



**St Leonard's College**  
An education for life.

# Year 8 Course Guide 2025





# Contents

<b>Introduction</b>	<b>3</b>
<b>Core subjects</b>	
Digital Literacy and Technologies	6
Drama	8
English	10
Geography	12
Health and Physical Education	14
History	16
Languages Other Than English	18
Mathematics	20
Music	21
Science	22
Self and Society	24
Sport	26
Visual Arts	27
<b>Electives</b>	
3D Design and Construction	28
Critical Thinking	29
Drama – Bringing Theatre to Life	30
First Nations Studies	31
Food Science	32
Law and Order	33
Literature to Life	34
Music – Performance and Composition	35
Music – Recording Studio	36
Photography and Video	37
Physical Theatre – Urban Circus	38
STEM – Designing the Future	39
Textiles	40
Visual Communication Design	41
<b>Year 8 Course Guide Contacts</b>	<b>42</b>

**Front cover:**

Liv Barlow, Madi Gray and Maya Thomson, Year 8 Textiles, 2023

# Introduction

**The Year 8 Course Guide 2025 provides information about courses offered in Year 8, including the core subjects common to all students and the elective choices available.**

The aims of each subject are included, as well as details of the content covered over the year and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Year 8 is the second year of a two-year sequence; students are introduced to the full range of learning opportunities over Years 7 and 8 with some elective choice, before specialising in later years. Students will have some choice within a balanced program at Years 9 and 10, and then free choice – within the requirements of either the Victorian Certificate of Education (VCE) or International Baccalaureate Diploma Programme (IBDP) – in Years 11 and 12. Students and parents will be given information regarding Year 9 and the choices available later in 2025. If you have any queries about future courses please contact me via email at [Susanne.Haake@stleonards.vic.edu.au](mailto:Susanne.Haake@stleonards.vic.edu.au).

Within the caring and supportive environment of Middle School, students are encouraged to become actively involved in a wide variety of activities and make the most of all opportunities presented to them throughout the year. As students involve themselves, and as they mature, they will be able to participate fully in school and community life, making decisions with confidence and being aware of the outcomes and consequences of such decisions.

All students, as a class group and together with their Mentor, participate in the Outdoor Education program based at Camp Ibis, the College's campsite on the Banksia Peninsula. This unique opportunity allows students to get to know each other and build positive relationships and a sense of community whilst developing skills in outdoor pursuits.

On a daily basis, Year 8 students are expected to have an Apple Mac or Windows laptop (in a protective sleeve), and to ensure that their device is fully charged overnight. Students will use their laptop across all subject areas. Use of their laptop is bound by the *Electronic Device Code of Conduct* and the *Agreed Standards for Student Use of Technology*.

Students continue to use STL Link (our learning portal), which is an important means of communication, planning and organisation. As part of their pastoral role, Mentors will check STL Link, and parents are also asked to check this regularly to assist students with their planning and organisation.

Assessment is continuous throughout the year and consists of a number of components. Classwork, assignments and project work, oral and dramatic presentations and homework all form part of the general assessment, together with tests and examinations. Students are encouraged to prepare for tests by revising their work regularly and organise their time for assignments, thus establishing an effective study routine. Broadly, regular assessment is designed to enable students to demonstrate that they have reached the learning objectives associated with each course. These objectives will include, as indicated in this booklet, the skills developed and the processes involved in the completion of tasks, as well as the content matter and presentation of the finished product. There will be end-of-year exams for some core subjects.



# Introduction – Continued

Student progress is regularly reviewed throughout the year. Detailed Academic Transcripts are available for parents at the end of Term 2 and Term 4. In addition, there are two formal opportunities for parent-teacher interviews to discuss the progress of students. However, should there be any matter for concern, parents are encouraged to contact the Head of Year or Head of Middle School to discuss the matter immediately.

## Curriculum structure

Years 7 and 8 can be seen as the foundation years where all students study a common curriculum. In Year 7, all students undertake one Language (LOTE) subject. In Years 8 and 9, all students must continue this LOTE subject as part of their core program.

The subjects studied during the year are indicated below, with the number of equivalent 80 minute sessions allocated to each class over the two week timetable cycle.

Subject	Equivalent 80 minute sessions per fortnight
Core subjects	
Drama *	3
Digital Literacy and Technologies	1
English	5
Geography/History (one semester each)	5
Health and Physical Education	2
Languages Other Than English	4
Mathematics	6
Music *	3
Science	5
Self and Society *	3
Sport and Sport Skills	3
Visual Arts *	3
Electives	
Elective choice 1 *	3
Elective choice 2 *	3

\*one semester only

# Introduction – Continued

## Choosing an elective program

Students must choose five elective units in order of preference. They will receive two of the five; one will be studied in each semester. Every attempt will be made to provide the top preferences, however class sizes, the number of classes, as well as LOTE selection, may require that a lower preference will need to be taken.

## Elective selection process

Each student will receive a link by email that details how to make their subject selection, using the online system. As part of the security for this system, each student has unique login details.

Once you have completed the selection process, please make sure that you print out your selections and return the signed selection receipt to the Middle School Office. Elective choices will be confirmed prior to the commencement of transition classes.

If you have any queries at all, please do not hesitate to contact me at the College.

Susanne Haake

**Director of Academic Development**

[Susanne.Haake@stleonards.vic.edu.au](mailto:Susanne.Haake@stleonards.vic.edu.au)

# Digital Literacy and Technologies

Core subject

## Overview

This course aims to equip students with essential digital skills that support their learning across various subjects. This includes file management, information searching and gathering, understanding social media formats and algorithms, and their impact on readers. The course also introduces crucial digital learning tools, such as spreadsheets, computer management, software operations and cybersecurity.

Students will engage in various tasks to document their growth and understanding of advanced search techniques using search engines and online platforms. They will learn to compare accurate information with that provided by social media, mastering digital literacy, file format and social media literacy. By enhancing their 21st Century skills, students will also explore Artificial Intelligence and its applications.

Key components of the course include:

- Excel: Students will complete various tasks to learn how to record and manipulate data in spreadsheets, presenting information in a user-friendly manner
- Python: Students will create a range of folio tasks, culminating in the development of their own text-based game
- Cybersecurity and File Management: Students will investigate computer networking and the prevalence of networked devices in the modern world

## Learning objectives

Students will:

- Develop an awareness of online information gathering processes
- Provide feedback to peers, highlighting the importance of digital environments, formats and advanced digital tools
- Critically evaluate the reliability and accuracy of online information sources
- Navigate and utilise different digital platforms and tools effectively to support their learning
- Understand the ethical considerations and responsibilities associated with digital technologies and social media
- Create self-devised work, understanding data communication in real-world scenarios
- Engage in open-ended activities tailored to their capabilities and interests
- Apply formats and conventions to produce audience-specific products

# Digital Literacy and Technologies – Continued

Core subject

## Assessment

Students will be assessed through:

- Folio of articles and activities demonstrating digital literacy awareness and understanding
- Digital skills test
- An investigative task on social media reliability
- An inquiry-based task on a news topic using learned skills
- Folio of basic programming modules
- Text-based computer game or quiz
- Network investigation task
- Spreadsheet folio
- Cybersecurity analysis task

# Drama

## Core subject

Students undertake the compulsory core subject of Drama for one semester, but may also select Drama – Bringing Theatre to Life, as an elective subject.

## Aims

Students will develop a range of skills over a semester:

- The 3 C's - Confidence, Creativity and Collaboration
- Skills in character development
- Clear and effective vocal and physical expression
- Skills in creative problem solving as part of a group
- Imagination and creative processes to realise ideas
- Skills in the development of immersive theatre techniques

## Content

- The Dramatic Method: basic individual and ensemble skills
- Improvisation: terms and techniques through an exploration of theatre sports and improvisation games
- The development of dramatic and comedic techniques and conventions
- Drama terminology in accordance with VCE/IBDP

## Learning and teaching methods

Students learn new concepts and skills in whole class workshops. Then, in pairs or small groups, students conceive, develop, perform and evaluate original work based on the concept or skill.

## Assessment

Students are assessed both as individuals and as group members. Assessment tasks include:

- Self and peer reflection and evaluation
- Improvisation task
- Fear/suspense performance
- Comedy performance



# Drama – Continued

## Core subject

Areas of assessment include:

- Drama performance – quality of product and performance skill
- Rehearsal process – ability to stay on task and work in a collaborative manner
- Ability to maintain focus – classwork and performance
- Application and communication of basic skills
- Skills in reflection and evaluation – journal and class discussion

# English

## Core subject

### Aims

In Year 8 English, students will continue to develop their ability to use the conventions of written English, write in a variety of styles, listen carefully, and speak clearly and coherently. They will read fluently and with perception, actively build their vocabulary, and appreciate a variety of literature, including pop-culture.

### Content

Texts form the basis of study in English. English Skills Builder Book 1 will be used throughout the year to develop skills in grammar, spelling, punctuation and vocabulary.

**Term 1:** How do media texts communicate meaning (reading and creating a variety of media text types)?

How can we use language to influence an audience (public speaking)?

**Term 2:** How can the journeys we experience shape and transform us? (*Hunt for the Wilderpeople*)

**Term 3:** How do we make meaning from texts (short stories)?

How does conflict shape us? (*Between Us*)

**Term 4:** How can we use language to influence an audience (Slam Poetry)?

Over the course of four terms, we will engage students by asking the questions above, in conjunction with the assigned texts and novels.

### Learning and teaching methods

The treatment of texts can be varied each term to allow diversity in individual responses from students and varied teaching approaches by individual teachers.

- **Speaking:** Students participate in class discussions and group work and present their own speech as part of the Norm Fary Public Speaking Competition
- **Writing:** Students are encouraged to continue trying different styles such as narrative, personal writing, persuasive writing, analytical writing, imaginative writing, poetry and script writing
- **Reading:** A wider reading lesson in the library occurs once per cycle. Set English novels will be read in class and for home learning.
- **Listening:** Activities designed to encourage and enhance courteous and effective listening skills, are used throughout the year

# English – Continued

Core subject

## Assessment

- A variety of short and long writing exercises in different genres
- Oral work in varied settings
- Collaborative tasks
- Common assessment tasks each term
- End-of-year examination

# Geography

Core subject

## Content

The skills and knowledge covered, build on the concepts introduced in Year 7 and focus on human impact on the environment and the earth's impact on human habitation. Students will undertake both practical and theoretical tasks that focus on applied knowledge.

### Landforms and Landscapes

From a height you can see a variety of different landforms such as mountains, valleys and plains. These landforms have been transformed over time through tectonic plate movements, sometimes resulting in earthquakes, tsunamis, and volcanic eruptions. How have humans been impacted by tectonic disasters and geomorphic hazards, and how have some of them adapted to living in these environments?

### Urbanisation

There are so many different types of places where you could live: rural or urban, coastal or inland, small or large, bustling or quiet. Different people find different places more liveable for them than other places. Some people have no choice. The question is: how can we make places more liveable? And what can we learn from migration and movement of people across the globe?

## Learning and teaching methods

The range of teaching and learning strategies employed could include research based work, textbook readings and questions, videos and newspaper/magazine articles, class discussions and use of the internet.

# Geography – Continued

Core subject

## Geographical skills

Mapping skills are an integral part of any Geography course and students will undertake activities which will cover the practical skills of:

- Using latitude and longitude
- Calculating distance using scale
- Sketch and overlay maps
- Constructing field sketches
- Understanding thematic and choropleth maps
- Comparing population profiles

Fieldwork experience will occur during the semester, at which point students will explore local coastal environments in Bayside and investigate if nature or humans have a bigger impact on the coasts of Halfmoon Bay and Sandringham Beach.

## Assessment

- Landforms and landscapes test
- Tectonic Disaster Research
- Urbanisation test
- Fieldwork report
- End-of-year examination

# Health and Physical Education

## Core subject

### Aims

Health and Physical Education (HPE) aims to develop and apply students' motor skills to game scenarios, aquatics and athletic principles. Students will develop an understanding and appreciation of physical, mental and social health. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### Content

Students have two periods of HPE per 10-day cycle. In each term a health concept will be explored in two to three lessons, with the remaining HPE lessons devoted to practical PE classes. Students will also participate in Sport Skills once per cycle, which links HPE concepts with their ACS sport of choice.

#### Health component

Health concepts are explored in the following units:

- Seeking Help
- Gender and Consent
- Respect and Relationships
- Substance Abuse (Vaping)

#### Physical Education component

Students will undertake five specific practical units:

- Athletics
- Aquatics
- Invasion games
- Net/Wall games
- Striking/Fielding games



# Health and Physical Education – Continued

## Core subject

### Sports skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and an ACS game or training every Thursday.

### Learning and teaching methods

The activities offered in Year 8 assume a competent level of fundamental motor skill development in earlier years. Most games are taught using a game sense method approach, learning tactics and techniques through games. In addition, students will continue with an aquatics program, whereby they learn in small groups of approximately six students. Classroom-based sessions will involve individual, small group tasks and discussion.

### Assessment

Assessment and reporting are based on a variety of assessment rubrics, including:

- Concept-based written tasks
- Participation in practical classes
- Aquatics
- Game Sense (Invasion, Net/Wall and Striking/Fielding Games)

# History

## Core subject

This course aims to develop an understanding of continuity and change. Case studies from across the world provide platforms for investigating and further developing historical skills introduced in Year 7. Central to the course is the understanding that change does not occur in isolation and that there are common characteristics of change, and responses to change, across all societies.

## Content

### Great Seafarers

Students investigate great explorers from the early medieval period. They challenge their own perceptions which have been put forward through popular media and other stories, through historical investigation of primary source evidence.

### Collision and Cohesion

The development of social classes in different situations is investigated in the wake of the Roman Empire. Students study dramatic change and conflict which swept across Europe and Asia and the impact of the Black Death upon different cultures around the world.

### Upheaval and Rebirth

The focus then shifts to the transition period the Medieval and Modern Eras, which included the Italian Renaissance and the Age of Exploration. Students also examine what drives people to take great risks, develop beautiful things, and interpret the world creatively, and how scientific and technological advancements came about.

### Historical Skills

Students follow a deliberate research process. Their inquiries are completed either individually or as part of a group, and the use of technology is embedded where appropriate. Students are required to use a range of historical sources to formulate questions and develop hypotheses about past societies. They also gain an appreciation of how oral history influences interpretation.

# History – Continued

Core subject

## Learning and teaching methods

Students deepen their understanding of the past through use of the six historical thinking concepts. They will: establish historical significance; use primary source evidence; identify continuity and change; analyse cause and consequence; take historical perspectives; and understand the ethical dimension of historical interpretations. Students use broad and transferable skills to synthesise their ideas into sophisticated and insightful responses to a variety of assessment tasks.

## Assessment

- Research assignments, workbook, essays
- Oral presentation and discussions
- Critical analysis of sources
- End-of-year examination

# Languages Other Than English

Core subject

## Aims

Learning a language other than English, involves learning how to communicate in a new language and experiencing another culture. Students also learn the structure of the language, which enables them to reflect on how their own language works. Language students have the opportunity to:

- Be active participants in the global village
- Become better communicators
- Expand their literacy skills
- Develop intercultural understanding and empathy
- Increase their cognitive flexibility
- Learn new languages and adapt to new cultures more easily
- Broaden their vocational options

To undertake studies in a particular language in Year 8, students will require a background in that language at Year 7.

## Content

**Chinese Mainstream:** Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in Semester 1 on the weather and places, and building skills in planning, discussing and organising activities. Semester 2 will focus on individual identity and daily routines and health. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

**Chinese Advanced:** Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in Semester 1 on the environment, planning a holiday which focuses on describing the weather and locations, an insight into transportation and how the Chinese spend their leisure time. Semester 2 will focus on city life and Melbourne, and students will compare their own experiences with life in different cities in China. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

**French Mainstream:** Students study the topics of time, tourism, leisure activities and weather. Grammatical constructions include the present tense, immediate future, negatives and possession. Semester 2 deals with the topics of school, food and shopping. Students learn how to ask various types of questions and make plans with friends and family. There is also a study of francophone communities. Students also participate in the Alliance Française Poetry Competition.

# Languages Other Than English – Continued

## Core subject

**French Advanced:** Students learn about towns and giving directions, the world of food and drink, discussing friendships, pocket money and the media. Students will study irregular verbs, the partitive and the past perfect tense. Students also participate in the Alliance Française Poetry Competition.

**Spanish Mainstream:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: holidays, free time, chores, school, relationships, professions, housing, healthy lifestyle and sports, and shopping. Grammatical concepts include gender and number agreement, word order, the past tenses of commonly used verbs, negation, ordinal numbers, adjectives, the future tense and the conditional tense.

**Spanish Advanced:** The skills of listening, reading, writing and speaking are developed while exploring the following topics: house, neighborhood and the city; biographies, experiences and memories; ancient civilisations and past events; health and sports. Grammatical concepts cover definite and indefinite articles, quantifiers, prepositions of place, the relationship between different past tenses; imperative tense.

## Learning and teaching methods

Students will take part in cultural immersion activities for their chosen language. These could include activities at school or excursions.

## Assessment

- Assignments
- Workbook and homework exercises
- Regular tests
- End-of-year examination

# Mathematics

## Core subject

### Aims

The aims of mathematics education are to ensure students can apply knowledge and skills through learning and practising mathematical algorithms, routines and techniques; are confident, creative users of mathematics; develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to reason, pose and solve problems.

### Content

The content is formed by topics from the strands number and algebra, measurement and geometry, and statistics and probability. Specifically, topics include decimals, ratios, rates, statistics and chance, linear graphs, area and volume.

### Learning and teaching methods

Learning tasks will provide opportunities for students to work both independently and collaboratively. To learn mathematics effectively, students need both instrumental understanding (knowing 'how' to do things) and relational understanding (knowing 'why' certain procedures are used and how concepts relate to each other). In the first years of secondary mathematics, it becomes increasingly important for students to monitor their own learning and identify areas that need further work.

At the end of each topic, time is set aside for a consolidation or extension phase based on student performance in the topic. These classes include either another opportunity to review the material and build on understanding or to cover course content to a greater depth and with a greater emphasis on problem-solving.

All students participate in the Australian Mathematics Competition. High achievers may be offered the chance to participate in the Australian Mathematics Challenge and the University of Melbourne Mathematics Competition.

### Assessment

- Topic tests
- Problem solving tasks
- End-of-year examination

Students' results, together with teacher observations, are used to determine the mathematics groups for Year 9 including Foundation, Standard and Enrichment Maths.



# Music

## Core subject

### Aims

This course aims to develop students' confidence to be innovative, thoughtful, skillful and informed musicians through a practical and experiential curriculum that will develop their singing, performance, creating and music language skills.

### Content

Students will:

- Plan, rehearse and perform music works
- Listen and respond to music from a wide range of styles and traditions using appropriate music language and terminology
- Sing, perform, improvise and create a range of exercises that aim to develop their inner ear and sense of beat and rhythm
- Compose music and explore their creative thinking skills, using the elements of music and compositional devices
- Use music language to identify, transcribe and notate music excerpts

### Assessment

- Performance tasks
- Creating and composition tasks
- Music language tasks

# Science

## Core subject

### Aims

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way that science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

### Content

In this course, students will:

- Compare physical and chemical changes, and use the particle model to explain and predict the properties and behaviours of substances
- Identify different forms of energy, and describe how energy transfers and transformations cause change in simple systems
- Compare processes of rock formations, including the time scales involved
- Analyse the relationship between structure and functions at cell, organ and body system levels
- Identify and construct questions and problems that they can investigate scientifically and consider safety and ethics with planning investigations, including designing field or experimental methods
- Identify variables to be changed, measured and controlled
- Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions
- Explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others
- Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types

# Science – Continued

Core subject

## Learning and teaching methods

A variety of learning activities will be used, including research assignments utilising the library, internet and journals, as well as practical-based tasks. Class discussions will be integrated to enhance understanding, alongside digital simulations and data-logging exercises to provide hands-on experience. Home learning activities will supplement in-class learning, while guest speakers and excursions to scientific places of interest will offer real-world insights. Students will apply the principles of the scientific method to solve problems and challenges, and will also engage in formatting and manipulating primary and secondary data to develop their analytical skills.

## Assessment

- Tests, experiments and investigations
- Skills used to collect/use information through observation, measurement, experimentation and interpretation
- End-of-year examination

# Self and Society

## Core subject

### Aims

Self and Society is a subject which enables students to think critically and rationally, to consider alternative perspectives from the world we are a part of, and to consider themselves and their responses to the questions and concepts we explore.

The aim of this course is to explore a range of worldviews through the lens of different concepts, so that students have a broader understanding of the multicultural world in which they live.

Students will be encouraged to:

- Reflect on, reason with and consider their worldview and the things that shape it. Students are encouraged to explore connections between their personal views and worldviews, which we will explore in class.
- Consider their perspective towards a range of concepts, such as belief, authority, stories, traditions and community, values and ethics.
- Examine, compare and contrast different worldviews in relation to the concepts listed. These worldviews include the six major religious faiths (Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism), indigenous spirituality and Humanism.

### Content

Throughout each cycle, students will explore a different concept. Students will examine these worldviews through the lens of the concept under review.

Each Semester, this class will join a tour that attends four places of worship. The aim of this day is to further their understand of the worldviews and concepts taught in the curriculum, which in turn develops their role as a global citizen and their place in a multicultural society.

- **Key Beliefs:** What are the core beliefs of each worldview? What core beliefs do you have? How does this shape who we are? Are our beliefs connected to alternative worldviews?
- **Authority:** What, or who, has authority? Do some forms of authority have more significance than others?
- **Stories:** What is the point of a story? Are stories from years ago still relevant today? Are worldviews, religious or not, that different in their storytelling?
- **Justice:** What are the different types of justice? Is climate justice the most important kind? Where is there injustice in the world?

# Self and Society – Continued

## Core subject

- **Traditions and community:** What actions express who we are as individuals and communities? Are traditions outdated? What meaning do traditions bring to our lives?
- **Values:** What do we value? Where have our values come from? Do we actively take ownership of these values?
- **Ethics:** How do we navigate situations to decide what is right or wrong?

## Assessment

- Personal reflections through journal entries
- Socratic Method: this is a continuation of the task in Year 7 and is crucial for enhancing students' ability to develop coherent reasoning
- Oral presentation

# Sport

## Core subject

St Leonard's College participates in the Association of Coeducational Schools (ACS) for sport and participation is compulsory for students in Years 7 to 11 (optional cocurricular Year 12).

Year 8 and 9 ACS Sport is played every Thursday afternoon. There are two seasons of sport – Summer and Winter. The Summer season is in Terms 1 and 4 and the Winter season is Terms 2 and 3.

Students are required to play or train every Thursday afternoon throughout the year. If a sport is oversubscribed, trials may be conducted at the start of the season to determine who makes the final team/s. Students who miss out on their preferred sport will be given another option for that season.

## Match times

Games start at 2.30pm and finish by 4.00pm. The exception is cricket, which starts at 2.00pm and finishes at 4.30pm. Students return to school by 4.30pm for home games and 5.30pm for away games (cricket is 5.00pm for home games and 6.00pm for away games). On training days, students finish at 3.35pm.

The main aims and outcomes of the Sports program include:

- Developing the student's skills, knowledge of sport, fitness and teamwork
- Students learning to work together with their coach and teammates, and becoming a reliable and valuable member of a team
- Students developing a lifelong love of participation in sport, whereby they continue playing and being physically active after they leave the College.

The sports available for Year 8 and 9 students are listed below:

Summer		Winter	
Girls	Boys	Girls	Boys
Soccer	Basketball	Basketball	Football
Softball	Cricket	Football	Mixed Badminton
Tennis	Hockey	Hockey	Soccer
Volleyball	Softball	Mixed Badminton	Tennis
	Table Tennis	Netball	Volleyball
		Table Tennis	

Students also participate in House Sport (Swimming, Athletics and Cross Country) and have the opportunity to be selected to represent the College in the ACS Swimming, Athletics and Cross Country Carnivals.

If you require more information, please contact Tony Kiers, Head of Sport, by phone on 9909 9469 or via email at [Tony.Kiers@stleonards.vic.edu.au](mailto:Tony.Kiers@stleonards.vic.edu.au).



# Visual Arts

## Core subject

Students undertake Visual Arts for one semester and are encouraged to select from courses offered in the Visual Arts elective program to supplement their creative experience.

## Aims

Visual Arts strives to provide students with a way to express their feelings, experiences and ideas about the world. The subject gives students an opportunity to engage with a diverse selection of viewpoints and concepts as they engage with artworks and ideas from artists with different cultural backgrounds.

Students are encouraged to think in a critical, creative and divergent way as they make their unique responses to themes and ideas, and when they consider the relationship between artworks and their audience.

Visual Arts aims to equip students with technical skills to create artworks using a range of materials, techniques and processes, and to give students confidence and agency to select appropriate ways to express their artistic vision.

## Content

Students undertake a range of experiential practical tasks and artist studies that are unified by a big idea or concept. Each unit of work culminates in a finished artwork that is supported by the sequential documentation of research, experiments and annotations recorded in a visual diary or online portfolio.

## Learning and teaching methods

Activities include class discussions, collaborative learning experiences and ideation strategies. Students will participate in skills-based workshops to explore a range of materials and techniques for creating aesthetic effects. They will also use strategies to record critical, creative and reflective annotations using art terminology. Additionally, research and analysis of artists and artworks will enhance an understanding and appreciation of various artistic practices.

## Assessment

- Visual diary/digital portfolio
- A folio comprised of a finished artwork for each unit of study

# 3D Design and Construction

## Elective

### Aims

This subject challenges students to explore imaginative and creative solutions to design problems. Students will develop knowledge and skills in creative thinking strategies, planning and visualisation drawing, 3D software design, modelling, and construction techniques.

In this elective, students can respond to real world design needs, and engage with a brief and the needs of a client or society.

#### Why should a student choose this elective?

- Excellent for students who enjoy working with their hands
- Exercises visuospatial thinking
- Fosters a problem-solving disposition
- Provides a strong foundation for students who are interested in exploring visual arts and design subjects

### Content

Responding to a brief, problem or provocation, students will follow the design process to record their creative decisions as they work towards the making of their 3D constructions. Students will follow a design process that includes researching existing designs, generating ideas, developing concepts, and refining and resolving a final product.

Students will explore an array of materials and techniques ranging from DrawBots (kinetic sculpture) construction, ceramic hand-building approaches, to foam core architectural modelling.

### Assessment

- Design process investigation
- Final product
- Evaluative/reflective writing

Each folio will include responses to the design process and the development of a final product. Students will use a visual diary/digital portfolio to collect and present their design drawings, annotations, visual reference material and photographs.

# Critical Thinking

## Elective

This elective seeks to develop students' abilities to evaluate and question assumptions across academic disciplines such as Maths, Science and History.

Students are trained in the use of powerful reasoning tools, which have been developed by philosophers and logicians over the last two millennia. Once a student has mastered these tools, they will never see the material studied in other subjects, or the world in general, in quite the same way again.

In this course, students will develop and refine a range of skills and dispositions that will prove invaluable across the entire school curriculum. These include the ability to analyse and evaluate arguments, to discuss difficult topics with peers in a manner that is constructive and respectful, and to find new ways of looking at persistent problems. These critical thinking and inquiry skills will prove particularly advantageous for students intending to study the International Baccalaureate Diploma Programme in Years 11 and 12, particularly in the context of the compulsory Theory of Knowledge course.

## Content

Techniques and skills covered include the use of symbolic logic to represent the underlying structures of statements and arguments, the use of truth tables and Venn diagrams to test arguments for validity, and the evaluation of non-deductive arguments. Students will also learn to identify a range of common fallacies of reasoning, such as *begging the question*, *ad hominem*, and *the straw man*. Additionally, the application of argument analysis and reasoning skills to arguments from a variety of subject areas will be emphasised.

## Assessment

- Analysis quizzes
- Participation in group inquiry sessions
- Class debates
- Written dialogue tasks

# Drama – Bringing Theatre to Life

## A Play in Performance

### Elective

Ever wanted to get assessed for being in a play? This elective aims to develop and refine skills associated with performing and producing a play. These include skills in negotiation, decision-making, and the selection and application of various techniques, such as research, dramaturgy, planning, development and presentation of a staged performance using designated production areas. Students can choose to act, direct or be responsible for a design area such as: costume, props, lighting, sound, sets and make-up.

### Content

Students will:

- Choose a script to bring to life
- Develop an awareness of the processes involved in creating and interpreting a playscript for performance
- Research and interpret a style of theatre
- Create, prepare, present and critically reflect on theatre as participants and audience
- Have an understanding of self and global community to promote international mindedness
- Undertake collaborative work that will enable students to understand and apply the common and discrete skills required to structure an effective performance
- Stage a performance evening for a live audience
- Use Drama terminology in accordance with VCE/IBDP

### Assessment

- Group and individual performance work
- Development of a folio outlining the structure of the performance piece
- Research tasks
- Collaborative skills
- Evaluative/reflective writing

# First Nations Studies

## Elective

The First Nations Australians (Indigenous studies) elective unit has been designed as a practical way, through excursions, guest speakers and activity-based learning, to give students the opportunity to develop a deeper understanding of the diversity amongst communities and the special connections Aboriginal and Torres Strait Islander peoples have with the land and culture.

The course focuses on the contributions Aboriginal and Torres Strait Islander people have made, and continue to make, locally, nationally and globally. This unit would help students who are interested in exploring opportunities the school may provide in the future, such as a connection to the Warruwi Community in Northern Territory, the Big Experience and an involvement in social justice.

This elective is broken up into four areas of study:

1. **Perceptions and Connection:** studying local history, connection to country, and knowledge and perceptions of past and present events.
2. **Systems and Patterns:** studying scientific knowledge and understandings of Aboriginal and Torres Strait Islander peoples including astronomy, seasons and land environments.
3. **Communication:** studying local and other languages in a practical manner to understand their importance in maintaining culture.
4. An Inquiry Project of the students' choice, covering a concept of interest.

The aim is for the elective to be a practical introduction to understanding more about our First Nations Australians, and give students the opportunity to explore aspects that personally interest them.

# Food Science

## Elective

Food Science aims to promote healthy eating and refine skills developed in Year 7, while presenting new challenges in time management and food presentation. Students study the applications of the Australian Guide to Healthy Eating. They engage in the design process to create recipes based on a variety of scenarios. In the design process, students learn to interpret recipes, calculate portions, convert measurements, write a complete food order, prepare ingredients, manage time, complete sensory evaluations and investigate a variety of processing techniques.

## Content

Topics covered in this elective include:

- Meal planning – considering a variety of factors contributing to food selection eg: dietary considerations and food availability
- New food preparation and time management
- Key factors in food selection, including the nutritional properties of foods
- Key foods and their functional properties
- Preparation of food for special occasions or events

Students undertake a variety of practical tasks that serve to reinforce the knowledge and skills gained throughout the course, as well as developing confidence and independence.

## Assessment

- Food preparation and skill development
- Bench organisation including cleaning up and time management
- Research and design meals to cater to a variety of factors
- Ability to work independently and interpret a recipe
- Ability to work in teams

# Law and Order

## Elective

Law and Order provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

Students will gain an understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students will consider how laws are made and the types of laws used in Australia, and investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law.

The course is split up into two units, where students will explore:

### Government and Democracy

- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action
- The role of political parties and independent representatives in Australia's system of government, including the formation of governments

### Law and Citizens

- How laws are made in Australia through Parliaments (statutory law) and the Courts (common law)
- The types of law in Australia include criminal and civil law, and the place of Aboriginal and Torres Strait Islander customary law
- The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements
- The key principles of Australia's justice system, including equality before the law, independent judiciary and the right of appeal

## Assessment

- Case studies and structured responses
- Quizzes
- Mock class election
- Structured assignment

# Literature to Life

## Elective

### Aims

This course focuses on the love of reading and writing. It challenges students to read diverse examples of writing, craft and share new pieces of writing, and explore the beauty and power that lies behind the written word. Students with an interest in reading, writing, discussing ideas, challenging themselves and being creative, will thoroughly enjoy this elective.

Students will have the option to choose some of the texts explored, as well as being introduced to a variety of new ones. Furthermore, they will enjoy opportunities to explore the process of writing and to develop their own creative writing style.

### Content

Students are exposed to, and challenged by, a diverse range of authors as they journey through the different genres that have come to characterise modern fiction.

In the first half of the course, students explore fairytales and their adaptations. After reading and viewing a selection of original fairytales and their adaptations, the focus shifts towards students' developing and workshopping their own creations as they are given the opportunity to craft their own writing.

In the second half of the course, students focus on texts depicting a specific historical, social and cultural context, in this case the 1960s and the civil rights movement in the United States. Students reflect on representations of this specific time period and/or culture within the film *Hairspray* (1988), as well as poetry and short stories about this era.

### Assessment

- Writing folio and workshopping - students will offer draft excerpts for feedback and give feedback to other students in workshop-style classes
- Short story - a 2500-word story which is a modern reimagining/adaptation of a classic fairytale
- Oral presentation - a dramatic performance in groups or as individuals with written statement
- Essay - an essay about the views and values conveyed in *Hairspray* and one other selected text



# Music – Performance and Composition

Elective

## Aims

In this course, students develop and extend their performance, creative thinking and music language skills through a practical, experiential music curriculum. They will sing, perform, improvise, create, listen, analyse and respond to a wide range of music, becoming familiar with the elements of music and concepts.

## Content

Students will:

- Sing, perform, improvise, create, listen, analyse and respond to wide range of music, becoming familiar with the elements of music and concepts
- Prepare and perform solo music works to develop their technical control, expression and stylistic understanding on their chosen instrument
- Prepare and perform ensemble works to develop their musical communication skills and ability to work with other musicians
- Compose a selection of music works, designed to develop their creative thinking skills and understanding of the compositional devices
- Develop their skills in using music technology to explore, create and document arrangements and compositions
- Listen, analyse and respond to music from a wide range of styles and traditions, using appropriate music language and terminology, including the elements of music, concepts and compositional devices

## Assessment

- Performances – solo and ensemble
- Composition tasks
- Music listening and analysis tasks

Please note: It is strongly encouraged that students who study this elective are enrolled in Private Music lessons, either at the College, or outside the College.

# Music – Recording Studio

Elective

## Aims

This course aims to develop students' confidence to be innovative, thoughtful, skillful and informed musicians, through a practical and experiential curriculum that will develop and extend their creative thinking, composition, arranging, technology and music production skills.

## Content

Students will:

- Complete a range of music technology workshops based around Sibelius, GarageBand and Logic Pro X
- Complete a range of compositions that will explore a range of composition strategies and starting points
- Plan, implement and produce a polished and refined music product using music technology and their musical strengths. This could be a composition, an arrangement/interpretation of a piece of music, or a recorded performance
- Document and reflect upon the creating process using appropriate music

## Assessment

- Music technology workshop responses
- Creative responses
- A negotiated music product

# Photography and Video

## Elective

### Aims

This creative elective encourages students to use their imagination to explore the potential of digital media. The course provides students with the opportunity to develop skills, using creative digital technologies, to take high quality photographs. They will learn the basics of camera operation as well as digital enhancement techniques using Adobe Photoshop and Adobe Lightroom. Students will develop a folio of digital photographs based around a theme.

In this course students also explore the impact of selfies in contemporary society. They examine societal concerns about selfies, why they exist and how they are constructed. This investigation culminates in a series of photographic self-portraits constructed by the students, using compositional and other techniques, to enhance their final presentation.

Students will then extend their photographic skills to the moving image by producing a short video production based on the stylistic codes and conventions of filmmaker Wes Anderson. They will explore the capabilities of digital editing software such as iMovie.

In this elective, students develop and refine transferable skills using new and developing technology. These skills can be applied in future studies that require video editing, audio production and digital imaging.

### Content

Students will develop a digital portfolio based on the following:

- Digital photography: Introduction to the use of digital cameras to create aesthetically pleasing photographs
- Video production: Developing a concept, filming and editing

### Assessment

- **Camera basics:** Skills and knowledge of camera operation, functions and camera codes
- **Digital folio:** Photography and analysis of selfies in contemporary society
- **Digital folio:** Video production

# Physical Theatre – Urban Circus

## Elective

This course combines aesthetic sport training with physical theatre styles. It will appeal to students who love kinesthetic learning and wish to develop ways to communicate through physical theatre practices and to develop their core strength.

## Aims

Students will develop their confidence and ability in effective and positive communication with others, and will focus on clear and effective expression through physicality. This will be coupled with a practical understanding of, and skills in, the arts of drama and aesthetic sports conditioning. They will also hone their skills in creative problem-solving and collaboration as part of a group. Additionally, students will learn core training and safe lifting practices and gain an appreciation of the training requirements necessary to create effective physical theatre performances.

## Content

The content includes physical training in safe lifting practices, core training and strengthening, and devising and storytelling through physical theatre. Combined classes of drama workshops and physical training will be conducted to create innovative devised theatre.

## Learning and teaching methods

Students learn new physical training and devising skills in whole class workshops. Then, in pairs or small groups, students conceive, develop, perform and evaluate original work based on the concept or skill..

## Assessment

- Self and peer process reflection and evaluation
- Frantic assembly inspired performance task
- Story building through physical expression
- Creating an end of unit performance, which combines all of the lifts and drama skills undertaken

Areas of assessment:

- Drama performance – quality of product and performance skill
- Rehearsal process – ability to stay on task and work in a collaborative manner
- Ability to maintain focus – classwork and performance
- Application and communication of basic skills
- Skills in reflection and evaluation – journal and class discussion
- Adherence to health and safety requirements. It is hoped that the students will undertake several excursions to see professional groups performing and take part in other workshops

# STEM – Designing the Future

## Elective

This elective integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies, such as 3D printing, laser cutting and ICT tools, alongside materials and components to create prototypes that respond to their project's problem.

The course seeks to develop skills in research, design, engineering, technology, and 'hands-on' construction. This involves two main projects, one that involves designing and constructing a product that has two ranges of movement, the other is a civil engineering project where students design and construct a model house using limited resources.

Creative students with an interest in inventing, tinkering and making models will enjoy this course.

## Content

Students will address topics and challenges in the following areas:

- Plan and design:
  - What is it?
  - What must it be able to do?
  - Which design features will it incorporate?
- Modelling and refinement:
  - Making a prototype
  - Testing the prototype and then compare the results to intended outputs, and make changes
  - Refining ideas and constructing a fully-functional final product

## Assessment

- An engineering project record including background research, design requirements, design process, testing and evaluation
- Making processes – how well the product works to solve the problem
- Sustainable construction – create a solution while understanding technical and economic constraints

# Textiles

Elective

## Aims

The conceptual focus of this course explores 'Creating Products from the Ground Up'. Students have the opportunity to develop skills relevant to the design, production and decoration textile products including a focus on the study of fibres. In this course, they develop a broader understanding of the origins and properties of materials, equipment and processes commonly used in textiles products. They will explore the balance of function and design in their products and create their own style in response to design briefs. This course is well-suited to students keen to learn a variety of skills required to make and modify textiles, products and artworks.

## Content

During the semester, students will investigate, design and produce a variety of textile products. They will compile a folio of related textile information and designs, providing evidence of their creativity and appreciation of current trends and styles in textile products.

## Product Research and Design Journal

Students will create a folio of ideas and information, exploring a range of potential textile products, including:

- Information on commonly used natural and man-made fibres
- Construction techniques and processes in textiles
- Appreciation and generation of design features for everyday products

## Product Construction

In this course, students will learn how to:

- Construct fabric and 3D forms from fibres, using merino wool and the Nuno felt-making technique
- Use hand sewing techniques safely and competently for construction
- Use equipment, including sewing machines, overlockers and irons, safely and competently
- Follow and create verbal and written instructions, and diagrams to assemble their designs
- Adapt basic designs to create and develop a personal style in their product development

## Assessment

- Digital portfolio
- Final product

Assessment criteria is provided for each area of study and the digital portfolio and final product comprise an overall grade at the end of the semester.

# Visual Communication Design

Elective

## Aims

Visual Communication Design in Year 8 is an exciting course that seeks to 'find the designer in you'. In this study, you will design and produce original and creative responses to a range of design briefs based on the following design fields; message/communication design and environmental/architectural design. The aim of this course is for students to understand and apply the Design Process where they explore the sequential stages of *Discover, Define, Develop and Deliver*.

## Content

- Hand drawing skills
- Elements and principles of design
- Message design: typeface and logos
- Environmental design: Mouse House
- Digital design skills, using Adobe Photoshop and Illustrator

## Visual Diary and Folio

The Visual Diary is an essential component of the course as it involves documenting ideas, processes and design solutions. Throughout the semester, students will produce a folio of works that showcase a range of developed skills and techniques, annotated with their creative and critical thinking skills and knowledge.

## Technology

Computer generated designs are introduced in this course. Students learn to scan, digitally manipulate and print images to cater to their design briefs.

## Assessment

- Visual diary
- Folio - final design products

# Year 8 Course Guide

## Contacts

### Commerce

George Katris, Head of Learning  
[George.Katris@stleonards.vic.edu.au](mailto:George.Katris@stleonards.vic.edu.au)

Law and Order

### Digital Technologies

Vaughan Anderson, Head of Learning - DigiSTEM  
[Vaughan.Anderson@stleonards.vic.edu.au](mailto:Vaughan.Anderson@stleonards.vic.edu.au)

Digital Literacy and Technologies  
STEM - Designing the Future

### Drama

Brendan Carroll, Head of Learning  
[Brendan.Carroll@stleonards.vic.edu.au](mailto:Brendan.Carroll@stleonards.vic.edu.au)

Drama  
Drama - Bringing Theatre to Life  
Physical Theatre – Urban Circus

### English

Maggie Walsh, Head of Learning  
[Maggie.Walsh@stleonards.vic.edu.au](mailto:Maggie.Walsh@stleonards.vic.edu.au)

English  
Literature to Life

### Health, Sport and Exercise Science

Jason Kam, Head of Learning  
[Jason.Kam@stleonards.vic.edu.au](mailto:Jason.Kam@stleonards.vic.edu.au)

Food Science  
Health and Physical Education

### Humanities

Renata Machado, Head of Learning  
[Renata.Machado@stleonards.vic.edu.au](mailto:Renata.Machado@stleonards.vic.edu.au)

Critical Thinking  
Geography  
History  
Self and Society

### Languages

Elvira Caballero, Head of Learning  
[Elvira.Caballero@stleonards.vic.edu.au](mailto:Elvira.Caballero@stleonards.vic.edu.au)

Chinese  
First Nations Studies  
French  
Spanish

### Mathematics

Sara Woolley, Head of Learning  
[Sara.Woolley@stleonards.vic.edu.au](mailto:Sara.Woolley@stleonards.vic.edu.au)

Mathematics



# Year 8 Course Guide

## Contacts – Continued

### Music

Nicole Hutchinson, Head of Learning

[Nicole.Hutchinson@stleonards.vic.edu.au](mailto:Nicole.Hutchinson@stleonards.vic.edu.au)

Music

Music - Performance and Composition

Music - Recording Studio

### Science

Chris Hyde, Acting Head of Learning

[Chris.Hyde@stleonards.vic.edu.au](mailto:Chris.Hyde@stleonards.vic.edu.au)

Science

### Visual Arts

Margot Anwar, Head of Learning

[Margot.Anwar@stleonards.vic.edu.au](mailto:Margot.Anwar@stleonards.vic.edu.au)

3D Design and Construction

Photography and Video

Textiles

Visual Arts



**St Leonard's College**  
An education for life.