



**ST EDMUND'S  
COLLEGE**  
CANBERRA · EST 1954

# **Year 8 Course Guide**



**2020**

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## SUBJECT SELECTION OVERVIEW

### CORE SUBJECTS

The core subjects all students will study in Year 8 are:

- **Religious Education (1 semester only, includes Civics and Citizenship)**
- **English**
- **Mathematics**
- **Health and Physical Education (HPE)**
- **Science**
- **Social Science: History, Geography and Economics and Business**

### RELIGIOUS EDUCATION

The purpose of Religious Education at St Edmund's College is to allow young people to learn about the person and teachings of Jesus Christ, engage in an understanding of the world they live in as well as understanding the world and literature of sacred scripture. Religious Education attempts to make accessible the traditions of the Catholic and broader religious community and to assist students in becoming aware of the connection between sources of tradition, diverse expressions of faith, Church teaching and mission. Human dignity, rights and responsibilities and justice are some of the themes covered in this unit of study which allows the students to engage in concepts and ideas and apply them in their own broader context.

In exploring the example of Jesus, students learn about the society he lived in and the governments influence on everyday life. Students also consider what responsibilities we have for the other in society. Australian society is diverse and democratic and this will be compared and contrasted with the government and groups in the time of Jesus. Systems of laws and governance are also examined in an Australian Indigenous context, including spirituality and the expression of that today.

Religious Education in Year 8 is mainly built upon a combination of the documents and curriculum in line with requirements of the Archdiocese. The year 8 course for Civics and Citizenship from the Australian National Curriculum is also integrated into the semester study. Cross curriculum priorities are implemented into Religious Education programming and assessment. Written and religious literacy are fostered in each year group to enable students to access and utilise skills that are applicable and relevant to a range of subject areas and contexts.

**For further information, please contact Mrs Carmela Wilson,  
Head of Religious Education: [cwilson@stedmunds.act.edu.au](mailto:cwilson@stedmunds.act.edu.au)**

## ENGLISH

The three main strands of English study are: Language, Literature and Literacy. Students learn about Language, Literature and Literacy through study and production of fiction and non-fiction texts.

In Year 8, students will produce creative responses to Literature, both written and digital. They will demonstrate critical reading skills through annotated bibliography as well as through participation in group debate. They will also learn how to utilise appropriate paragraph structure for effective analytical response.

In line with the Australian Curriculum and the mission of the College, the goal for the study of English is to produce students who have the skills and contextual awareness to be critical, but compassionate thinkers, articulate and precise in the expression of their thoughts.

**For further information, please contact Mr Tim Bibbens,  
Head of English: [tbibbens@stedmunds.act.edu.au](mailto:tbibbens@stedmunds.act.edu.au)**

## MATHEMATICS

In Year 8 Mathematics, all students study the same content as prescribed by the Australian Curriculum.

Students in Year 8 at St Edmund's College use Maths Pathway as the learning management system in class. Students do a range of online mathematics modules that are aimed at developing mastery in mathematical concepts. In addition to this, they work on problem-solving rich tasks and other activities in class.

There will be one class that will be called Year 8 Advanced rather than Year 8 Mainstream. This class will be for students who are not challenged by Mainstream Mathematics and who need enrichment opportunities to maintain their interest in the subject. The composition of the Advanced class will be based on grades obtained in Year 7, as well as results from standardised tests. It can be expected that there will be some movement between Mainstream and Accelerated classes through the year, particularly in Term 1.

**For further information, please contact Mr Ed Mickleburgh,  
Head of Mathematics: [emickleburgh@stedmunds.act.edu.au](mailto:emickleburgh@stedmunds.act.edu.au)**

## HEALTH and PHYSICAL EDUCATION

The Year 8 curriculum supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence.

Health and Physical Education has two strands: Personal, Social and Community Health (Health) and Movement and Physical Activity (Physical Education). Both are interrelated and inform and support each other.

**For further information, please contact Mr Joel Richardson,  
Head of Health and Physical Education:  
[jrichardson@stedmunds.act.edu.au](mailto:jrichardson@stedmunds.act.edu.au)**

## SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour, arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

**The Australian Curriculum:** Science provides opportunities for students to develop an understanding of important Science concepts and processes, the practices used to develop scientific knowledge of Science's contribution to our culture and society and its implications in our lives.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of Science understanding. These overarching ideas are patterns, order and organisation, form and function, stability and changes, systems, scale and measurement and matter and energy.

Science aims to ensure that students develop:

- an interest in Science
- an understanding of the vision that Science provides
- an understanding of the nature of scientific inquiry
- an ability to communicate scientific understanding and findings
- an ability to solve problems and make informed evidence based decisions
- an understanding of historical and cultural contributions to Science
- a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences

### **Science Curriculum Focus**

As students investigate the Science phenomena outlines in these years, they begin to learn about major theories that underpin Science, including genetics and evolution, atomic theory, chemical bonding and the Periodic Table, laws of motion and the Big Bang Theory.

Science is studied at two levels in Year 8, Extended and Mainstream. Students are allocated to levels by the Head of Science on the basis of their demonstrated academic potential and learning needs. Internal and external assessment results, advice from Science teachers and consultation with students and their parents all bear equal weighting in the course allocation process. Student placements are reviewed twice a year at the end of each semester.

**For further information, please contact Mr Ross Bristow,  
Head of Science [rbristow@stedmunds.act.edu.au](mailto:rbristow@stedmunds.act.edu.au)**

### **SOCIAL SCIENCE**

In Year 8, students will study one semester of History and one semester of Geography.

#### **Semester One:**

##### **The Ancient to the Modern World:**

Students study History, from the end of the ancient period to the beginning of the modern period, c650 – 1750 AD(CE). This was when the major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. Students study three in depth civilisations: The Viking World, Shogunate Japan and the Collapse of the Aztec Empire.

##### **Economics and Business**

Students are given a further opportunity to develop their understanding of economics and business concepts by exploring the ways markets, including traditional Aboriginal and Torres Strait Islander markets work within Australia. The participants in the market system and the ways they may influence the markets operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

## **Semester Two:**

### **Landforms and Landscapes and Changing Nations:**

There are two units of study in the Year 8 curriculum for Geography: Landforms and Landscapes and Changing Nations.

Landforms and Landscapes examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes and management of landscapes.

Changing Nations explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle income countries.

### **Civics and Citizenship**

Students study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. This unit will be integrated with Religious Education.

**For further information, please contact Ms Kylie Rose, Head of SOSE:**  
**[krose@stedmunds.act.edu.au](mailto:krose@stedmunds.act.edu.au)**

## **ELECTIVE SUBJECTS PROGRAM OF STUDY**

Students have 3 elective lines to utilise over the year in their timetable, however, are restricted to a maximum of 1 Technology elective, 1 Creative and Performing Arts elective and 1 Language. The available options of study can be summarised as follows.

### **Year-long Language stream:**

Choose one year-long (2 semesters) Language elective (Japanese or French). And 1 Creative and Performing Arts (Drama, Music, Art) OR 1 Technology elective (Food Technology, Design Technology, Digital Technologies).

**OR**

### **Semester elective stream:**

Choose 3 semester electives - 1 Technology, 1 Creative and Performing Arts and 1 Language.

## **LANGUAGES**

All students will have studied French or Japanese as part of their Year 7 program.

In Year 8, all students will choose one of these languages to study as either a year-long or semester only course.

Both languages focus on Communication Skills (listening, speaking, reading and writing) and Intercultural Understanding with an emphasis on improving students' overall literacy.

Students have the opportunity to improve their general knowledge and independent learning skills when using online language website.

**For further information, please contact Mr Andrew Taylor,  
Head of Languages: [antaylor@stedmunds.act.edu.au](mailto:antaylor@stedmunds.act.edu.au)**

## **FOOD TECHNOLOGY**

Food Technology provides opportunities for students to:

- become informed and responsible in making decisions about food
- develop a comprehensive range of food preparation skills
- evaluate relationships between food, nutrition and quality of life
- design solutions in response to specific food needs

The Food Technology Course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values and learning styles.

**For further information, please contact Mr Jason Moore,  
Head of Technology: [jmoore@stedmunds.act.edu.au](mailto:jmoore@stedmunds.act.edu.au)**

## DESIGN TECHNOLOGY

The Year 8 Technology course focuses on designing and resistant materials such as timber, metal and plastics. Students are given a number of design briefs that require them to design, make and appraise two major projects.

Students will use the computer drawing software to design a cam toy with moving parts and then use the Laser Cutter to make the components. The final project is a compressed CO2 canister Dragster. Students are required to design a Dragster that will travel 20 metres unaided. This is to be made to specifications.

Students are instructed on Workplace Health and Safety and the use of tools and equipment. They will learn about time/project management, evaluation techniques and how to document thoughts and ideas in a portfolio.

## DIGITAL TECHNOLOGIES

Students use a range of software platforms and embedded systems to solve authentic problems. Students work on a variety of projects including the creation of computer games, completing cyber security challenges as well as programming microcontrollers and simple robots. Students are encouraged to explore topics of interest in detail as they develop their project based learning skills.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

**For further information, please contact Ms Margaret Maher,  
Assistant Principal ICT & Innovation [mmaher@stedmunds.act.edu.au](mailto:mmaher@stedmunds.act.edu.au)**

## VISUAL ART

Year 8 Art classes explore the study and critique of Art History, looking at how Palaeolithic peoples made marks to create meaning. This also includes the exploration of Aboriginal culture and spirituality in relation to ancient art making techniques.

The historical exploration of the art timeline also covers ancient Egypt and Greece, where students study the human figure as an idealised and distorted image, to create cultural meanings to their historical audience. Students become more sophisticated in their art making as they manipulate three dimensional works in stone and acrylic painting techniques.

This course is an ideal grounding before a Year Nine elective that takes a more critical look at making and responding to art forms.

**For further information, please contact Mr Nigel Palfreman, Head of  
Creative & Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

## MUSIC

Music in Year 8 has a deeper focus and style to it than in Year 7. Classes strive to find a balance between learning music and learning about music with lessons being relaxed and enjoyable.

The curriculum consists of a varied mix of practical, composition, theory, music history and aural development.

Students studying elective Music in Year 8 have some autonomy in working in a band or group in their practical playing as well as solo work. As such, the boys are encouraged to take private lessons on an instrument of their choice to further enhance their skills.

**For further information, please contact Mr Nigel Palfreman, Head of Creative & Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

## DRAMA

Drama in Year 8 builds on the introduction to Drama Course in Year 7. We continue to use improvisation as the main source of creating and presenting Drama, however, we introduce elements of Drama such as sound and lighting, set and props to enhance the theatre experience.

The use of stimuli as a starting point to build the drama, ranges from the play, Treasure Island to Orwell's 1984 to Edgar Allen Poe's The Tell Tale Heart. The use of theatrical lighting, use of shadow puppets, music and costume help the students create atmospheric, engaging and entertaining pieces of Drama, culminating in a self-devised piece at the end of the semester course.

The skills and techniques the students learn throughout Year 8 will provide a solid base for the Drama Courses in Year 9 and beyond.

**For further information, please contact Mr Nigel Palfreman, Head of Creative & Performing Arts: [npalfreman@stedmunds.act.edu.au](mailto:npalfreman@stedmunds.act.edu.au)**

## DIVERSE LEARNING

St Edmund's Diverse Learning follows a philosophy of inclusive education and tailored individual learning. We seek to support students, family and staff in finding the best programs for the individual, whether that be through learning support, extension, enrichment and/or acceleration. We offer the following programs in support of any learning differences:

- Quicksmart early intervention
- Macqlit early intervention
- MSL small groups in the High School for students who experience Dyslexia
- Social Skills Program (Looking to introduce the PEERS program in 2020 if viable)

- Literacy Support across Junior and High School
- Koori Homework Help
- EALD small group support
- Small group Maths support in the Junior School
- Homework assistance small groups in the Junior School
- 1-1 assignment support before school for those who meet diagnostic criteria (by appointment only) in the High School
- AST skill support in Years 11 and 12
- Small group life skills support class for those who meet diagnostic criteria (introduce in 2020)
- Executive functioning small group support for radically accelerated students (introduce in 2020)
- Prolific acceleration programs, including: radical acceleration (multiple year levels), whole grade acceleration (one year level), subject acceleration (one or multiple subjects over a number of year levels), enrichment groups, extension options and social group experiences (introduce social group in 2020).

At the beginning of each year, families meet with a representative from the College to create an individually tailored Personal Plan that will give information and strategies to those who teach and interact with the student. This plan forms the basis of all interactions to support the student and is an ever changing document. It is usually reviewed annually, but families can request changes at any point throughout the year.

As we seek to implement a therapeutic program, much of our intervention is done outside the traditional classroom. In order to meet the needs of all learners within the classroom, we implement a thorough and regular training program for our teachers who follow differentiation, adjustment and modification as best practise. These programs explore both pedagogical approaches, and understanding of diagnoses and how they may present in the classroom. We work closely as an auxiliary with the Assistant Principal of Teaching and Learning to ensure all faculties have access to support in creating programs that are tailored to the individual needs and learning goals of each student. In some special circumstances, we provide LSA support in the classroom to assist with safety and access to curriculum, but we avoid this as a rule, as it can highlight differences in an unwelcome manner. We encourage students to access after school tutoring, or work closely with their classroom teacher, in order to receive assistance with assignment planning and completion. We staff a 'chill out' room that can provide time and support in helping students who may need extra space to regulate emotions or require a calm working space.

We also support our Pastoral Care team as an auxiliary in triaging emotional events that may be experienced by students within our care. Communication is frequent between the two departments and assists in supporting the wellbeing of the whole child. As advocates for the child, we avoid implementing consequences of incidents. This will usually be done by a Head of House or Faculty. We also work closely with our School Psychologist in the understanding and interpretation of diagnostic materials. In special circumstances approved by the Head of Faculty, and with parental permission, some diagnostic testing may be administered by our School

Psychologist to help provide a clearer picture of the learning differences of a student.

For further information, please contact Ms Lisa Millar, Head of Diverse Learning (acting): [lmillar@stedmunds.act.edu.au](mailto:lmillar@stedmunds.act.edu.au)

## CHOOSING SUBJECTS

Students are encouraged to choose subjects that will both extend their interests and suit their abilities. They should not choose subjects based on what their friends are doing or the teachers they assume will be taking the classes.

Students will attend a year level meeting during school time where further information will be provided. Students are advised to select wisely and seek further information from Heads of Department as opportunity to change subjects once the timetable has been finalised is limited and subject to a process of validation in accordance to the College policy.

## SPECIAL REQUIREMENTS

**Drama** contains assessable performance elements. Students undertaking this subject will be required to perform either in class or in events such as the College musical, College assemblies and Drama festivals.

**Music** students are required to play an instrument and attend either private or College facilitated music lessons. Students are encouraged to involve themselves in the College's Co-Curricular Music program.

## SELECTION OF STUDENTS INTO SUBJECTS

As places in some subjects are limited, if there is excess demand, final selection of students will be based on a combination of the following criteria:

### **A) Application Grade Average**

Each student's Application Grade Average based on their Semester One Academic report may be used to assess a student's entry into courses where there is high demand.

### **B) Lodgement of Subject Selection Forms:**

Subject Selections are completed online Term 3 in the year prior to commencement of Year 8. Selections that are submitted after this time will have lower priority when determining the final placement of students in classes.

The Teaching and Learning Office endeavours to accommodate the selections of every student to the best of its ability, whilst working with the resources of the College.