

LEIGHLAND CHRISTIAN SCHOOL



Student
HANDBOOK 2027
YEAR 8



CONTENTS

3 **GENERAL OVERVIEW**

ARTS

- 4 Ceramics
- 4 Drama
- 4 Music
- 4 Sculpture

DESIGN TECHNOLOGIES

- 5 Colourful Food
- 5 Jewellery Making
- 5 Metalwork
- 5 Soft Sculpture
- 5 Woodwork

DIGITAL TECHNOLOGIES

- 6 LEGO League
- 6 Robotics

HUMANITIES

- 6 Entrepreneurship

MATHEMATICS

- 7 Problem Solving

PHYSICAL EDUCATION

- 7 Outdoor Education
- 7 Sports Studies: General

YEAR 8 OVERVIEW

The Years 7/8 program is designed to provide students with a broad and engaging learning experience that supports their academic, personal and spiritual growth within a Christian worldview.

In Year 8, students continue their studies in Christian Living, English, Mathematics, Science, Humanities and Social Sciences (HaSS), Health and Physical Education (HPE), Digital Technologies and Languages, while also exploring specialist subjects including Design in Graphics, Arts, and Food Technology (Cooking). Together, these subjects provide students with opportunities to develop knowledge, practical skills, creativity, critical thinking, and a deeper understanding of their faith as they prepare for the opportunities and challenges of secondary education.

We value student voice and choice as an important part of the learning journey. To encourage students to pursue their interests, discover new talents, and develop greater ownership of their learning, students select elective subjects each year. These elective opportunities allow students to explore a range of practical, creative, and academic areas while building confidence, independence, and engagement in their education.

GENERAL INFORMATION

ELECTIVE SUBJECTS

In Years 7 and 8, students have the opportunity to select subjects according to their interests, passions and pathways.

- Students in Year 7 will study two electives across the year (one per semester)
- Students in Year 8 will study four electives across the year (two per semester)

When choosing subjects, it is important they are suitable, both with respect to the student's future aspirations and present interest. The elective subjects cover a range of learning areas, including the Arts, Technologies, Science and Humanities. Students should discuss subject choices with their parents and subject teachers. The Career Pathways Counsellor is also available for consultation.

ASSESSMENT OF SUBJECTS

Subjects are primarily based on the Australian Curriculum. Knowledge, skills and understanding are taught according to the relevant strands and content descriptors for each subject. Students are then assessed against the curriculum achievement standard, and their grades reflect their performance against the national standard. For each task set, students will be informed how they are assessed against the standard and the goals for success.

SELECTION PROCEDURE

Students and parents receive the Information Booklet. This booklet provides a brief outline and students are invited to seek further assistance. Students receive information at school covering subjects in which they are interested and make their selection online. Students selecting subjects after this initial process do so in conjunction with the Director of Learning, Teaching and Curriculum. Care teachers, subject teachers, the Career Pathways Counsellor and the Year Level Leader are all available for further advice.

PLEASE NOTE: The availability of subjects is dependent upon student interest and enrolment numbers. There are limits on some class sizes, so it is very important to make your selections early.

ARTS

CERAMICS

Students build on their Year 7 ceramics skills and take their ideas further through more challenging and creative ceramic projects. In Year 8, they will develop greater control of slab, coil and modelling techniques, while exploring more complex forms, construction methods, textures, patterns and surface treatments. There will be opportunities to work on a clay wheel for those who have done the Year 7 foundation course.

Students will be encouraged to develop their own artistic ideas, make creative decisions and refine their work as they explore both functional and sculptural ceramics. Projects may include vessels, sculptural forms, reliefs and imaginative constructions inspired by artists, cultures, nature and contemporary art.

DRAMA

Students can make a real show of themselves in Year 8 Drama. From developing their dramatic flare, to embodying rich characters, students are guaranteed to make a scene that will impact an audience. Manipulate the elements and conventions of drama to develop your unique style while learning valuable life skills. All students will have frequent opportunities to perform in different settings including MADE night and the Celebration Service.

MUSIC

In this class students will dive deep into advanced practice by learning more complex parts on their chosen instruments. They will also unlock their creativity through song writing, where they get to create and arrange their own original music tracks. Using modern music tech, students will master digital tools to record, edit and mix their sounds like a pro. Finally, they will bring it all together for live shows, collaborating in small groups to perform and share their music.

SCULPTURE

Students make 2D and 3D artworks with a range of manufactured and natural materials, either purpose built or found, such as timber/sticks, wire and foil, cardboard/paper maché, plastics and string, plaster and moulds. This course is for people who love to play with stuff and develop skills with a range of materials/tools, and figure things out as they go. Final artworks may be placed inside or outside depending on who and how you want to enjoy your creations. There will also be opportunity to do some group work.

DESIGN TECHNOLOGIES

All Technology subjects cover the safety requirements for the given context and are underpinned by a foundation of the Design Process. This may include, but is not limited to: research, design sketching, design drawing, prototyping, testing, trialling, virtual design and modelling, computer aid manufacture, skill development, construction, evaluation and project management.

COLOURFUL FOOD

We eat with our eyes first, so recipes need to look appealing to the eye. One way to achieve this is with colour. They can be natural - for example the colours in fruits and vegetables. Colours can also be man-made where we add them to other ingredients - for example food colouring. Recipes in this subject will include savoury and sweet dishes. Students will have the opportunity to follow The Design Process and make decorated biscuits to be gifted to someone to show their appreciation. Part of this elective will include Multicultural and Indigenous recipes.

JEWELLERY MAKING

Students work on multiple jewellery projects, beginning with simple beadwork, progressing to polymer clay and macramé beading techniques. They begin learning about the Design Process and how this can apply in this field. Students develop techniques and skills that can be used beyond the classroom and inspire creativity.

METALWORK

This is an introductory course that allows students to learn skills and create projects within the focus of the metal workshop. Skills developed will focus on the safe use of hand tools, basic machining processes, and may utilise aluminium, steel, sheet metals, and the possibility of plastics (acrylic). Design projects change each year.

SOFT SCULPTURE

Students design and make toys, sculptures and 3D forms using a variety of mediums including sewing. They use the sewing machine and hand stitching to add detail and embellish their own designs. Students also explore what is involved in making for a 'client' and producing a quality end product.

WOODWORK

This is an introductory course that allows students to learn skills and create projects within the focus of the wood workshop. Skills developed will focus on the safe use of hand tools, basic machining processes, and may utilise some Tasmanian feature timber that is a characteristic of many hand-crafted products unique to Tasmania. Design projects change each year.

DIGITAL TECHNOLOGIES

LEGO LEAGUE

Semester 1

Learn the skills required to participate in the FIRST LEGO League robotics competition. The Innovation Project allows students to solve real-world problems through Project-Based Learning. The Robot Game and Design categories allow students to code and build Lego Spike prime robots to autonomously complete challenge missions. This is all while demonstrating the FIRST Core Values of Inclusion, Impact, Teamwork, Fun, Discovery, Innovation, Cooperation, and Gracious Professionalism.

Semester 2 (optional extension)

Students will apply their skills learnt from Semester 1 to compete in the new 2027/28 season. This is a semester-long project in a team of 5-10 members, as they plan, design and improve their robot and innovation project.

NOTE: Some members may be invited, based on their teamwork, effort and commitment, to participate in a regional competition and represent the school, competing against teams from around the State.

It is strongly encouraged that students complete Semester 1 in Year 7 or 8 to participate in Semester 2.

ROBOTICS

The Robotics course is designed to give students an introduction to the LEGO Education robotics suite. Students will learn how to plan, design and build their robots using LEGO components. These robots will then be tested, modified and improved so they can complete a range of intended tasks. Students learn how to program their robots using block coding and feedback loops to interact with multiple motors and sensors. Students will also investigate and design robots for real life applications.

HUMANITIES

ENTREPRENEURSHIP

Students develop their own business plan, create, launch and manage their own micro business. They explore social enterprise and ways of helping others through developing creative business opportunities.

MATHEMATICS

PROBLEM SOLVING

For students who love Mathematics and the challenge of solving complex problems, this subject is devoted entirely to developing problem solving skills. Any students in this subject should be willing (and permitted by their parents/guardians) to participate in a variety of competitions. Some competitions may involve a levy. Typical competitions are through International Competitions and Assessments for Schools (ICAS) and also the Australian Mathematics Trust (AMT). The following are possible competitions through the AMT:

- Kangourou sans Frontières (March)
- Computational and Algorithmic Thinking Competition (May)
- Australian Mathematics Competition (August)
- Mathematics Challenge (March-June)
- Australian Junior Mathematics Olympiad (September)
- Maths Enrichment (March – October)

PHYSICAL EDUCATION

INTRODUCTION TO OUTDOOR EDUCATION

In this course, students will engage in outdoor activities such as sailing, high ropes and kayaking. They will learn specialised skills around team building, leave no trace, water safety, and appreciation of the outdoors.

SPORTS STUDIES: General

In this Sports Studies unit, students will explore the complexities of one to two selected sports in greater depth than in regular Physical Education classes. Through a combination of practical skill development, tactical analysis and theoretical learning, students will build deeper understanding of the rules, strategies, physical demands, and team dynamics involved in each sport. Working collaboratively in teams, students will take on leadership roles, refine sport-specific techniques, and engage in reflective practices to enhance both individual and group performance.

