Welcome to Year 8

In Year 8 students build on their Year 7 experiences to grow in confidence as active, engaging young people who have a great deal to contribute to and benefit from St Hilda’s.

Students experience a broader range of subjects and begin to make connections between how and what they learn. They are encouraged to be critical thinkers and active problem solvers, and to take responsibility for their learning. Goal setting, both academic and personal, is formally initiated and students are invited to experience all that St Hilda’s has to offer through its extensive cocurricular program. Year 8 is also a year when students actively develop skills to effectively and safely use the internet by learning to evaluate websites and databases, and explore new technologies.

The five day camp promotes personal and social development and the establishment of friendships. Girls are introduced to camping techniques, outdoor skills and activities such as surfing, abseiling, caving and team building games. Students, both old and new, discover more about themselves and make new friends.

Sophie Pike - Head of Year 8

Year 8 Courses

<table>
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<tr>
<th>Courses</th>
<th>Time*</th>
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<tr>
<td>English</td>
<td>5 periods</td>
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<tr>
<td>Languages (French, Japanese or Chinese)</td>
<td>3 periods</td>
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<tr>
<td>Mathematics</td>
<td>4 periods</td>
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<tr>
<td>Physical and Health Education</td>
<td>3 periods</td>
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<tr>
<td>Science</td>
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<tr>
<td>Humanities</td>
<td>4 periods</td>
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<tr>
<td>Applied Information Technology</td>
<td>2 periods</td>
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<tr>
<td>Short Courses (rotations)</td>
<td>2 periods</td>
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<tr>
<td>✔ Media Production</td>
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<td>✔ Food and Textiles</td>
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<tr>
<td>✔ Religious and Philosophical Studies</td>
<td></td>
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<tr>
<td>✔ Arts Options (students choose two of three)</td>
<td>2 periods</td>
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<tr>
<td>✔ Art</td>
<td></td>
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<tr>
<td>✔ Drama</td>
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<tr>
<td>✔ Music</td>
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* One period is approximately 50 minutes

Options

Support for students where English as an additional language/dialect is available and students are withdrawn from selected classes until they are proficient.

Literacy Support will be offered to students (in place of Languages), who require additional learning opportunities in English.

Note: A language will not run if too few students select the subject.

Eligibility to undertake second language study

Language courses in Year 7-10 are aimed at students for whom the intended language of study is a second, or subsequent, language. As such, students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Further advice relating to languages courses can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).
Course Descriptions Year 8

Applied Information Technology

Students develop their computing skills using a variety of software. They acquire skills in the areas of programming, web publishing, multimedia and animation. Students continue to develop their Photoshop skills by creating a range of images and graphics. They are introduced to programming in Python and create websites using HTML 5 and Cascading Style Sheets (CSS3). The terminology they acquire is at a level which will permit them to have an informed view of the present state of computer technology and the likely developments in the future.

Feedback and reporting

Students receive feedback on their practical work and assessments. Observations of work habits and an evaluation of student projects are important aspects of the course.

Homework

Assessments are project based, utilising software in class to develop their technical skills. Homework is required to complete written sections of assessments.

Art

Students use art and design as a means of self expression. They develop an understanding of art through observation of their environment and by looking at art styles and movements from western and non western cultures. Students are taught relevant terms and technical processes in the areas in which they work. The course is enriched with exposure to artists, exhibitions, art workshops and drawing field trips.

This is a fun course which allows students to stay in touch with the Visual Arts. This practical course includes projects selected from drawing, printmaking, painting, ceramics, jewellery, graphic design, textiles or sculpture. Projects may include two or three-dimensional work and may be functional or non functional. A wide variety of resources makes this course a stimulating and rewarding experience.

Feedback and reporting

Students complete practical and written tasks. They work on a portfolio and participate in the Annual Student Art Exhibition. Projects are assessed using feedback sheets and marking keys which evaluate student achievement of subject outcomes: Art Making and Art Responding.

Homework

Students complete class work as required, approximately 30 minutes per week.
Chinese Second Language

The course builds on language that students covered in Year 7. Students familiarise themselves with Pinyin and Chinese characters, and use language to interact with others through the focus areas of school life, food and drink, daily routine, weather forecasts, holidays, clothes and colours.

Students learn to talk about their activities both at school and at home, discuss hobbies and interests, and daily life in both Australia and China. They learn to use appropriate language for talking about their nationalities and languages. They report in simple terms on the weather and discuss certain holiday destinations. Students develop skills in communication through role play and conduct a scene in a clothing shop providing ideas and opinions on certain clothes and colours in fashion. In writing, students develop skills in both recognition and formation of words and phrases. There is an increasing emphasis on grammar and character acquisition and how to apply these meaningfully to different situations, and on developing successful language learning strategies.

Audio visual materials, online activities, cooking and language games are incorporated into the course. Students regularly work individually and in small groups at their own pace on specific skills development.

By the end of the year, students will have worked to achieve the following skills:

- listening for specific information given in a variety of tenses
- relating information about themselves or responding appropriately to questions
- showing comprehension of written material in a variety of ways
- recognising and writing a range of Chinese characters within focus topics
- writing sentences and dialogues in response to a theme

Feedback and reporting

Regular short quizzes are used to evaluate vocabulary and character learning. There are formal vocabulary tests and assignments which may be linguistically based or require research by students on a cultural topic. At the end of each unit students complete a test across the four strands of Listening, Reading, Speaking and Writing. A grade will be given based on these assessment tasks. As well as a grade, the student’s achievements are described according to the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Reading and Responding, and Understanding Script.

Homework

One hour each week learning vocabulary and grammar, as well as completion of exercises and assignments.

Drama

Like all art forms, Drama has the capacity to engage, inspire and enrich students, excite the imagination and encourage them to reach their creative and expressive potential. Drama develops students’ confidence, creativity, problem solving and collaborative skills and provides them with a strong understanding of the importance of teamwork.

In the Year 8 course, students develop the skills to make and respond to drama independently and with their peers and teachers. Through both workshop and assessment, students explore performance from the perspective of an actor, a director and a designer, and through playbuilding and script work, as they build on their experience from the previous year. Through a study of improvisation, mime and realism students build on their understanding of role, character and relationships and use voice and movement to sustain character and situation. They use focus, tension, space and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using both linear and non narrative dramatic forms and production elements.
As they experience drama, students also draw on drama from a range of cultures, times and locations. They explore the drama and influence of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students engage with more diverse performances and learn that over time there has been further development of different traditional and contemporary styles of drama.

Through making and responding to drama, students learn that meanings can be generated from different viewpoints. As students make, investigate and critique drama they interrogate the directors’, playwrights’, designers’ and actors’ meanings and audiences’ interpretations.

Feedback and reporting

After each practical exercise, students receive both verbal and written feedback so that they can recognise areas of strength and focus on areas for development. Students complete written responses through a series of short answer questions which assist them to understand basic drama terminology and evaluate their own performance choices and the performances of others. The assessment types are: Making and Responding.

Homework

Students complete class work as required with the addition of one half to one hour of homework a fortnight as required.

English

Students develop their writing, speaking, listening and viewing skills through the study of a broad range of texts. They are encouraged to read and write for pleasure, to gain knowledge, and to reflect on experience. They read, write and speak for different audiences and purposes and learn how to critically analyse texts, in particular, their construction and values.

Students study texts from a range of genres including novels, plays, poetry and film with an emphasis on critical literacy. Group discussion, oral and PowerPoint presentation, role play and dramatic performance are integral components of the course.

Feedback and reporting

Assessment is continuous across the year and includes a variety of oral and written tasks, both creative and analytical. Students receive feedback on their performance in individual assessment tasks. Assessment tasks focus on four areas: Reading, Writing, Viewing, and Speaking and Listening.

Homework

90 minutes each week - writing and reading.

Food and Textiles Technology

Students develop the basic principles of consumerism in relation to fabric and food choices. They gain an understanding of the production and use of textiles in the world around them. Practical skills such as machine and hand sewing are developed. Creativity is encouraged as students design and produce modern, exciting and usable items. Students develop basic food preparation skills by making healthy food choices and exploring preparation techniques. A study of cooking methods encourages the students to design, make and evaluate interesting products. Students make informed, independent food choices as they learn management and problem solving skills. Students use a variety of current references pertaining to the areas studied from the Food and Textiles Resource Centre.
Feedback and reporting

Each topic allows for continuous feedback in practical and theoretical areas.

Homework

Students are encouraged to complete all set tasks and to practise skills.

French Second Language

In the Year 8 French course emphasis is on spoken communication and early reading and writing skills.

Students use French to exchange personal information, numbers, dates and times, discuss school activities and daily routines, describe rooms/furniture in a house, study French towns by giving and asking for directions and talking about shopping. Other topics studied include leisure activities, describing others and giving opinions. They are encouraged to gain an understanding of similarities and differences between their own lives and those of their peers in French speaking countries around the world.

By the end of the year students should be able to follow classroom instructions, comprehend short aural passages on practised topics, read French to perform classroom tasks, and prepare dialogues and short written texts on practised topics.

Feedback and reporting

Regular short quizzes are given to evaluate vocabulary learning.

In addition, there are vocabulary tests and assignments. The assignments may be linguistically based or involve research by the students on a cultural topic. At the end of each section of work there is a test covering the macro-skills of Listening, Speaking, Reading and Writing. A grade will be given based on these tasks. As well as a grade, there are descriptions of a student’s achievements in the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Writing, Reading and Responding.

Homework

One hour each week learning vocabulary and grammar, as well as completion of exercises and assignments.

Humanities

Students study Geography, History and Economics as separate disciplines to develop expertise in the different skills of each subject and a deep knowledge of content.

In Geography, students are introduced to mapping conventions and practical skills including contour lines, analysing data and source interpretation. They learn about the features of the physical environment such as landforms, climate and natural disasters. They also study the causes and impacts of urbanisation through a variety of case studies.

In History, students study from the end of the Ancient period to the Renaissance and the beginning of the modern period (500 – 1750). This span of human history was marked by significant change and continuity in major world civilisations; it was the period when the modern world began to take shape, through expanding horizons and increasing differentiation of societies. Through an investigation of civilisations, world exploration and events, students develop an understanding of their significance for modern time. Students study the following themes in depth: relationships between religion, rulers and people; social structure; health and disease; scientific and technological change; impact of beliefs and values; cultural contact and conflict; and exploration and imperialism.

In Economics, students are introduced to basic economic concepts such as scarcity. They will gain a basic comprehension of the need to contribute to society and appreciate the dependence that individuals and groups have on the economy. Students will consider the current relationship between Australia and the Asia region. They will also
be introduced to the role that the Asia region has as part of Australia’s economic future.

In these courses there is a strong emphasis on investigation, with students being required to accurately record information from a variety of sources, select relevant evidence and use it to draw conclusions.

Feedback and reporting

Assessment is continuous and takes a variety of forms such as research, reports and in class tasks using skills application exercises, extended written answers, group work and tests. Students are given the opportunity to use information technology both for research and communication of their findings.

Homework

One and a half hours each week.

Japanese Second Language

Students are introduced to the Japanese language and culture in a self access learning environment which caters for their personal interests, learning styles and ability levels. Students are catered for at either beginner or continuing levels. They use Japanese to interact with others through the focus areas of things about self, daily routine and time, school life and timetables, and hobbies and interests. In writing, student attention centres on the hiragana syllabary for both recognition and formation of words and sentences. Students also have the opportunity to work with background speakers and to learn about the Japanese way of life.

Extension programs are available for more advanced students. Students are encouraged to develop their abilities in the areas of reading and listening comprehension through speaking practice with language assistants, using the iPod Touch and SMART technologies, and progressing script development in both hiragana and katakana syllabaries and kanji.

Feedback and reporting

Students engage in a variety of self regulatory work providing opportunities for self correction and peer evaluation. Individualisation of the course also allows for students to work regularly with staff and receive appropriate feedback. Feedback is ongoing and students are encouraged to work at their own pace.

There are formal vocabulary quizzes and assignments. The assignments may be linguistically based or involve research on focus topics. At the end of each unit there is a test covering the skills of Listening, Speaking, Reading and Writing. A grade is given based on these assessment tasks. Students also participate in the Australian Languages Competence Certificate 1 Listening Test for Japanese.

Homework

One hour each week involving vocabulary learning, script practice and grammar.

Mathematics

Students study the Australian Curriculum: Mathematics. They are exposed to essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Their numeracy capabilities required for their personal, work and civic life are developed and the fundamentals on which mathematical specialties and professional applications of mathematics are built.

All students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. They encounter a carefully paced, in depth study of critical skills and concepts, encouraging them to become self motivated, confident learners through inquiry and active participation in challenging and engaging experiences.
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of mathematics.

At Year 8 level:

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations, their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area.

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas and volumes of common shapes, and three dimensional objects.

Problem Solving includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two way tables and Venn diagrams to calculate probabilities.

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They represent transformations in the Cartesian plane, identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine the perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Mathematically talented students are offered extension activities from a range of sources. These include competitions and Mathematics Olympiads organised by the Mathematics Association and several universities. They also complete the more challenging extension activities from their class texts and other resources.

Differentiating classes in Year 8 Maths

Generally the class placement of students commencing Year 8 Mathematics is based on their ranked results from the previous year. For new students, their previous school reports and NAPLAN results are considered. Class 1 consists of students requiring additional challenges and a second group of students requiring extension is identified for Class 2. Below Classes 1 and 2, pairs of classes are formed with students of comparable ability. For example, Classes 3 and 4 are based on students’ mathematics rankings with ‘odd’ number ranked students placed in one class and ‘even’ ranked students in the other. As well, students who find mathematical concepts difficult to grasp are identified and placed in a smaller class so that they can receive more tailored support. Depending on the needs of the students finding the mathematics difficult, their program and assessment may be modified.

The differentiation process is flexible in terms of the nature of the program and the time of the year when it occurs. The decision making is driven by the delivery of a program that best suits the needs and abilities of the students.

Feedback and reporting

Each student’s progress is monitored by her performance on tests and investigations. Informal assessment and monitoring occurs in each class by the teacher.

Homework

Students are expected to complete 20 minutes each night.
Media Production

This introductory Media course focuses on students’ personal experiences of storytelling and how stories are told through different media forms. In small groups, the students experiment with storytelling through creating a stop motion short film. This is a basic introduction to the language of media and how audiences’ cultural experiences influence their responses to media. The students learn basic production processes and create their own productions, as well as view a number of relevant texts and are encouraged to experiment with technical, symbolic, audio and written codes and genre conventions.

Feedback and reporting

Students receive regular feedback during the production of their media text.

Homework

Students complete class work as required.

Music

Students who are currently learning to play an instrument and who have voice lessons are strongly encouraged to choose this course, as it will support and enhance their progress as a musician.

Composing and practical work, aural skills, literature and projects are all important aspects of this course. Students investigate and analyse popular music, making use of the software program Acid Music to create a music video. Students also explore music from around the world.

Composing includes units on Balinese Gamelan, 12 Bar Blues, Melody Writing with Accompaniment, Song Writing and Ragtime. Girls use professional software programs such as Sibelius, Auralia and Musition.

Feedback and reporting

Feedback is continuous and is based on class work, a composing portfolio, tests and presentations. Girls also perform a piece of music as a soloist and in a small ensemble each semester.

Homework

There are short, research-based tasks and several composing assignments. Students should also regularly practise their musical instrument.

Physical and Health Education

Physical Education

Each student is assisted to reach her full movement potential through participation in a varied range of physical activities and to obtain pleasure, enjoyment and satisfaction through movement. A holistic approach encourages the development of an individual who understands the fundamental principles of movement and games and can apply them to many situations to perform to the best of her ability.

Students participate in a range of activities including swimming, netball, athletics, soccer and softball. Students are encouraged to develop and maintain personal fitness levels.
The choice of cocurricular activities is wide, providing opportunities for school representation, cooperation, social interaction, initiative and responsibility.

There are Interhouse and Interschool competitions in swimming, tennis, volleyball, soccer, netball, hockey, cross country, basketball, water polo, sculling, athletics and softball.

Feedback and reporting

Students receive feedback on their movement and physical activity skills. Fitness testing is conducted twice per year.

Health Education

Students study the concept of a healthy lifestyle. They learn about human sexuality with a focus on pregnancy and birth, the human body, nutrition, and drug education with emphasis on alcohol, assertiveness and decision making skills.

Feedback and reporting

Continuous feedback is given on tests, worksheets, class activities and discussions addressing concepts of a healthy lifestyle.

Homework

Completion of worksheets, assignments and preparation for assessments.

Religious and Philosophical Studies

The program begins with stories from the Judeo Christian tradition which are analysed for meaning. Students consider their effectiveness for moral and spiritual teaching and to understand the origins of Jewish and Christian teachings.

In a study of modern Judaism, students focus on the expression of beliefs within Jewish communities and how they are applied to everyday situations such as diet, work and family customs.

Students explore faith as an inspiration for action with a particular focus on the Holocaust and the life of Dietrich Bonhoeffer. They study people of faith who have achieved social and political change.

Students complete a study focusing on the life of individuals such as Mother Teresa, Ghandi and Oscar Romero and how their personal faith led them to inspirational action.

Science

Students explore, engage in and develop their scientific understandings. Much of the course is activity based and is designed to cater for the needs of our students. The science areas of Biology, Chemistry, Physics, and Earth and Space Sciences form the basis of the program. The year will be divided into a number of units of work and incorporated into each unit of work, will be components of Science Inquiry Skills and Science as a Human Endeavour.

Feedback and reporting

Feedback is given on tests, assignments, practical work and investigations.

Homework

One and a half hours each week which may vary from unit to unit.