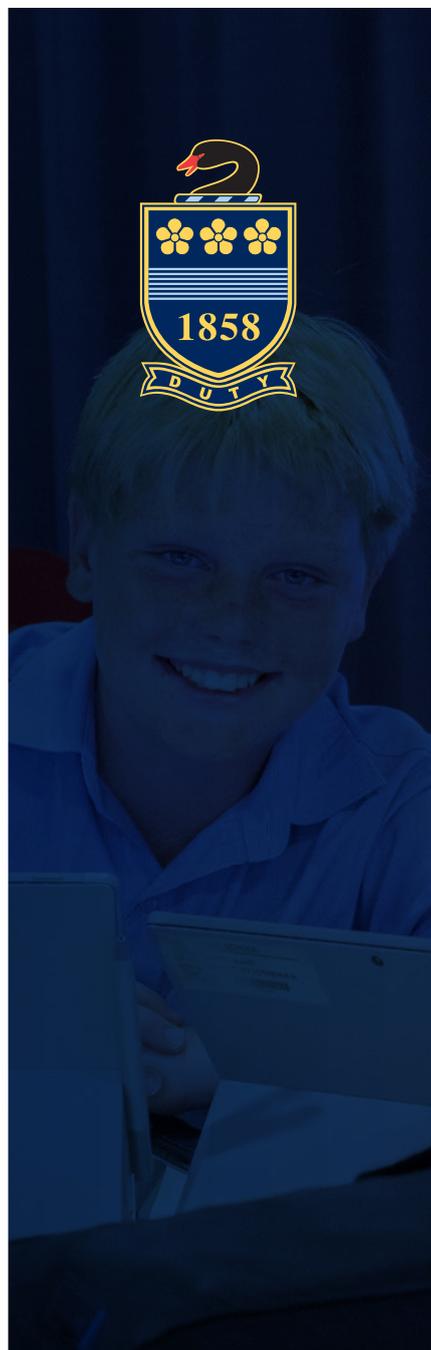


HALE SCHOOL
YEAR 8
COURSE HANDBOOK
2021



CONTENTS

Introduction to Year 8, 2021	1
Use of Student Diary	1
Timetable	1
Assessment and School Assessment Policy.....	1
Academic Reports	2
Student Tablet Computers	2
Homework.....	2
Homework Club.....	3
Curriculum Overview	4
Year 8 Curriculum	4
Core Subjects.....	4
Curriculum Support.....	4
Languages.....	4
The Arts	4
Digital Literacy.....	5
Reading Enrichment	5
Gifted and Talented Education	5
Outdoor Education	5
Curriculum Overview and Course Descriptions.....	6
Art and Art Enrichment	7
Drama and Drama Enrichment.....	8
English	9-10
Health and Physical Education	11
HASS (History and Civics & Citizenship)	12-13
HASS (Geography & Economics & Business).....	14-15
Languages: Chinese, French and Japanese	16-18
Mathematics	19
Media	20
Music Enrichment, Ensemble Music and General Music.....	21-22
Personal Development.....	23
Religious and Values Education.....	24
Science.....	25-26
Technologies	27

INTRODUCTION

[Return to Contents](#)

In Year 8 at Hale School, students experience a learning environment that is challenging, engaging and relevant. Students are encouraged and supported to achieve to their personal best while seeking and enjoying a fulfilling role in the school community. Hale School aims to provide a climate of respect, warmth and care, with an emphasis on providing students with opportunities to:

- develop productive and affirming relationships with adults and peers
- experience a sense of purpose in their learning
- act independently, cooperatively and responsibly
- learn valued knowledge and skills
- use individual talents and expertise
- experience realistic learning challenges in an environment characterised by high expectations and constructive and honest feedback
- learn in a safe, caring, encouraging, and stimulating environment
- have effort and success recognised and encouraged.

USE OF STUDENT DIARY

The Student Diary is a vital link in the communication between school and home. It provides space for boys to enter homework and other commitments and activities every day, it includes school rules and routines, the names of teachers and their responsibilities and provides space for test results to be recorded. Each boy is responsible for entering his homework and/or other work requirements and other daily activities in his Student Diary. If this is done carefully and accurately, it will instil sound working habits which will last through school and beyond. The Student Diary is regarded as an important part in improving students' personal organisation and study management. Teachers may enter comments in the Diary about a student's progress, attitude or achievement. It will be checked and signed each week by each boy's pastoral care teacher, and must also be signed by parents.

TIMETABLE

The school year consists of four terms, with Terms 1 and 2 in Semester 1, and Terms 3 and 4 in Semester 2. The School operates on a seven-day timetable cycle with seven periods a day. This means that if DAY 1 happens to fall on a Monday, then the following Monday will be a DAY 6, Tuesday a DAY 7, and then the cycle starts again with Wednesday as a DAY 1. Boys will be given an individual timetable at the start of the school year and a new timetable at the start of Semester 2. The Student Diary has a page on which boys are expected to make a copy of their timetable.

ASSESSMENT

All subjects use a variety of assessment types - including tests, folios of work, individual projects, group activities and oral presentations - with the emphasis varying from subject to subject. There are no formal examinations for students in Year 8. There will be major assessments in some subjects, as appropriate.

SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

The Year 7 and 8 Assessment Rules and Procedures document is available to all Year 7 and 8 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual.

ACADEMIC REPORTS

Formal school reports are part of a broader Hale School communication strategy to parents which includes diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and Semester 2.

Semester reports for each subject will include some or all of the following: an examination mark, a semester mark and cohort average, an overall grade, some subject specific ratings and ratings against learning habits in the areas of organisation, participation, perseverance and initiative. The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habit areas are:

Organisation: The student is well-prepared for class, organises materials, plans his time and manages his working environment.

Participation: The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.

Perseverance: The student persists with learning tasks.

Initiative: The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

STUDENT TABLET COMPUTERS

All students are allocated a School computer to use in class and to then be taken home to complete homework and assignments. Hale School students are issued with their computer on commencement in Year 7 and will use this computer for 3 years and then be allocated a new computer at the start of Year 10. The Year 8 curriculum is designed to include a wide range of learning experiences embedded in information and communication technology.

Technology-driven change is pervasive in society and the School regards it as essential that our students are able to use computers as learning tools early in life, in readiness for post school education and work. There is a clear expectation that students, as part of their curriculum, will achieve outcomes that focus on appropriate technology-based skills.

HOMEWORK

The School supports the view that homework is an integral part of a student's education. Through regular homework, a student is able to develop the kind of study habits and skills that are essential for intellectual growth and academic achievement. Homework should be regarded as:

- 1 on-going study and review of each day's lessons
- 2 work set by teachers to be done overnight or by a set date, and
- 3 reading for study and for pleasure.

To be successful, assignments need careful planning and regular work. Boys will receive advice at school about how to plan and organise their homework and how to use their Student Diary effectively to help develop good working habits with regard to homework. Where homework proves difficult, is unable to be completed due to other commitments, or is taking longer than the required time, parents are asked to write a note in their son's diary that evening.

HOMEWORK CLUB

The Homework Club is for students in Years 7-9, only, in Forrest Library. At Homework Club, specialist Learning Support, English and Mathematics teaching staff are available to assist students with their homework, Monday to Thursday, 3.30pm to 5.00pm. Homework Club commences in Week 2 each term. The Homework Club timetable is available through the Tutors page of the School Portal.

THE YEAR 8 CURRICULUM

The Year 8 curriculum is divided into a group of core subjects which are taken by all boys in Year 8 and another group of subjects from which each boy must make a choice (Languages and The Arts subjects).

Hale School follows the *Western Australian Curriculum* in English, Mathematics, Science, Humanities & Social Sciences, Technologies, The Arts and Health & Physical Education. In Languages, the curriculum follows the draft Western Australian Curriculum. All WA Curriculum courses integrate the seven general capabilities that underpin student learning, prepare students for further education and life experiences after school and are transferrable to other fields of learning both in school and beyond. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding. In addition, the Year 8 courses incorporate the three cross curriculum priorities: Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia, and sustainability. Note that the Western Australian curriculum is closely based on the Australian Curriculum.

CORE SUBJECTS

The following subjects are compulsory for all students: English, Mathematics, Science, HASS (History and Civics & Citizenship), HASS (Geography and Economics & Business), Health Education and Physical Education, Personal Development, Religious and Values Education and Technologies.

LANGUAGES

The WA Languages curriculum is written on the basis that schools provide a Languages program, in at least one language, from Pre-primary to Year 10. At Hale School, all students study a language other than English from Year 1 to Year 9. The study of languages in Years 10-12 is optional. In Year 8, all students, except those who have been offered Curriculum Support, will choose Chinese, French or Japanese for both Year 8 and Year 9.

Notes:

- 1 In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.
- 2 For students studying a second language at Year 12 level, a bonus of 10% of the final mark in that language is used to boost a student's Australian Tertiary Admission Rank (ATAR).

Please contact Mr Raymond Hill, Director of Curriculum, should you wish to discuss either of these notes.

THE ARTS

Under the WA Arts curriculum, all students will study at least two Arts subjects from pre-primary to the end of Year 8. It is a requirement that students study a performance subject (Music or Drama) and a visual subject (Art or Media). At Hale School, students may choose to study a balanced combination of Arts courses or, if they have a particular interest, they may choose to study an enrichment option in that course, studied with one other Arts course. All Arts options are year-long courses studied for six lessons per 7-day cycle.

Art, Drama and Music offer both a general course and an enrichment course. Please read the course descriptions on the following pages for details about each of the courses.

CURRICULUM SUPPORT

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy skills or have particular learning needs across the curriculum. Students are identified for Curriculum Support through a process involving testing, parent consultation and teacher observation. Parents of boys identified as likely to benefit from Curriculum Support classes will be notified by the School. Curriculum Support is a subject taught by specialist learning support teachers to very small groups of students. In addition, support for these boys is provided in the regular classroom, through differentiation.

CURRICULUM OVERVIEW

[Return to Contents](#)

Boys will be assisted at their appropriate level of development in reading, writing, listening and speaking. In Mathematics, boys will be grouped based on performance testing. In English, boys will receive explicit in-class support as well as the specialised instruction available in Curriculum Support classes. Students who require Curriculum Support will not study a language.

DIGITAL LITERACY

Digital Literacy is about developing skills and habits of mind that allow people to actively participate in society using all forms of media available. As information and communication technology (ICT) skills become more and more necessary throughout society, students will be expected to apply ICT skills to solve problems, complete projects, and creatively extend their abilities. The Digital Literacy skills taught in Year 7 are embedded across the curriculum as part of students' classroom experience in Year 8.

READING ENRICHMENT

The aim of the Reading Enrichment programme is to provide students with the opportunity to experience literature and reading in a supportive and stimulating environment in the library with assistance from the teacher librarians. Students are involved in various programmes to support their reading which allows them to experience a range of genres and reading resources including those from Australian literature. The theme of the course is: Reading Opens All Doors (ROAD).

GIFTED AND TALENTED EDUCATION

Hale School aims to nurture the learning needs of all students and encourage all students to achieve their personal best. This includes providing challenge and opportunity for students who may be achieving at a level beyond their peers. We aim to engage these students in learning experiences appropriate to their ability, maturity and individual strengths and weaknesses.

In all classes, a variety of experiences which will enrich and extend our gifted and/or talented boys is provided. External enrichment opportunities such as the da Vinci Challenge, Science & Engineering Challenge, Competitions, Olympiads and community-based programmes, are made available throughout the year to further enrich the co-curricular provisions of Hale School.

OUTDOOR EDUCATION

The aims of Outdoor Education at Hale School are to provide boys with exciting and challenging experiences that will develop their self-confidence and their skills in a number of areas of personal development. Outdoor Education will draw on boys' self-reliance and resourcefulness, their ability to work with others with trust, respect and co-operation, their ability to display leadership, tolerance and understanding. The interpersonal and self-development skills gained in the Outdoor Education programme are invaluable and will assist them in contributing to group and team situations, and as potential future leaders of society. The major goals of the programme are to provide students with an understanding of sustainable resource use, the delicate nature of the natural environment, an appreciation of environmental values and the need for preservation of the environment. In addition, the Outdoor Education programme has a particular theme for each year level. In Year 8 the theme is personal challenge; preparing for expedition journeys.

The location of the Year 8 camp is Wharncliffe Mill Forest Camp, 1km North of Margaret River. Students will participate in activities in the surrounding area including mountain biking, canoeing, abseiling, rock climbing and cooking their evening meal each night. These activities will be challenging, exciting and fun. The aim of the camp is to develop boys' knowledge of environmental camping and improve their teamwork and leadership skills.

CURRICULUM OVERVIEW AND COURSE DESCRIPTIONS

[Return to Contents](#)

YEAR 8, 2021 COURSES		
Core Subjects All compulsory subjects No choice here	English	Year-long course
	Mathematics	Year-long course
	Science	Year-long course
	HASS (History and Civics & Citizenship)	Semester-long course that covers both History and Civics & Citizenship
	HASS (Geography and Economics & Business)	Semester-long course that covers both Geography and Economics & Business
	Health Education and Physical Education	Year-long course that covers both Health and Physical Education
	Personal Development	Year-long course
	Technologies	Year-long course that covers both design and digital technologies
	Religious and Values Education	Year-long course
Languages It is compulsory for all students to select one language and continue with it throughout Year 8 and Year 9.	French Japanese Chinese	Each are year-long courses
The Arts Students may select a balance combination of Arts subjects or may select an enrichment option if they have a particular interest in a one Arts subject.	Art/Media/Drama	Year-long courses. Balanced selections: 2 lessons per cycle each, a total of 6 lessons per cycle
	Art/Media/Ensemble or General Music	
	Ensemble or General Music/Drama/Art	
	Ensemble or General Music/Drama/ Media	Year-long courses. Enrichment options: 4 lessons per cycle in a major subject and 2 lessons per cycle in a minor subject, a total of 6 lessons per cycle
	Art Enrichment and Drama	
	Art Enrichment and Music	
	Drama Enrichment and Art	
	Drama Enrichment and Media	
	Music Enrichment and Art	
Music Enrichment and Media		
Curriculum Support Students who require Curriculum Support will not study a language. Students are identified for Curriculum Support through a process involving testing, parent consultation and teacher observation. Parents of boys identified as likely to benefit from Curriculum Support classes will be notified by the School.	Curriculum Support	Year-long course which usually replaces the study of a language other than English

The following pages contain brief descriptions of the subjects studied by all boys in Year 8. Providing greater detail is the *Curriculum Overview*, a document emailed to parents at the start of each term. By referring to the *Curriculum Overview* regularly, students should be able to improve their personal organisation, plan ahead and begin to take personal responsibility for their learning. Pastoral care teachers will assist students in their planning and preparation for the many assessments which are signalled in the *Curriculum Overview*. Please contact your son's pastoral care teacher if you have queries or concerns about your son's personal organisation, homework or study strategies.

Aims

In **Year 8 Art**, students have opportunities to use and apply visual language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artworks with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display. Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students are provided with critical analysis frameworks to analyse artworks and use art terminology when responding.

Knowledge and skills are developed through one or more of the following art forms: 2D (drawing, painting, printmaking, still photo, digital media, graphics, and collage), 3D (ceramics, sculpture, installations). Students will explore one or more of the following art styles: Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/ international artists, craftspeople and photographers.

In the **Art Enrichment** course, students will have more time to develop resolved artworks and will be able to apply greater depth to their Art Responding tasks, including investigations, image analyses, and journal entries. This course would be suitable for students who have strong interest in art and may wish to pursue it in Year 9 and later years.

Content Structure

The Art courses are organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

The content of both courses is artist focused. Classroom teachers select artists of study and design projects with the Making and Responding tasks linked. Tasks include the analysis of artworks by the selected artist; and the application of skills used by the artist of study in student production work.

Assessment

In both courses a semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their research, development and communication of visual art ideas, on their use of skills, techniques, processes, technologies and conventions, on their ability to respond to, reflect on and critically evaluate artworks and on their understanding of the role of Visual Arts in society.

Aims

Year 8 Drama is an engaging and practical course for students who would like to explore drama. Students will be given the opportunity to extend their communication, collaboration, critical and creative thinking skills to present drama works and explore drama techniques and conventions in a welcoming and creative environment. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology. Knowledge and skills in Drama are developed through one or more of the forms: reader's theatre, children's theatre, naturalism or realism.

In the **Drama Enrichment** course students will engage in a range of exciting opportunities which closely reflect the real life of the theatre. These will include acting in a range of real-life situations and for a variety of audiences and hands on use of equipment for lighting and sound design. The students will also experiment with both costume and set design and creation and will take part in workshops such as stage makeup and stage combat conducted by specialist practitioners. Students will implement the skills gained from these experiences to plan, refine and present drama to peers and to the public. They will safely use the processes, techniques and conventions of drama to create works in various styles based on extended improvisations, or taken from appropriate, published script excerpts. This course is offered over one year. It is tailored specifically for those students who have performed strongly in their Year 7 course and may choose to continue their Drama studies. It caters for students who wish to be intensively involved in all aspects of the performance process and who enjoy engaging in challenging tasks in collaboration with like-minded students.

Content Structure

The Drama courses are organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

The Year 8 Drama courses covers Physical Theatre/Storytelling, Improvisation/Devising, Play Building and Performance with a focus on developing a commitment to excellence and personal progress rather than comparison.

Assessment

In both courses, a semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of drama skills and techniques, and on their use of appropriate drama terminology and language in the communication of drama ideas.

Aims

The Year 8 English course aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Content Structure

The English course is organised into three interrelated strands: Language, Literature and Literacy.

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage

Together the three strands focus on developing students' knowledge, understanding and skills in Listening, Speaking, Viewing, Reading, Writing and Creating.

Content Description

This describes the knowledge, understandings and skills that students are expected to learn from their interactions with texts that are chosen to be developmentally appropriate, stimulate interest in the course and encourage appreciation of all forms of communication.

Reading, viewing and listening

Students will

- understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- interpret texts, questioning the reliability of sources of ideas and information.
- select evidence from the text to show how events, situations and people can be represented from different viewpoints.
- listen for and identify different emphases in texts, using that understanding to elaborate on discussions.

Writing, speaking and creating

Students will

- understand how the selection of language features can be used for particular purposes and effects.
- explain the effectiveness of language choices they use to influence the audience.
- through combining ideas, images and language features from other texts, show how ideas can be expressed in new ways.
- create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, take into account intended purposes and the needs and interests of audiences.
- demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
- make presentations and contribute actively to class and group discussions, using language patterns for effect.

Textual experiences include:

Literary texts: prose fiction, poetry and drama.

Non-fiction texts: informative, persuasive and analytical writing.

Oral texts: formal and informal speeches, collaborative work and interviews, performances.

Visual and multi-modal texts: film, graphic novels, picture books.

Assessment:

Students will be assessed on their knowledge, understanding and skills in the reading, writing, speaking and listening aspects of the course. They will be assessed on comprehension and interpretation of texts, writing style and structure, engagement with the question or topic, development of ideas and use of supporting evidence.

Aims

The Year 8 Health and Physical Education course provides opportunities for students to further examine changes to their identity and ways to manage them. They will continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They will investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students will continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play and contribute to positive team cohesion. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content Structure

The Health and Physical Education courses are organised into two interrelated strands: Personal, Social and Community Health and Movement and Physical Activity. The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills.

Content Description - Health

Students will consider the contemporary issues facing them and the local community. Therefore, learning at this stage will be focused on understanding the complex factors affecting their own well-being and that of others in both familiar and unfamiliar contexts. Students will be provided with strategies for maintaining their health and physical activity levels. They should be able to realistically appraise their personal health and fitness levels. Topics include: Wellness, Growth and Development/Sexual Health, Lifestyle Choices, Drug Education, Safety.

Assessment - Health

Students will be assessed on their Personal, Social and Community Health knowledge and understanding through the completion of activities in their workbooks and end of unit assessments. They will also be assessed using the Hale School Learning habits of organisation, participation, perseverance and initiative in relation to Health Education.

Content Description - Physical Education

The aim of the Physical Education course is to challenge students in the acquisition of new skills as well as improve the way they work with peers, so they demonstrate effective teamwork and cooperation in a variety of activities. Furthermore, it is the aim of the course that boys will improve confidence in their own physical and interpersonal skills so that they are more eager to incorporate physical activity into their daily lives, now and well into the future once they leave school. Topics include: Swimming/Water Safety/Water polo, Winter Games Skills – Hockey and Gaelic Football, Ultimate Frisbee, Minor Games, Basketball and Cricket.

Assessment – Physical Education

The results of fitness tests will be recorded and reported to parents. Furthermore, students will be assessed on their physical activity (movement and motor) skills in the designated sports and assessed using the Hale School Learning habits of organisation, participation, perseverance and initiative in relation to Physical Education.

Humanities & Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In the Western Australian Curriculum, the Humanities & Social Sciences learning area comprises four subjects: History, Civics & Citizenship, Geography and Economics & Business. In Year 8 at Hale School there are two HASS courses, **History and Civics & Citizenship** and **Geography and Economics & Business**. Through studying Year 8 HASS subjects students will develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Aims

The Year 8 HASS course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Content Structure

This Year 8 HASS course is organised into two interrelated strands: **Knowledge and understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

Content Description - History

Key features of **the medieval world** (feudalism, trade routes, voyages of discovery, contact and conflict)

Depth study 1: Investigating medieval Europe (c. 590 – c. 1500)

- The way of life in medieval Europe (e.g. social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music
- Continuity and change in society in one of the following areas: crime and punishment; military and defence systems; towns, cities and commerce
- The role of significant individuals in the medieval period (e.g. Charlemagne)

Depth study 2: Investigating the Black Death in Asia, Europe and Africa (14th century plague)

- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God
- The role of expanding trade between Europe and Asia during the Black Death, including the origin and spread of the disease
- The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries
- The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague

Content Description - Civics & Citizenship

- Democracy and law in action
- 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
- How laws are made in Australia through parliaments (statutory law)
- How laws are made in Australia through the courts (common law)
- The types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law
- Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives and what it means to be Australian

Assessment

Students will be assessed on their demonstrated knowledge through various assessments including:

- Research and planning skills through inquiry and preparation for relevant tasks
- Communication of understanding through extended tasks including essay structure and written expression
- Analysis of historical sources through document study testing

Humanities & Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In the Western Australian Curriculum, the Humanities & Social Sciences learning area comprises four subjects: History, Civics & Citizenship, Geography and Economics & Business. In Year 8 at Hale School there are two HASS courses, **History and Civics & Citizenship** and **Geography and Economics & Business**. Through studying Year 8 HASS subjects students will develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Aims

The Year 8 HASS course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Content Structure

This Year 8 HASS course is organised into two interrelated strands: **Knowledge and understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

Content Description - Geography

Landforms and landscapes

- The different types of landscapes in Australia and their distinctive landform features (e.g. coastal, riverine, arid, mountain, karst)
- The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples
- The geographical processes that produce landforms, including a case study of one type of landform, such as mountains, volcanoes, riverine or coastal landforms
- The causes, spatial distribution, impacts and responses to a geomorphic hazard (e.g. volcanic eruption, earthquake, tsunami, landslide, avalanche)
- How the effects caused by geomorphic hazards are influenced by social, cultural and economic factors (e.g. where people choose to live, poverty, the available infrastructure and resources to prepare and respond to a hazard)
- How the application of principles of prevention, mitigation and preparedness minimises the harmful effects of geomorphic hazards

Changing nations

- The causes and consequences of urbanisation in Australia and one other country from the Asia region
- The reasons for, and effects of, internal migration in Australia
- The reasons for, and effects of, international migration in Australia

Content Description - Economics & Business

Participation and influences in the marketplace

- The way markets operate in Australia and how the interaction between buyers and sellers influences prices and how markets enable the allocation of resources (how businesses answer the questions of what to produce, how to produce and for whom to produce)
- How the government is involved in the market, such as providing some types of goods and services that are not being provided for sufficiently by the market (e.g. healthcare)
- The rights and responsibilities of consumers and businesses in Australia
- Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia
- Influences on the ways people work (e.g. technological change, outsourced labour in the global economy, rapid communication changes and factors that might affect work in the future)

Assessment

- Research and planning skills through inquiry and preparation for relevant assessments
- Skills in developing descriptions and explanations through extended writing tasks and presentations
- Class tests

Hale School has a vibrant languages curriculum offering **Chinese, French and Japanese** in Years 8-12. Studying a language is compulsory for all students, Years 1-9, and optional in Years 10-12. Students will study their chosen language year-long and will study both language and cultural aspects. The courses have a strong laptop-based interactive component and include extensive use of the internet and multimedia facilities. Students who have been identified by the School as needing Curriculum Support are not required to study a language, but may do so if they wish, in most cases.

Aims

The Hale School language courses aim to develop the knowledge, understanding and skills to ensure that students: communicate in the target language, extend their literacy repertoires, understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication, develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives, develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity, strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills and understand themselves as communicators.

Notes:

- 1 In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.
- 2 For students studying a second language at Year 12 level, a bonus of 10% of the final mark in that language is used to boost a student's Australian Tertiary Admission Rank (ATAR).

Please contact Mr Raymond Hill, Director of Curriculum, should you wish to discuss either of these notes.

Content Structure

The second language courses are organised into two interrelated strands: **Communicating** and **Understanding**. The **Communicating** component includes skills in socialising, informing, creating, translating and reflecting. The **Understanding** component covers systems of language, language variation and change and the role of language and culture in society.

Content Description - Chinese

In **Year 8 Chinese**, students consolidate and build on the skills, knowledge and understanding of the language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of target language and culture. Students communicate in Chinese, initiating and maintaining spoken and written interactions with peers and known adults to share ideas, views and experiences of family and community activities, social events, special occasions and milestones. They engage in written interactions and activities with peers and others that involve planning, considering options and solving problems. Students access, summarise and share key information from a range of texts and present them in different formats for the intended audience. They organise and present information in texts related to aspects of their personal and social worlds, using descriptive and expressive language. Students respond to aspects of performance-based imaginative texts and express opinions about these aspects in their own oral performances and texts. They create and perform written imaginative texts to describe experiences to enrich the visual or listening experience. Topics include:

- **You and I:** students learn how to meet and greet a Chinese person and how to exchange information about themselves.
- **Grammar and Vocabulary:** students will learn sentence structures as well as context-related vocabulary in a wide range of topics. They will also gain a greater understanding of English grammar and sentence construction through comparing the two language systems.
- **Simplified Chinese Radicals:** students' knowledge and recognition of simplified Chinese radicals will be further expanded by means of reading and writing practice activities. They will also learn word processing in Chinese.

- **Chinese Culture:** students will learn about the geography and culture of China and other Chinese speaking communities through inquiry-based activities.

Assessment

Students will be assessed in areas of speaking, listening, reading and writing. Each will be weighted equally.

Content Description - French

In **Year 8 French** students better understand the systems of the French language, recognising individual elements of spoken and written words, phrases and non-verbal forms of expression and notice how they combine to make or to change meaning. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as the conjugation of regular verbs and of high-frequency irregular verbs in a number of tenses. Students communicate in French, initiating and maintaining spoken and written interactions to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience. They are encouraged to participate in intercultural interactions with members of the French-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses. In Year 8 the French language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion. Students will learn to communicate in French in everyday situations. They will also acquire an understanding of French culture via a wide range of media and activities including French films, songs, magazines, computer programs and gastronomic events. Topics include:

- **All about Me:** students learn how to meet and greet a French person and how to exchange information about themselves and their families.
- **Where I Live:** students learn to describe the town and country in which they live, to speak about their home and to understand the descriptions of others.
- **Animals and Pets:** students communicate about their pets. They describe their size, colour and personality and ask others for the same information.
- **Birthdays, Important Dates and Festivals:** students learn about important dates in the French calendar and their significance. Students will be able to exchange information about birthdays and will learn about saints' days in France.
- **Weather, Seasons and Activities:** students will learn how to understand simple weather information and will talk about the weather and the seasons; comparing the seasons in this country and in Francophone countries. They will learn to talk about sport and other leisure activities in relation to the weather.

Assessment:

Students will be assessed in the four macro-skills of speaking, listening, reading, and writing. Each will be weighted equally.

Content Description - Japanese

Year 8 Japanese builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 7 and focuses on extending their oral and written communication skills and their understandings of Japanese language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Students communicate in Japanese, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views and experiences of significant events, special occasions or milestones. They engage in activities that involve planning experiences and activities that require negotiating and solving problems. They also participate in transactions that involve purchasing goods and services. Students read, view and interact with a growing range of texts for a variety of informative, transactional and communicative purposes. They respond to a range of imaginative texts, analysing ideas, themes, values and techniques that are

used to engage and entertain the audience. Students create and present a range of simple texts that involve imagined contexts and characters such as raps, poems and cartoons.

Students better understand the systems of the Japanese language, developing proficiency in reading and writing sentences and short texts written in hiragana, katakana and simple kanji. They demonstrate increased control of context-related vocabulary and elements of the Japanese grammatical system including using both affirmative and negative forms of particular grammatical elements in different tenses and use conjunctions such as *だから*、*それで*、*それに* to express a range of ideas and experiences in written and spoken forms. Students continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements. Topics include:

- **Grammar:** students will learn the basics of sentence construction in Japanese and the grammatical rules involved. Students also gain a greater understanding of English grammar and sentence construction through comparing the two language systems
- **Hiragana and Kanji:** the basic 46 characters of the Hiragana script will be mastered as well as combined characters so that students will be able to read and write any Japanese words using the Hiragana script. A total of 20 Kanji characters are also introduced in the Year 8 course. Students also learn word processing in Japanese.
- **Text-Based Topics and Vocabulary:** students will learn vocabulary, sentence structures and phrases used to express information about themselves and their opinions. A wide range of topics are introduced throughout the year.
- **Japanese Culture:** Through textbook and web-based activities, students will learn about the geography and culture of Japan.

Assessment

Students will be assessed in the three areas of Speaking (20% weighting), Listening (20% weighting) and Reading and Writing (60% weighting).

Aims

Mathematics has its own value and beauty and it is intended that students will appreciate the elegance and power in mathematical reasoning.

The Western Australian mathematics curriculum aims to ensure that students:

- Are confident, creative users and communicators of mathematics, able to *investigate, represent* and *interpret* situations in their personal and work lives and as active citizens.
- Develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, are able to pose and solve problems and reason in number and algebra; measurement and geometry; and statistics and probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content Structure

The **Year 8 Mathematics** course is organised around the interaction of three content strands: Number and Algebra; Statistics and Probability; Measurement and Geometry and four proficiency strands: Understanding; Fluency; Problem Solving and Reasoning.

The proficiency strands describe the thinking and doing of mathematics. This approach has been adopted to ensure students' proficiency in mathematical skills is developed throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content Description

This describes the knowledge, concepts; skills and processes students are expected to learn.

Number and Algebra

Students apply number sense and strategies for counting and representing numbers. They also explore the magnitude and properties of numbers, apply a range of strategies for computation and understand the connections between operations, recognise pattern and understand the concepts of variables, they describe relationships and formulate generalizations.

Statistics and Probability

Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They critique the use of chance and data concepts.

Measurement and Geometry

Students develop their understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space.

Assessment

Students will be assessed on their use of routine skills and problem-solving skills, clarity of presentation, use of mathematical conventions, effective use of technology and mathematical reasoning in the three content areas of the course: number and algebra, statistics and probability; measurement and geometry.

Summative assessments will be made up of common tests, Number Skills Proficiencies Tests, Investigations and Journal work. The extension set will also have extension assessment tasks in addition to the above.

Aims

Media has the power to influence, challenge, empower and ignite change. The **Year 8 Media** course is a practical, fun and engaging course where creativity and exploration are the core focus. The course provides students with the opportunity to explore their world, tell their own stories and interpret the stories of others.

Media students develop their creative thinking, critical appreciation and social awareness by building on media concepts, through expansion of the basic communication model to include new and emerging media technologies. They will apply their understanding of intended audience, purpose and context in their productions and in their response to their own and others' media work. They will explore current trends in how audiences use media.

Students begin to solve problems, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment.

Media focus options: advertising (for example, billboard, 'junk' mail advertising, radio advertising), mass media (for example, blockbuster CGI film, specialist magazines, feature articles) or press (for example, newsletters, news magazine, journalistic photography) and broadcasting (for example, news channels, special interest programs, interactive entertainment).

Students are given the opportunity not only to analyse but to create media projects. Students are expected to work within, or across, the following media: film, television, photography, print media, radio or online media.

Content Structure

The Media course is organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

This course is designed with a variety of challenges in mind, to develop terminology, creative and critical thinking, as well as skills in design and production. The coursework is completed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork. During the semester the aim is to increase students' confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them.

Assessment

A semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of media skills and techniques, and on their use of appropriate media terminology and language in the communication of media ideas. All assessment is completed in-class:

- Making – 70%
- Responding – 30%

THE ARTS

Under the WA Arts curriculum, all students will study at least two Arts subjects from pre-primary to the end of Year 8. It is a requirement that students study a performance subject (Music or Drama) and a visual subject (Art or Media). At Hale School, students may choose to study a balanced combination of Arts courses or, if they have a particular interest, they may choose to study an enrichment option in that course, studied with one other Arts course. All Arts options are year-long courses studied for six lessons per 7-day cycle.

Art, Drama and Music offer both a general course and an enrichment course. Please read the course descriptions on the following pages for details about each of the courses.

Aims

In **Year 8 Music**, students are given opportunities to further develop music skills and knowledge when performing, creating and listening to music. They continue to develop aural skills and aural memory to identify, sing/play, and notate simple rhythmic and melodic patterns and chord progressions. They are provided with opportunities to refine music ideas by using the elements of music within given frameworks, musical structures, and styles. They use notation, terminology and technology to record and communicate music ideas. Students listen to, and discuss music using scores and music terminology to identify the different use of music elements and key contextual and stylistic features. Students are provided with opportunities to rehearse and perform music in solo and ensemble activities, focusing on expressive and stylistic features. As performers and audience members, they make further observations and express opinions about a range of music.

Content Structure

The Music courses are organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

There are three distinct options available to students who would like to study Music in Year 8.

The **Music Enrichment** course is designed for students who are interested in extending their music experience and have usually played an instrument for a number of years. Students will expand their understanding of music concepts, build confidence in music literacy, and develop practical and creative skills through engaging in collaborative and individual activities. Boys who select Music Enrichment are required to have one-on-one instrumental tuition on at least one instrument. This is an integral component of the course as solo class performances will contribute towards their final assessment marks and grade.

Note: All boys who have been awarded a Music Scholarship must choose Year 8 Music Enrichment.

The **Music Enrichment** course will cover the following topics:

- **Instruments of the Orchestra:** Students will explore the role of each instrument within the orchestra and develop the ability to aurally and visually identify instruments.
- **Programme Music:** Students will develop an understanding of music concepts and composition conventions through listening and analysing a variety of programme music (music that is inspired by or expresses stories, pictures or poetry).
- **Music Form and Structure:** Students will listen, respond, analyse and create music in a variety of musical forms such as binary, ternary, rondo and theme & variations. Score-reading skills will also be strengthened within these contexts.
- **Arranging and Composing Music:** Students will apply their understanding of music theory, arranging techniques and composition conventions to a variety of creative tasks throughout the year.
- **Performance Practice:** Students will participate in solo class performances and some class ensemble playing. There is an expectation that students will be committed to one or more appropriate choral or instrumental ensembles within the Middle School.

Year 8 Ensemble Music follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music making. Boys enrolled in this course will be required to select one of three contexts in which to study Music. It is anticipated that boys will select the context that they were engaged in for Year 7 Music. Please feel free to contact the Music Department for advice on selection of context.

- **Band class** is for boys who already play one of the following wind or percussion instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, euphonium, tuba, orchestral percussion (i.e. not drum kit) and/or are enrolled in individual lessons.
- **String class** is for boys who already play a string instrument and/or are enrolled in individual lessons.
- **Rhythm Section class** is an excellent choice for boys who are currently enrolled in one-on-one instrumental tuition on drumkit, guitar, bass, piano, or voice. Boys who are interested in learning to play their instrument in a rhythm section will benefit from learning Music in this context. Students who choose Rhythm Section must be enrolled in one-on-one instrumental tuition.

General Music follows a sequential curriculum where foundational musical concepts are explored, and an appreciation of music is developed through listening, and theoretical understanding. Boys enrolled in General Music are not required to be enrolled in individual lessons to complete this course. However, boys who wish to have instrumental, singing or music theory lessons in addition to the classroom music programme may arrange music tuition through the Music Department. The General Music course is not recommended for boys who would like to study Music in Year 9.

Assessment:

Students will be assessed on their practical musicianship skills, relevant instrumental performance, reading, writing and understanding of music notation, creating music using composition conventions, listening and responding to music and their understanding of music literature.

Year 8 is a critical transition period where boys experience significant change emotionally, socially and physically. The **Year 8 Personal Development** curriculum directly responds to these changes and assists boys to develop age appropriate strategies to make a positive transition into adolescence and beyond.

The programme is couched in a framework of positive psychology, with a specific focus on personal wellness and building positive relationship. It is taught by pastoral care teachers who have significant experience and training in adolescent development.

The physical and emotional development that occurs from Year 7 to Year 8 compels us to respond accordingly by presenting the boys a programme of work that directly addresses these changes. In Year 8, the focus of our Personal Development curriculum shifts to developing more independence, reflecting on the way they manage their social and emotional behaviour. At this age, it is also important to challenge our boys to ask themselves how and where they fit in relation to the world around them.

By using a positive education framework, we can ensure that we provide opportunities for boys to explore their personal wellbeing and teach skills that assist them to achieve their best possible self.

Content

Building Positive Relationships

- Effective team building and communication.
- Recognising and fostering positive peer relationships

Finding Positive Purpose

- Expressing kindness and gratitude

Positive Accomplishment

- Goal setting
- Cultivating a growth mindset
- Addressing personal challenge with hope

Service for Others

- Exploring Right Purpose
- Community Service
- Creative Problem Solving

Positive Health

- Personal reflection, mindfulness and wellness
- Examining connections with the global community

Aims

The **Year 8 Religious & Values Education (RAVE)** course seeks to equip boys with an understanding of the core beliefs, values and practices associated with religious traditions. Furthermore, engagement with enduring questions should lead to internal reflection and the development of individual character.

Content

In unit one boys will explore the notion of origins. More specifically, they will explore the extent to which religion and science can respond to the fundamental question of why there is something rather than nothing. Boys will compare the Christian creation stories with Charles Darwin's theory of evolution. They will also examine the role of symbolic language in religion.

The focus in unit two is the concept of death. Boys will learn the meaning of death, the implications of death (both in our lives now and when it occurs) and religious beliefs concerning the afterlife. They will examine the concepts of heaven and hell as well as Hindu and Buddhist beliefs concerning reincarnation.

The key theme in unit three is the issue of inequality. Boys will study examples of inequality in their own lives, in Australian society and internationally. Emphasis will be placed on identifying the various causes of poverty and possible solutions to poverty. Boys will be encouraged to question their own attitudes and responsibilities toward others in need.

In unit four boys will examine the notion of values. They will identify both their own core values and the values of Hale School. They will critically evaluate Christian and non-religious values and consider possible responses when values clash.

Assessment

Boys will be assessed on their knowledge of course content for each of the four units. In addition, they will be asked to complete four formal skills-based assessments.

During Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces and develop the ability to quantify changes and relative amounts.

In **Year 8 Science**, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

Aims

The Year 8 Science course fosters students' curiosity and a willingness to explore and ask questions. It aims to help them form a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences. This includes being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena and apply that understanding to new situations and events. It also aims to assist them in developing an ability to communicate scientific understanding and findings to a range of audiences.

Content Structure

The course is organised around three interrelated strands: science understanding; science inquiry skills; and science as a human endeavour.

Science Understanding

This is evident when a student selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time. This strand comprises the following four sub-strands: biological sciences; chemical sciences; Earth and space sciences; and physical sciences.

Science Inquiry Skills

Science inquiry involves identifying and posing questions, planning, conducting and reflecting on investigations, analysing and interpreting evidence and communicating findings. These skills are concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments. This strand comprises the following five sub-strands: questioning and predicting; planning and conducting; processing and analysing data and information; evaluating; and communicating.

Science as a Human Endeavour

This highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It recognises that science has advanced through the contributions of many different people from different cultures and that science offers rewarding science-based career paths. It also acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand comprises the following two sub-strands: nature and development of science; and use and influence of science.

Content Description

This describes the knowledge, concepts, skills and processes students are expected to learn and these are developed within the following topic headings.

- Cells, multi-cellular organisms and their systems
- States of matter, elements, compounds, mixtures and chemical change
- Sedimentary, igneous and metamorphic rocks
- Energy and its different forms

Assessment

Students will be assessed on their understanding of each of the four sub-strands of the course which are biological sciences, chemical sciences, Earth and space sciences and physical sciences. They will also be assessed on their science inquiry skills and on their effective use of technology.

Aims

Year 8 Technologies is a year-long course that involves a combination of intellectual and practical activities encompassing planning, researching and manufacturing. Most importantly, boys will develop “take home” projects.

Content Structure

This course delivers both the **Design Technologies** and **Digital Technologies** curriculum.

The course is organised around three contexts: Engineering Principles, Resistant Materials and Digital Technologies.

Engineering Principles

Students investigate the use of motion, force and energy to manipulate systems by creating a ‘skills tester’. Students work collaboratively and individually to plan and manage the project to completion.

Resistant Materials

Students select and use materials that are appropriate to achieving solutions to technology challenges. They use a range of tools and machines to manipulate materials. A highlight of the course is the design and racing of the CO2 dragster.

Digital Technologies

Students use digital technologies to find creative solutions to both software and hardware challenges.

Content Description

During this course boys will be taught that there are four elements within the Technology Process – investigating; devising; producing and evaluating. These four elements are cyclic and interactive. This will be evident in the e-Folio that the boys will generate to communicate the development of their ideas and in the final manufactured product. Topics covered include:

- Resistant materials
- Safety and machines
- Marking and cutting out materials
- Box construction
- Simple electrical systems
- Application of digital technology products

Assessment

Students will be assessed on their creativity and design skills, application of manufacturing skills and their use of technology for effective and appropriate communication. This will be evident in the projects they make and in their electronic folio.

Assessment for this course will focus on 5 learning aspects –

1.	Technologies and society	10%	
2.	Investigating and defining	15%	
3.	Designing	25%	
4.	Producing and implementing, and	45%	
5.	Evaluating	5%	100%

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