

# YEAR 8

## COURSE HANDBOOK 2025



HALE SCHOOL

*Find your frontier*

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## INTRODUCTION

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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.

For Year 8 students, a feature of the learning environment will be movement to a wider variety of classrooms and other learning spaces and contact with a wider range of specialist teachers. Day students are placed into mixed day House groups for English, Humanities & Social Sciences, Science, Design & Technology and Health & Physical Education. Boarding House students are distributed evenly into these classes, which primarily comprise day students. Wherever possible, Assistant Heads of House are assigned as teachers of their House group in their subject specialty. The purpose of this method of class and teacher allocation is to strengthen the relationship between the Assistant Head of House and their students and to increase the opportunities for contact between them.

### **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 8 to 10 Assessment and Reporting Rules and Procedures document is available to all Year 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 7-8, 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, Languages, Humanities & Social Sciences, Technologies, The Arts and Health & Physical Education. 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, Philosophy, Values and Religion and Technologies.

### LANGUAGES

The Languages curriculum for Western Australia has been written on the basis that schools provide a Languages program, in at least one language subject, from Pre-primary to Year 10 and as a minimum, all students will study a Language subject from Year 3 to Year 8. At Hale School, in Year 8, all students will continue with the language they studied in Year 7 (Chinese or French) for both Year 8 and Year 9 except for Curriculum Support students who will study French Support in Year 8.

**Please notes:** In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.

Please contact the Director of Studies and 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 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 teachers to a small group of students with a strong focus on the development of skills in reading, writing, listening, and speaking.

### **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. 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.

### **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.

# CURRICULUM OVERVIEW AND COURSE DESCRIPTIONS

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YEAR 8, 2025 COURSES		
<b>Core Subjects</b> 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
	Philosophy, Values and Religion	Year-long course
<b>Languages</b> It is compulsory for all students to study one language and continue with it throughout Year 8 and Year 9 except for Curriculum Support students who will study French Support in Year 8.	Chinese Second Language French Second Language	Each are year-long courses, 6 lessons per cycle
<b>The Arts</b> 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	
	Art Enrichment and Drama	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 Ensemble or General Music	
	Drama Enrichment and Art	
	Drama Enrichment and Media	
	Music Enrichment and Art	
Music Enrichment and Media		
<b>Curriculum Support</b> 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. Students who require Curriculum Support will also study French Support.	Curriculum Support	Year-long course for 6 lessons per cycle including French Support for 2 lessons per cycle

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 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 learn to apply visual language and artistic techniques to imagine and create art. Students are made aware of the need for safe visual arts practices, as well as how to present their artworks for display. They have opportunities to consider culture, time and place when viewing artworks. Students apply knowledge of techniques used by an artist in the production of their own artworks. Students are provided with critical analysis frameworks to describe artworks and use art terminology when responding.

Knowledge and skills are developed through activities linked to the following art forms: 2D (drawing, painting, printmaking), 3D (ceramics and sculpture).

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 a 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' imagination, observations and emotions and involves thinking, critically and creatively.

**Responding** involves students reflecting, describing and interpreting art.

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.

Drama at Hale provides students the opportunity to expand their creativity, courage, confidence and imagination. It encourages students to enhance their performance skills and communicate with confidence on and beyond the stage. Hale's new Performing Arts facilities provide state of the art theatre spaces in which students can develop their technical knowledge and skills in lighting, set and sound design.

### Aims

**Year 8 Drama** is an engaging and practical course which offers students the opportunity to improvise and devise drama and interpret selected script excerpts. This course provides students with the opportunity to extend their communication, collaboration, critical and creative thinking skills on and beyond the stage. As the students create, rehearse and present theatre works, drama skills, techniques and conventions are explored and developed in a welcoming and creative environment.

**Year 8 Drama Enrichment** is an engaging and practical course designed for students who have a passion for performing for a variety of audiences and are interested in exploring production elements such as lighting, set costume and sound design. This course offers opportunities which include writing and **performing for a public audience**, script interpretation, designing sets, costumes and sound, operating technical equipment, visiting the theatre and other theatrical institutions, attending drama performances by senior students and participating in workshops conducted by specialist practitioners. Drama Enrichment students implement the skills gained from these experiences to plan, refine, present and critically reflect upon drama works using the processes, techniques and conventions of drama. 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 beyond Year 8. **It caters for students who wish to perform for the public and engage responsibly and with dedication in all aspects of the production process.**

### Content Structure

The Drama course incorporates two interrelated strands: Making and Responding.

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

**Responding** involves students reflecting, analysing, interpreting and evaluating in drama.

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 encompass Physical Theatre/Storytelling, Improvisation/Devising, Play Building and Performance and focus on developing a commitment to excellence and personal progress rather than comparison. Knowledge and skills in Drama are developed through one or more of the forms: reader's theatre, children's theatre, naturalism or realism.

### 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.
- maintain an orderly, neat notebook (manual and digital).

### **Textual experiences include:**

Literary texts: prose fiction and poetry.

Non-fiction texts: persuasive and analytical writing (paragraphs and essays).

Oral texts: formal speeches, discussions and collaborative work.

Visual and multi-modal texts: films, graphic novels, advertising.

### **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, Growing and Developing Healthy Relationships, Lifestyle Choices, Drug Education and 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, class discussions 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 – Gaelic Football, Soccer, Ultimate Frisbee, Minor Games, Basketball and Cricket.

### **Assessment – Physical Education**

Students will be assessed on their physical activity (movement and motor) skills and tactics in the designated sports and assessed using the Hale School Learning habits of organisation, participation, and perseverance 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, 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 coastal landforms
- The causes, spatial distribution, impacts and responses to a geomorphic hazard (. earthquake)
- 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

### **Assessment - Geography**

- Investigation into Asian Cities
- Research task – Students research a geomorphic hazard from three perspectives.
- Cognitive test – skills and knowledge and understanding; multiple choice and short answer format relating to coastal landforms

### **Content Description - Economics & Business**

#### **Participation and influences in the marketplace.**

- Types of businesses (e.g. sole trader, partnership, corporation, cooperative, franchise) and the ways that businesses respond to opportunities in Australia.
- The way markets operate in Australia and how the interaction between buyers and sellers enable the allocation of resources and how price is determined in markets.
- Circular flow of income model – developing understanding of participants in the market system and 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
- 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 – Economics and Business**

- Research task – Students undertake a Business Case study where they are required to interview a business owner and prepare a report.
- Cognitive test – skills and knowledge and understanding; multiple choice and short answer format.

Hale School has a vibrant languages curriculum offering **Chinese and French Second Language** in Years 8 to 12. The Languages curriculum for Western Australia has been written on the basis that schools provide a Languages program, in at least one language subject, from Pre-primary to Year 10. As a minimum, all students will study a Language subject from Year 3 to Year 8. At Hale School, students will continue to study the language they chose in Year 7, year-long in Year 8, 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.

### 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.

**Please note:** In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.

Contact the Director of Studies and Curriculum, should you wish to discuss further.

### 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 Second Language

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

Students communicate in Chinese, maintaining interactions with peers and known adults to exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities. They engage in individual and collaborative tasks that involve making arrangements or organising events or outings. Students identify key information and supporting details from texts related to aspects of their personal and social worlds and use the information in new ways. They convey information and ideas from texts, using different modes of presentation to suit audience and context. Students respond to imaginative texts, describing and discussing aspects, such as characters, events and/or ideas. They create imaginative texts by experimenting with different modes and formats and create moods and effects suitable for different audiences.

Students become more familiar with the systems of the Chinese language when encountered in simple spoken and written texts. They use features of the Chinese sound system, including homonyms and syllables with different tones, and Pinyin to record the sound of phrases or sentences with greater accuracy. Students interpret written texts by inferring meaning from common character components or position of components and analyse how reliable this method is in translating and writing. They generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Chinese grammatical system, including adjectival and modal verbs, familiar verbs for daily routines, adverbs and time phrases.

They continue to build a metalanguage in Chinese to talk about vocabulary and grammar concepts. Students engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language.

In Year 8, students are widening their social networks, experiences and communication repertoires in Chinese. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.

In this course, students exchange information and discuss aspects of personal information, home life, daily routine, likes and dislikes, school life, interests and leisure activities

### **Assessment – Chinese Second Language**

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

### **Content Description – French Second Language**

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

Students communicate in French, maintaining interactions with peers and known adults to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities. They engage in individual and collaborative tasks that involve making arrangements or organising events or outings. Students identify key information and supporting details from texts related to aspects of their personal and social worlds and use the information in new ways. They convey information and ideas from texts, using different modes of presentation to suit audience and context. Students respond to imaginative texts, describing and discussing aspects, such as characters, events and/or ideas. They create imaginative texts by experimenting with different modes and formats and create moods and effects suitable for different audiences.

Students become more familiar with the systems of the French language when encountered in simple spoken and written texts. They use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation, and common fillers, interjections and responses. Students generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the French grammatical system, including increasing control of regular and irregular verbs in le présent, recognising verbs related to daily activities and using le passé composé, l'impératif and le futur proche. They continue to build a metalanguage in French to talk about vocabulary and grammar concepts. Students engage with French speakers and texts, reflecting on how interaction involves culture as well as language.

In Year 8, students are widening their social networks, experiences and communication repertoires in French. The practice of reviewing and consolidating prior learning is balanced against the provision of engaging and relevant new experiences and connections. Students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts.

In this course, students exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities.

### **Assessment – French Second Language**

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

## Aims

Mathematics is about making connections to existing knowledge in order to solve new problems both within and beyond mathematics. It is about showing students the power and beauty of Mathematics and its relevance to the real world.

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 demonstrate.

**Number and Algebra:** Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. Students describe rational and irrational numbers. They solve problems involving profit and loss. Students make connections between expanding and factorising algebraic expressions. They use efficient mental and written strategies to carry out the four operations with integers. Students simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

**Measurement and Geometry:** Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They convert between units of measurement for area and volume. Students perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles.

**Statistics and Probability:** Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. Students explain issues related to the collection of data and the effect of outliers on means and medians in that data. They determine the probabilities of complementary events and calculate the sum of probabilities.

## 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 Tests, Investigations, and Open-Ended Problems. The extension, standard, and support sets will have assessment tasks created appropriate to their level of development, whilst still addressing the Western Australian Curriculum.

Year 8 Media Studies welcomes students to Hale's new state-of-the-art production studios and classrooms. Here, students will learn to operate digital cameras, lights, microphones, teleprompters, green screen technology and a range of editing tools.

## Aims

The Year 8 Media course is a practical, fun and engaging course where creativity and exploration are the core focus. Year 8 Media Studies offers students a broad and enriching introduction to the modern world of multi-media production. Students will work individually, collaboratively and creatively in a welcoming, responsible and encouraging multi-room environment within Hale's new state-of-the-art Performing Arts precinct. They will learn how to safely, responsibly and skilfully operate cameras, lights, microphones and editing software in a hands-on approach to planning, producing and reflecting upon a range of creative productions, including:

- Earning their Camera License
- Making Miniature Photography scenes
- Having Fun with Foley sound effects
- Re-editing a famous film scene
- Creating a green screen scene.

Year 8 Media Studies equips students with the skills and experience that can benefit their other Hale subjects and develop an awareness of current and future career paths in the expansive and ever-evolving media industry.

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.

## 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.

### 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 explore an enrichment option in that subject in conjunction with one other Arts course. All Arts options are year-long courses.

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

### Aims

In **Year 8 Music**, students are given opportunities to develop music skills and knowledge through performing, creating, and listening to music. They 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 music notation, terminology, and technology to record and communicate musical ideas. Students listen to and discuss music using scores and terminology to identify the different use of music elements and key contextual and stylistic features. Students are given 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 musical styles.

### 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 as practitioners and audience members and develop critical and creative thinking skills.

### Content Description

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

The **Year 8 Music Enrichment** course is designed for students interested in extending their music experience and who have usually played an instrument for several years. Students will expand their understanding of music concepts, build confidence in music literacy, and develop practical and creative skills through collaborative and individual activities. Students who select Music Enrichment must have one-on-one instrumental tuition: this is an integral component of the course, as solo class performances will contribute to their final assessment marks and grade.

**Note: All students 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 identify instruments aurally and visually.
- **Programme Music:** Students will develop their understanding of music concepts and composition conventions by listening to and analysing programme music (music inspired by or expressing stories, pictures, or poetry).
- **Music Form and Structure:** Students will listen, respond, analyse, and create music in various musical forms such as binary, ternary, rondo, and theme & variations. Score-reading skills will be strengthened within these contexts.
- **Arranging and Composing Music:** Students will apply their understanding of music theory, arranging techniques, and composition conventions to various 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 appropriate choral or instrumental ensembles within the Music School.

**Year 8 Ensemble Music** follows a comprehensive and sequential curriculum where key musical concepts are explored and developed through practical music-making. Students enrolled in this course will select one of three contexts to study Music. Students are expected to choose the context they were engaged in for Year 7 Music. Please feel free to contact the Music Department for advice on context selection. **Note: Students who choose Ensemble Music must be enrolled in one-on-one instrumental tuition.**

- **Band class** is for students who already play a wind or percussion instrument, e.g., flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, euphonium, tuba, or orchestral percussion (not drumkit).
- **The strings class** is for students who already play a string instrument.
- **The Rhythm Section class** is available for students enrolled in drumkit, guitar, bass, piano, or voice lessons. Students interested in playing their instrument in a rhythm section will benefit from learning Music in this context.

**Year 8 General Music** follows a sequential curriculum where foundational musical concepts are explored, and an appreciation of music is developed through listening and theoretical understanding. Students enrolled in General Music are not required to be enrolled in individual lessons to complete this course. However, we encourage students who wish to have instrumental, singing or music theory lessons in addition to the classroom music programme to arrange music tuition through the Music Department. **Note: The General Music course is not recommended for students who aim to study Class 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 knowledge of music literature.

Year 8 is a critical stage of physical, emotional, and mental development for young men. It is a time when greater self-regulation, self-discipline and commitment to a wide range of curricular and co-curricular activities is required. The **Year 8 Personal Development** curriculum directly responds to these changes and assists boys in developing age-appropriate strategies to make a positive transition into adolescence and beyond.

The physical and emotional development that occurs from Year 7 to Year 9 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 boys developing more independence; while 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.

### Aims

Character education aims to build and strengthen the unique qualities of each student; to nurture boys to think and act positively, especially when faced with challenging situations that will confront them as they move through their adolescent years and into adulthood. A series of aptly named 'CharacterEd' lessons, form a programme taught in Year 8 and 9 house groups and draws on contemporary character education research from national and international sources. This programme focuses on the core character traits of self-awareness, integrity, empathy, collaboration, creativity, embracing challenge, respect and resilience. Students work through a series of activities and reflect on key events throughout the year and how these have influenced their character. The programme is embedded in a framework of positive psychology, with a specific focus on personal wellness and building positive relationships. It is taught by Assistant Heads of House who have considerable experience and training in adolescent development.

### Content Structure

#### Self-Awareness

- Goal setting
- Cultivating a growth mindset
- Diary organisation
- Developing a personal brand

#### Building Positive Relationships

- Effective team building and communication.
- Collaborating with Saint Mary's on projects
- Recognising and fostering positive peer relationships
- Embracing and celebrating different cultures

#### Connection, Collaboration and Embracing Challenge

- Creative Problem Solving
- Living outside our comfort zones
- Exploring Right Purpose
- Community Service & Service for Others
- Examining connections with the global community

#### Positive Health & Integrity

- Personal reflection, mindfulness and wellness
- Stress management techniques
- Discovering resilience and empathy towards others
- Bullying v Banter workshops

#### Creativity

- Immersion into the arts
- Challenging the status quo
- Public speaking challenges
- Group projects

## Aims

The Year 8 Philosophy, Values and Religion (PVR) course addresses deeper ethical themes in Semester 1 such as what are values, why do they matter, how do they influence decision making, and how does this relate to the issue of climate change? In Semester 2 attention switches to the study of death and the afterlife before we conclude by exploring ethical issues associated with warfare. Beliefs and attitudes relating to these topics will be studied from a range of religious and non-religious traditions. Dialogue is central. This is encouraged using the 'community of inquiry' approach which helps boys discuss important topics maturely in a safe and respectful environment. The goal is to allow ideas to be shared, developed, and evaluated. Boys benefit from having an opportunity to practice reasoning skills and hopefully gain a more informed understanding of issues raised.

## Content

In Term 1 boys will examine the notion of values. They will study examples of values and understand why they are so important to humans. Boys will identify their own core values and the values of Hale School and Australia. They will critically evaluate Christian and non-religious values and consider possible responses when values clash.

The focus in Term 2 is the pressing issue of climate change. After learning what climate change is, and how human activity contributes toward it, boys will learn about religious and secular motivations for addressing it. They will be encouraged to question whether they have a personal responsibility to change their behaviours to reduce their own carbon footprint. Specific focus will be placed on behaviours that most of us take for granted, but which contribute significantly toward global warming, such as breeding animals for food, having too many children, and travelling by plane on international holidays.

The concept of an afterlife will be explored during Term 3. Boys will study what philosophers have to say about death before moving on to examine various religious and non-religious attitudes concerning the soul and the afterlife. Special emphasis will be placed on beliefs about heaven, hell, and reincarnation. Boys will be expected to understand that considering death can have a positive influence on how they live their lives now.

The topic for Term 4 will centre on war. Boys will use the conflict in Ukraine as a springboard to first learn about and then critically evaluate the various criteria associated with when it is morally justifiable to go to war, and how wars should be fought. Following this, they will explore a range of Christian attitudes toward war including holy wars, just wars and pacifism.

## 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 three 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, 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 changes 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, design and manufacture of projects following a theme. 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 design and create a button battery torch by following basic electrical knowledge and hone their hand skills while working 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 production of a reproduction vintage car.

#### Digital Technologies

Students use digital technologies to find creative solutions to software and apply their knowledge to solve 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
- Project construction
- Simple electrical systems
- Application of digital technology principles

### 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 the electronic folio they produce.