics

VEXIQ is a robotics platform where students design, build and program a robot that can complete game challenges as part of an international competition involving over 30 countries. Students learn key skills in robotics, as well as team participation, leadership and communication. In addition to the allocated class time students will also be required to attend activities outside of school time such as build sessions and Saturday competitions (approximately once a month).