YEAR EIGHT
2011

KORUMBURRA
SECONDARY COLLEGE

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### YEAR 8 CORE SUBJECTS

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WELCOME

At KSC we offer “QUALITY EDUCATION IN A CARING COMMUNITY”

It is with great pleasure that we take this opportunity to offer your family a warm and sincere welcome to the Korumburra Secondary College community.

We are proud of our quality educational programs, resources and facilities which we work hard to provide in a friendly, safe and supportive environment.

We are also proud of our experienced and dedicated staff, who are continually upgrading their skills through professional development opportunities.

The level of communication between school and home is a crucial factor in determining student achievement. Research clearly shows that parents’ interest in their child’s education is the most important influence on a child’s educational progress.

All our teachers would encourage you as a parent to:
* Take an interest in what your child is learning
* Help your child set goals
* Communicate the importance of consistent effort
* Provide positive conditions for work at home
* Monitor and assist with homework
* Participate in college activities

We endeavour to communicate important information to parents through:
* Year level handbooks
* Fortnightly Community Bulletins—emailed home or hard copy distributed on Fridays.
* Student reports each term
* Parent teacher interviews at the end of Terms 1 & 3.
* Course selection evenings
* Phone calls, notes
* Student Planners

We aim to provide the best possible learning environment for your child, for all people associated with the college to have pride in KSC, and we look forward to working with you to this end.

We offer you an open invitation to contact or visit our college at any time.

GENERAL INFORMATION YEAR 8

Year 8 is working towards Level 5 in the Victorian Essential Learning Standards (VELS). At this stage students are expected to be more aware of the need to self direct their learning. There are a range of compulsory subjects which allow students to pursue their interests in education. Having developed and honed basic skills, students now apply their learning to challenge their thinking and understanding.

EXTRA CURRICULAR ACTIVITIES

Students of Year 8 are encouraged to participate in the many extra curricula activities that the college offers, such as:

- House sport events
- Instrumental Music Program
- Inter school sport
- Lunchtime activities
- Chess and Debating
- Tournament of the Minds
- SRC
- Year 8 Camp
Subject levies at Year 8 will be the same for all students, regardless of which technology craft they study. The Government Education Allowance paid to the school will cover a portion of the levies. In addition students undertaking practical subjects are expected to pay for materials for projects in those subjects. Booklists and general levies will be distributed in early December.

### SCHOOL TERM DATES 2011

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<tr>
<th>TERM ONE</th>
<th>Friday 4th February to Friday 8th April 2011</th>
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<tr>
<td>TERM TWO</td>
<td>Tuesday 26th April to Friday 1st July 2011</td>
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<td>TERM THREE</td>
<td>Monday 18th July to Friday 23rd September 2011</td>
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<td>TERM FOUR</td>
<td>Monday 10th October to Wednesday 15th December 2011</td>
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### THE MIDDLE YEAR’S STUDENT

**OUR MIDDLE YEARS PROGRAM**

Students in Years 5 to 9 are Middle Years students. Students in these year levels are likely to be experiencing:

- rapid growth and physical maturation but not yet independent.
- challenging authority and testing many boundaries but still focusing on building meaningful relationships and friendships
- passionate about issues and keenly interested in the wider world but still wanting to feel safe and loved unconditionally
- thinking in ways which are more abstract and reflective
- strongly influenced by the peer group but seeking adult acceptance
- wanting to negotiate and see the relevance of activities

The Middle Years are regarded as a separate and exciting stage of learning requiring appropriate and engaging ways of teaching and learning.

### THE CURRICULUM

The curriculum aims to refocus student learning on the learning process itself - learning how to learn, while enabling students to develop knowledge and skills as an independent person and as a team member.

**VELS is set out in three linked main strands or areas:**

- **Physical, Personal and Social Learning:**
  Skills such as being active and healthy, developing self confidence, managing personal learning and working with others.

- **Discipline-based Learning:**
  Knowledge and understanding from the learning areas of English, Science, Mathematics, Humanities, Languages and The Arts.

- **Interdisciplinary Learning:**
  Essential skills that apply across the curriculum such as thinking, design, problem solving and using ICT. (Information, Communication and Technology)

The VELS framework acknowledges the global changes and directions that will shape the future of today's young people by delivering a curriculum that develops the whole person.

Young people need a broad range of knowledge, social, personal and thinking skills to be successful. The VELS standards will enable young people to develop through their schooling and will prepare them for their final years of study in the:

- Victorian Certificate of Education (VCE)
- Victorian Certificate of Applied Learning (VCAL)
- Vocational Education and Training (VET) which can be undertaken as part of either VCE or VCAL
In addition, this handbook outlines some of the special programs and services KSC has to offer including Music, Sport, Enrichment and other student services.

HOMEWORK
The learning students do at home is vital and a necessary extension of the school-based learning, enabling students to consolidate ideas covered in class.
Students should spend ¾ to 1 hour each night to:

<table>
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<tr>
<th>Reinforce learning</th>
<th>Develop study habits</th>
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<tbody>
<tr>
<td>Foster independence</td>
<td>Complete tasks set during class time</td>
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At Year 8 level all students are expected to complete a weekly Maths Mate homework sheet and an English Basics unit.

Students purchase a planner from the office. In this planner homework tasks are recorded along with other reminders and/or notes from teachers. Parents are asked to check and sign the planner on a regular basis.

ADDITIONAL STUDY ASSISTANCE
Two English Help and two Maths Help classes are offered to all students Monday to Thursday each week. Students can attend these lunchtime sessions to gain one on one assistance with their work or to catch up on work missed through absence or illness.

ASSESSMENT
Students participate in a variety of assessment tasks including:

- Written assignments
- Group presentations
- Tests

Self reflection and self assessment also occur enabling students to reflect on their own learning and setting some goals for future learning.

PARENT/TEACHER CONFERENCES and REPORTS
Written reports and/or parent/teacher conferences are provided at the end of each term. All parents are encouraged to attend the school for the conferences. It is also very helpful for the student to attend the conference with the parent/s as the discussion taking place is about them. Receiving positive feedback is rewarding, as is discovering ways to change and improve performance in the next term.

ASSESSMENT AND REPORTING

AUTHENTICATION

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate texts and source material, no part of a student’s work may be copied from any other person’s work, nor should a student accept undue assistance from any other person in the preparation and submission of work. Plagiarism (copying text) from books, internet or any other source, without permission or recognition of the author and source, is not only illegal but inadmissible for assessment.

Student evaluation involves the whole college community and is an integral part of what happens every day. The college is committed to promoting a positive attitude to learning. Assessment is an ongoing process, using a variety of methods and occasions to assess student achievement in a balanced program of work.

The purposes of assessment are:

* to improve student learning
* to generate a variety of information on what students have learned
* to diagnose the strengths and weaknesses of student learning
* to promote a positive attitude towards learning in students
KSC, along with all Victorian public schools, introduced a new report card, starting in 2007. The aim is to provide clearer information on how well your child is doing at school. The semester report card will tell you where your child is compared to the expected state-wide standard. This means that no matter where your child attends school, he or she will be assessed against the same standard for the year level. This will be particularly useful when students move from school to school. Clear written information will tell you what your child knows and can do. It will also identify those areas in which your child needs to be further assisted or extended. When this is the case, the report card will clearly describe what the College will do to support your child.

A common reporting scale is:

The report card’s A to E scale will tell you how your child is progressing against the expected standard. For example a ‘C’ rating means your child is at the expected standard and that his or her learning is on track.

The reporting scale is:

- A. Well above the expected standard at this time of year ie: 12 months ahead
- B. Above the standard expected at this time of year ie: 6 months ahead
- C. At the standard expected at this time of year
- D. Below the standard expected at this time of year
- E. Well below the standard expected at this time of year.

- Semester reports are written at the end of term 2 and 4, according to the above format.
- Interim reports are issued at the end of term 1 and 3 and provide a quick guide to your child’s progress.
- Teachers or parents may request an interim report at other times.

Parents are an important part of this process and we welcome you to get involved in your child’s formal education by working in partnership with the school.

- Student planners provide an everyday method of communication.
- Parent/student/teacher interviews are conducted at the end of terms 1 and 3.
- An open invitation exists for parents to contact the college.

**SCHOOL CANTEEN**

Our School Canteen provides healthy and nutritious food at reasonable prices. Our Canteen Manager works full time and appreciates the assistance of parent volunteers each day. Volunteers are rostered on their preferred day and are needed about six times per year. Parents who volunteer are greatly appreciated.

**STUDENT WELFARE COORDINATOR**

Some students have difficulty settling into secondary college, making friends, coping with the workload, or dealing with personal problems. For this reason the college provides a teacher with a time allowance so that they can focus on the welfare needs of students. This person is the Student Welfare Coordinator (SWC). Students are able to make appointments to talk to the Student Welfare Coordinator. Everything that students discuss with the SWC remains confidential unless there is concern for student safety.

Sometimes students wish to speak to somebody out of school about their problems, or sometimes it may be more appropriate to work through issues with the visiting Social Worker. The SWC is able to provide referrals to visiting services and outside agencies in these cases.

Parents who have concerns about their children and who need further guidance or advice should ring the college and ask to speak to the Student Welfare Coordinator. The SWC also has a variety of resources, available for parents to borrow. Many of these offer advice on teenage parenting.

**SCHOOL NURSE**

We are fortunate to have a school nurse who is appointed to KSC for 2 ½ days per week. Apart from dealing with medical and health issues as they arise at school, the school nurse is also actively involved in fostering and educating students and teachers regarding health and safe life style issues on an individual or group basis. The School Nurse service is also available to parents and we invite you to contact her, should you wish to discuss any related issues.
LEARNING ASSISTANCE PROGRAM (LAP)

A willing group of parents and community volunteers give individual assistance to students on an ongoing basis and in a variety of ways. These include assistance with school work, social issues and personal problems. These volunteers are an invaluable resource to KSC. All LAP volunteers have been suitably selected and trained to provide individual assistance to students.

COMMUNITY SERVICE

Community Service commenced as an activity at Korumburra Secondary College in 1985. Each of the Year 7 and 8 forms take part once in Community Service on the rotational basis of one form for 4 weeks each. This occurs parallel to the Sports Education program, usually on Thursday afternoons. The Year 7 and 8 students gain a genuine sense of care and develop valuable inter-personal skills.

Participating organisations include: Biralee Childcare Centre; Coal Creek Historical Village; KSC Canteen/KSC Library; KSC Grounds; KSC Monitors; Hospital Day Care Centre; Korumburra Caravan Park; St Joseph's Primary School; Milpara Community House and Hillside Lodge.

ENRICHMENT PROGRAM

The Enrichment Team is responsible for planning extra curricular programs that enrich the lives of students at the college. We aim to provide alternative opportunities for students to support their academic programs in the classrooms. These include:

- **School Production**
  The school will hold its production of “A Night to Remember” during the second last week of term 3. The production will be a showcase for some of the best talent we have in this school. Performers include rock bands, singers, dance ensembles, comedy acts, school bands, gymnastic performances and many more.

- **Competitions**
  Competitions from outside organizations regularly correspond with schools. We aim to provide as many opportunities for students to participate in activities that will extend them. These are published regularly on the Enrichment Noticeboard and in the Community News bulletin.

- **School Magazine**
  This is an annual record of student experiences and which is compiled with the support of students and teachers.

- **Student Leadership**
  Giving students the chance to improve their leadership skills is a priority of the Enrichment Department. Some examples our students' involvement include: Peer Support, Peer Mentoring, World Vision and Coastal Ambassadors Program.

- **Peer Support**
  Peer Support is a mentoring program in which all Year Seven students and a select group of Year Ten students participate. The students participate in a variety of activities to develop their organizational skills and have fun participating in a range of team building games. The program runs in Semester 1 of the school year and currently consists of six lessons.

- **Peer Mentoring**
  Year 10 students have the option of mentoring younger students as one of their elective subjects. This may involve working one-on-one with Year 7 & 8 students.

- **Lunchtime Activities**
  Some activities that are planned for students at lunchtime include:
  - Board Games
  - Sporting Activities & Competition
  - Theatre Sports Competitions
  - Chess Club
  - Drama Performances
  - Rock Bands / Music Performances
  - Movies
  - Treasure Hunts
- **Student Representative Council (SRC)**
  The SRC is a forum for elected students to be heard on issues that affect them. It is a well-organised body, lead by Year 12 students that plays a pivotal role in the organisation of student fund raising, student activities and a voice on College committees.

- **Gifted Education**
  Schools provide for all different ranges of abilities and we are constantly working to offer openings to students by extending their talents. This may be done as one-on-one mentoring, small group, class work or whole school activities. We are also successfully involved in a range of gifted programs such as Tournament of the Minds and Model United Nations Assembly.

- **Publicity**
  Giving students a sense of pride in their achievements can be accomplished by regularly reporting to local papers and beyond. The school newsletter is also a vital form of communication that we use to ‘trumpet’ student successes.

**YEAR 8 CORE SUBJECTS**

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**Aim**
This subject aims to develop the students’ use of language in many situations and for different purposes and audiences. Each unit (semester) will especially focus on the interrelated areas of reading, writing, speaking and listening, in accordance with the National Curriculum. A variety of texts with familiar or accessible subjects, including challenging ideas and issues will be studied including plays, novels, films and poems. A wide variety of activities to develop students’ skills, knowledge and attitudes in English will be completed.

**Areas of Study**

1. **Literature** - a selection from:
   - Two weeks with the Queen- Morris Gleitzman
   - Dougy- James Maloney
   - The Black Dog Gang- Robert Newton
   - Hitler’s Daughter- Jackie French
   - The Outsiders- S.E. Hinton
   - The Rabbits- John Marsden/Shaun Tan
   - The Spangled Drongo-Steven Herrick
   - Touching the Void (film)
   - The Mighty (film)
   - Way Home- Libby Hathorne

   At least two Literature texts will be studied each semester. It is expected students will study at least one film during the year to develop their knowledge of filmic techniques in preparation for middle school English.

2. **Writing Workshop**
   Students will work on writing pieces for different audiences, in different styles and for different purposes

3. **Speaking and Listening**
   Students will participate in a range of tasks to assist their development of effective oral communication and have opportunities to practise and refine their speaking and listening skills.

**Assessment:**
In accordance with VELS assessment procedures, student progress will be monitored across the various areas of study and reported on as per the college’s assessment and reporting policy. It is anticipated students will be required to:

- Maintain a neat, well organised workbook
- Follow the writing process to draft and submit numerous folio pieces
- Read and respond to at least three printed texts throughout the year
- Complete and submit numerous tasks to assess their abilities across the following dimensions:
  - Reading
  - Writing
  - Speaking and Listening
  - Listening, Viewing and Responding
  - Civics and Citizenship
MATHEMATICS

Aim
Students should acquire mathematical knowledge and skills, understand and appreciate the nature of mathematical thinking and gain confident to use maths in many situations

Area of Study
Topics include:
* Arithmetic (including fractions, decimals, percentages)
* Directed Number
* Algebraic simplification and indices
* Linear equations and graphs
* Geometry
* Ratio
* Measurement

Work Requirements
1. To maintain and keep an up to date Work Book containing all set exercises and worksheets
2. To undertake extension work when directed
3. Problems and skills practice assignments including Maths Mate sheets

Assessment Tasks
1. Topic assessment including tests
2. Extension tasks
3. Problem solving work, homework sheets, skills assignments

Periods per week : 4

SCIENCE

Aim
To investigate aspects of the environment that have an impact on the student's lives; and to develop their understanding of how the body functions.

Content
• Microscopes
• Atomic Theory
• Plants
• Chemical and Physical Changes
• Changes of state
• Chemical Reactions
• Human Body - circulatory, respiratory and digestive systems
• Air and Water
• Microbes and Disease
• Electricity

Work Requirements
1. Workbook - students will maintain an organised notebook
2. Research assignment/project - one per topic (where appropriate)

Assessments Tasks
1. Tests - one per topic (where appropriate)
2. Assignments - written to satisfy Work Requirement 2
3. Selected exercises from Workbook

Periods per week: 3
Aims
Movement and Physical Activity (PE) aim to enable students to:
- enjoy physical activity
- be introduced to a wide variety of sports and activities
- develop their knowledge and practice of safety in sport and recreational activities
- improve their physical fitness and social efficiency
- develop their initiative, self confidence, co-operation, responsibility, leadership and sportsmanship.

Content
Movement and Physical Activity explores a variety of physical activities through instruction and practice which involves:
- Learning new skills
- Developing existing skills
- Discussions about physical activities
- Learning the rules of the games being played, being prepared to take on roles such as coach, umpire, team manager, organiser, scoring.

Assessment
- Students complete practical work and a range of topic tests.
- Students are expected to be fully involved in the practical classes and to participate to the best of their ability.
- This includes wearing appropriate sports uniform (see uniform list). It is expected students wear a hat when undertaking any activity outdoors during terms 1 & 4.
- If ill or injured, students participate where possible in an alternative manner, e.g. umpire, referee, statistician. Students need to supply a note if they are ill or injured.

To satisfactorily achieve at the expected standard, students need to:
- Participate in the majority of practical classes
- Demonstrate the required standard of effort and achievement. Effort is based on the level of co-operation and participation. Achievement is based on the level of knowledge of rules, procedures, technique, responsibility and skill improvement.

PERIODS PER WEEK: 2
HEALTH EDUCATION

Aim
Health Knowledge and Promotion aims to assist Year 8's develop life skills such as self-discipline, cooperation and self-confidence, and develop skills and knowledge related to their health during adolescence and into the future.

Content
- Students further develop their study of the physical, emotional and social changes that occur as a result of adolescence and their increasing independence.
- Family, peer and community expectations on the development of their own personal identity and values will be explored.
- Particular focus is given to discussing risk-taking behaviours such as poor nutrition, drug taking and dangerous activities. Students will be given skills to develop harm minimisation strategies that lead to healthy, safe & fulfilling lives.
- The health concerns of young people will be considered and students will explore strategies that are designed to improve their health. In particular, how the influences on personal and family food selection and activity levels can affect their overall health and well being.

Assessment
Students maintain an organised workbook and complete project/s for each unit of work covered. These projects are graded as assessment tasks. Tasks are varied and include IT presentations, posters, role plays, individual work, research, tests, and presentations.

PERIODS PER WEEK: 2

HUMANITIES

Content
The CSF based course will help students develop their understanding of society and the environment. The course will build on the year 7 Social Science course and lead into further studies. Students will study examples from Australia and other places.

In each topic students will be involved in problem solving, research (including Internet), oral and written presentation, individual and group work, and self evaluations.

The organising values of democratic process, personal rights and responsibilities, social justice and sustainable development are integrated into the course.

Assessment
The outcomes for each unit are contained in the Work Requirements and Assessment tasks and will include:
- Projects
- Oral presentations
- Written presentations
- Homework
- Workbook

Periods per week: 4
**ART**

**Aim**
The art activities are designed to continue the student's experimentation, adaptation and discovery, whilst developing their technical and aesthetic skills. Students gain an understanding and appreciation of a variety of artworks and artists.

**AREAS OF STUDY**

**Creating and Making:**
- Focuses on ideas, skills and techniques involved in creating and making a variety of artworks.

**Exploring and Responding:**
- Focuses on developing an understanding of artworks and expressing personal and informed judgements.

**Assessment**
- Folio of documented artworks
- Research into artworks and artists
- Visual diary

**Periods per week:** 2

**LOTE - ITALIAN**

**Aim**
- To extend students' ability in Italian by:
  - Effective writing, listening and speaking
  - Making comparisons between Australian and Italian culture

**Areas of Study:**
- Counting to 1000
- Telling the time and date
- Definite and indefinite articles, singular and plural
- Identifying objects at school and home
- Identifying parts of the body
- Identifying family members
- Talking about the weather
- Talking about food; likes and dislikes

**Work requirements:**
- To produce a simple passport
- To maintain a workbook of class exercises
- To produce a short story
- To complete set reading tasks

**Assessment Tasks:**
- Written tests
- Short story
- Oral exercises

**Periods:** 2 per week for one Semester.
INFORMATION SYSTEMS

Aim
This unit of work introduces students to the uses of information. Students produce information products using a variety of techniques, to meet the needs of an intended audience. Students will be introduced to the use of computers for the production of such products. Students will plan, develop and evaluate their work.

Areas of Study:
* Types of information.
* Uses of information in society.
* The computer as a production tool.

Assessment:
1. Completion of set projects
2. Exercises
3. Word processing exercises

Periods per week: 2 for one semester.

CLASSROOM MUSIC

Classroom Music
Students take part in a wide range of musical experiences with a balance of composing, performing and listening activities. Students are involved in group and individual musical activities including guitar, vocal, drum-kit, tuned and un-tuned percussion

Work Requirements
1. Class Exercises
2. Classroom performances

Assessment Tasks
1. Performance
2. Listening activities
3. Creative composition

Periods per week: 2 for a semester.

Instrumental Music

Instrumental lessons are available at the school as part of the South Gippsland Schools Music Programme (SGSMP). The instruments taught are:

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<tr>
<th>Flute</th>
<th>Trumpet</th>
<th>Guitar</th>
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<tr>
<td>Clarinet</td>
<td>Trombone</td>
<td>Bass Guitar</td>
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<tr>
<td>Saxophone</td>
<td>French Horn</td>
<td>Percussion</td>
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<tr>
<td>Euphonium</td>
<td>Tuba</td>
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Lessons are for ½ an hour each week on a rotational timetable with students being withdrawn from normal classes at a different time each week. Lessons take place in small groups of 2 - 4 and students are encouraged to purchase their own instruments.

Woodwind, brass and percussion players also take part in weekly school band rehearsals and regular performance. All students are eligible to participate in the annual SGSMP Music Camp held in December.
HOME ECONOMICS

Aim
This unit aims to develop in students an understanding of basic nutrition and to enhance their skills and confidence in a kitchen environment. The course includes management, digestion and nutrition

Work Requirements
1. Practical and Classroom work
2. A comprehensive work
4. A nutrition assignment

Assessment Tasks
1. Practical work
2. A nutrition project

Periods per week: 3 for one semester

METALWORK

Aim
To further develop a basic understanding of metal and gain knowledge and skill in the use of tools and metalwork processes presented in class through the fabrication of various models

Area of Study
1. Safety in the shop
2. Drawing and reading plans
3. Following a procedure
4. Correct use of tools and equipment

Work Requirements
1. Projects
2. Workbooks
3. Logbook

Assessment Tasks
1. Finished projects
2. Workbook - neatness - completeness
3. Daily Log

Periods per week: 3 for one semester

TEXTILES

Aim
To further develop skills and understanding of areas of textiles

Areas of Study
* Use of equipment
* Time management
* Co-operation

Assessment
(a) Daily log book
(b) Workbook containing notes, materials list, procedure & detailed plans of projects
(c) Completion of set projects
(d) Appropriate behaviour showing consideration for others and for equipment used

Periods per week: 3 for one semester
Aim
Students will attempt set practical projects. Classroom discussions will cover subjects related to woodcraft such as workshop theory, conservation and the environment and safety issues.

Students will be required to pay one of the set practical projects.

Work Requirements
Students must complete:
1. Set practical projects
2. Workbook (project evaluation, rough drawings, idea generation)
3. Diary

Assessment Tasks
Students will be assessed on:
1. Finished practical projects
2. Workbook
   (a) given notes
   (b) list of materials and tools used on practical projects
   (c) 1 project evaluation
   (d) sequence of operation for 1 project

Periods per week: 3 for one semester