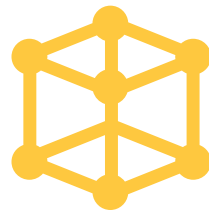




St Hilda's  
ANGELICAN SCHOOL FOR GIRLS

# YEAR 8 HANDBOOK 2018



# Welcome to Year 8

In Year 8 students build on their Year 7 experiences to grow in confidence and develop greater responsibility over their learning, homework, study and organisation. Experiencing a broader range of subjects, students begin to make connections between how and what they learn. They are empowered to be critical thinkers, active problem solvers and, to take initiative in seeking assistance. Students are encouraged to access the Tutoring Centre and Study Buddies to complete homework in a supportive and welcoming environment with their peers.

The Tutorial Program involves a range of activities aimed at developing team building skills and widen social groups. Encouraged to be inclusive and become involved in cocurricular activities, students participate in collaborative experiences that promote positive wellbeing. Activities and presentations expose students to resolving conflict, friendship issues and cyber bullying.

The Outdoor Education Camp is a wonderful opportunity for students to connect with each other and their Tutor Group Teacher, promoting both positive personal and social development and positive relationships. Students are taught the foundations of camp craft, such as trangia cooking, packing backpacks, tent set up, hygiene and navigation. Through activities such as hiking, caving and abseiling, students develop their personal resilience and unite as a Tutor Group as they face the challenges of camp with respect for each other and the environment.

## Year 8 Courses

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Courses	Time*
• <a href="#">English</a>	5 periods
• Languages ( <a href="#">French</a> , <a href="#">Japanese</a> or <a href="#">Chinese</a> )	3 periods
• <a href="#">Mathematics</a>	4 periods
• <a href="#">Physical and Health Education</a>	3 periods
• <a href="#">Science</a>	4 periods
• <a href="#">Humanities</a>	4 periods
• Short Courses (rotations)	2 periods
✓ <a href="#">Media Production</a>	
✓ <a href="#">Digital Technologies</a>	
✓ <a href="#">Food and Textiles</a>	
✓ <a href="#">Religious and Philosophical Studies</a>	
• Arts Options (students choose two of three)	2 periods
✓ <a href="#">Art</a>	
✓ <a href="#">Drama</a>	
✓ <a href="#">Music</a>	

\* 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

## Art

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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 stimulating course which allows students to stay in touch with the Visual Arts. This practical course includes projects selected from drawing, printmaking, painting, ceramics, 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

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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 pet and appearance, daily routine and occupation, colour and clothes, weather forecasts, seasons.

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 a talking about their pets. They report in simple terms on the weather and read picture books about seasons. 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 role play and quizzes are used to evaluate conversation and character recognition. There are interview oral assessments and assignments which may be linguistically based or require research by students on a cultural topic. 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.

## Digital Technologies

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Students develop their computing skills using a variety of software. They engage in a systems study producing illustrated documents and merging files for an estate agency. They acquire skills in web publishing, coding their websites in HTML5 and CSS3 and creating a range of images and graphics in Adobe Photoshop. Students also develop their programming skills, using the Python language to write games software. 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.

## Drama

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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

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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, graphic 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

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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

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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

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

In Economics, students study how buyers, sellers and the government influence the operation of markets in Australia. They will gain a basic comprehension of the rights and responsibilities of consumers and businesses in Australia and the influences on the way people work, including outsourcing, technological change and the global economy.

In Geography, students are introduced to mapping conventions and practical skills including contour lines, analysing data and source interpretation. They learn about the landscapes of Australia and their distinctive landforms including their spiritual, cultural and aesthetic value. Students will be investigating the geographical processes that produce landforms and a detailed inquiry of geomorphic hazards will be conducted. The causes and impacts of urbanisation through a variety of case studies will also form part of their studies in Geography.

In History students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period. 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 such as the Black Death, students develop an understanding of their significance for modern time.

A study of Politics and Law allows students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in

their democracy and the freedoms that enable active participation. Finally students explore the different perspectives of Australian identity.

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

Students are encouraged to develop an 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.

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

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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

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Students study the Australian Curriculum: Mathematics v 8.1. 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 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.

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.

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.

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. Further information regarding differentiation can be found in the Extension and Enrichment booklet.



## 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

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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

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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 listen to many different styles of popular music and analyse music using music-specific terminology. They engage in practical activities to learn about the instruments that commonly feature in popular music ensembles. Students also explore the topic of World Music. To further develop their skills as musicians, students learn the basics of conducting and participate in a class ensemble.

Composing includes units on Balinese Gamelan, 12 Bar Blues, Melody Writing with Accompaniment and a Limerick. 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 and presentations. Girls also perform a piece of music as a soloist and in a small ensemble each semester.

## Homework

Students are encouraged to access Auralia and Musition Cloud at home to continue developing their aural skills. There are several composing assignments. Students should also regularly practise their musical instrument.

# Physical and Health Education

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## 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, softball, tennis and fitness. 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 mental health and body image, drug education with an emphasis on alcohol, and bullying and harassment.

### Feedback and reporting

In Physical Education, girls are assessed based on the three sub-strands: Moving our Body, Understanding Movement and Learning Through Movement. Fitness testing is conducted twice yearly for students to monitor their fitness levels.

Health Education assessments cover the three sub-strands: Being Healthy, Safe and Active, Communicating and Interacting for Health and Wellbeing and Contributing to Healthy and Active Communities. 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

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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

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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.

