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The Curriculum

Students entering Year 8 find themselves at an exciting stage in their schooling, on the whole they have mastered the expectations and organisational aspects of being in the Senior School and the Learning programme now focuses on exposing students to more complex academic content.

The Year 8 Programme

The curriculum in Year 8 continues to encourage student-centred learning, adopts an investigative approach and places emphasis on problem solving and creativity. It is not sufficient for students to be fed with factual knowledge and given instructions as to what to do and how to do it. Students need to learn to think for themselves, analyse problems and work in co-operation with others to develop strategies and create solutions. There is also a need to develop common sense, show initiative and use practical skills.

The Year 8 programme includes common courses in English, Mathematics, Science, Humanities and Social Sciences, Languages (French, Indonesian or Chinese), Beliefs and Values, and Health and Physical Education.

Students will study a selection of semester units from the Technologies and the Arts learning areas.

Year 8 students will make use of a Personal Learning device to facilitate learning ‘anywhere, anytime’. Students will use and develop digital literacy practices across the curriculum; critically engaging with subject-specific knowledge gained from interaction with a wide variety of texts, in multiple forms and formats, both online and off-line.

All Year 8 students participate in an Adventure Learning Camp. This Camp provides an introduction to outdoor activities, incorporates elements of the academic curriculum enhanced by the location, as well as opportunities to develop social and leadership skills.

The courses are based on the Western Australian Curriculum. (Click here for the Western Australian Curriculum).

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Students study a variety of courses totalling 9 periods from both the Arts and Technologies.

There is a total of 50 periods in a 2 week cycle.
Extension and Support

Extension in all learning areas is provided through curriculum design. Co-curricular activities and competitions at school, state, national and international level provide additional opportunities for extension. Some Learning Areas adopt heterogeneous class organisation whilst others will stream according to ability level. This is dependent on the individual needs of students and the type of subject matter being delivered. Students are encouraged to participate in the many and varied co-curricular activities offered to enrich each student’s experience.

A Learning Enrichment co-ordinator ensures that students identified with gifts or talents are supported and extended within the classroom. Students with specific academic needs are provided with appropriate support. The Student Services staff provide support for literacy, numeracy, organisational and other issues.

Students requiring Literacy Support will be provided with a support class in place of one Technology or Arts subject.

InsideOut Programme

InsideOut is a sequential self-leadership programme designed specifically for girls. Based on the principles of positive psychology the programme’s philosophy is inner development leads to outer excellence. InsideOut provides a framework and various learning opportunities outside the classroom which will develop the girls’ resilience and leadership capacities. These will, in turn, benefit their overall cognitive and affective development, equipping them with the skills to meet future challenges and to make a difference to their world.

Several InsideOut workshops will occur throughout the year focussing on extending their understanding of friendships, self-image and positive interactions with others. The Year 8 camp at Dwellingup is an important part of this journey.

The Co-Curricular Programme

Perth College offers a wide range of co-curricular activities that allow students to broaden and enhance their educational experience. Students are made aware of these opportunities through SPACE, class, the bulletin, and notice boards. Some care must, however, be taken to ensure students do not over commit themselves.

The School productions allow a large number of girls to perform before an audience in a variety of roles incorporating Drama, Dance and Music.

Students also have the opportunity to be involved in backstage support, including stage managing, lighting and make up for Drama and Dance productions.

Students interested in Music are encouraged to take advantage of the superb facilities provided. Opportunities to be involved in the large number of bands, string ensembles and choral groups are available. Students perform in several concerts, School assemblies and at special functions.

Participation in sporting teams is voluntary, but almost all students play for their House or School in one of the many sports offered. Students of all levels of ability are catered for with an emphasis on enjoyment through participation. The available sports vary from Tennis to Water Polo to Equestrian, and Saturday Netball.

Debating through both WADL, and AHISA competitions, is offered to all students. Students can also compete in the Tournament of Minds competition, a problem solving programme for teams of students involving demanding, open-ended challenges.

Subject based competitions are also available for students to complement their academic endeavours. The Mathematics, English, Science, Humanities and Social Sciences and Languages learning areas provide the girls with opportunities to enter numerous competitions both individually and in teams.
Below is a sample of other Co-curricular activities offered. Please be aware that some of these are restricted to particular Year groups.

Chorale Ensembles
PC/Aquinas Intermediate Band
Book Club
Photography Club
Philosophy Club
Swimming, Volleyball, Tennis, (Term One)
Hockey, Netball, Cross country, PCNA (Saturday) Netball, (Term Two)
Athletics, Basketball, Soccer, PCNA (Saturday) Netball, (Term Three)
Water Polo, Softball, Rowing, (Term Four)
Birthwrite (a school publication of student literary works)
Student Representative Council
Environmental Group
Aged Care Centre Visits
Service Tours: Cambodia, Solomon Islands and Antipodeans Abroad
Student Conflict Resolution and Mediation team (SCRAM)
Fitness Club, Running Club
Debating
Beliefs and Values Learning Area

The Beliefs and Values course from Years 7–10 provides an introduction to some of the enduring questions of thinking, belief and the development of values. What is the nature of religion and Christianity in relation to the fundamental human need for justice, morality, spirituality, wisdom and meaning? Students will work creatively and collaboratively to explore these issues within the framework of a philosophical methodology.

The purpose of studying Beliefs and Values at Perth College is to examine pertinent ‘life’ questions in order to equip individuals with the structural frameworks necessary to develop their own unique system of beliefs and values within the context of an Anglican school. In this way students will be better able to provide approach questions pertaining to individuals’ and society’s beliefs and values which will enable students to develop purpose and meaning in their lives.

Content and Focus

In Beliefs and Values all years undertake biblical studies which are presented within, although not confined to, the philosophy of the Anglican Church, studies of world religions and the inherent spirituality and commonalities evident in them and studies of philosophy and ethics.

At the Year 8 level students focus on the following content areas:

- Philosophy and Religion: The nature of religion and belief in God.
- Philosophy and Religion: Philosophical argument on the nature of God
- Anglican Tradition: Easter and its significance.
- Biblical studies: The significance of Jesus in the four Gospels.
- Social Justice: The story of Jesus and the application of the Christian message in contemporary society
- Spirituality: Examine ways of expressing spirituality
- Spirituality: Mindfulness as a way of being
- Spirituality: Indigenous understanding of the environment

The content of the Beliefs and Values course is based on the Western Australian Schools Commission’s five strands and the Curriculum Framework of Western Australia. Listed below are the broad-based outcomes applicable to this content area.

- Investigation, Communication and Participation: Students use inquiry skills to investigate their understandings of the connection between religion and life.
- Search for Meaning and Purpose through Religious and Philosophical Perspectives: Students understand that many people find meaning and purpose in their lives through religious and/or spiritual experiences.
- Religion and Values in Society: Students understand the role that religion plays in the lives of individuals and the relationship between religion and society.

Activities in Beliefs and Values are designed so that varying degrees of ability are catered for. Students who require extra help for whatever reason are supported by the Beliefs and Values staff.

In Year 8 students attend Beliefs and Values lessons three times a cycle and attend Chapel once a fortnight. Beliefs and Values is a compulsory subject in all year levels throughout Perth College.

Assessment

To indicate their understandings of the content students will complete written tasks (short and extended answer) as well as oral presentations. During Term 3 students will be required to complete some community service and will be assessed on the results of this. Staff also assess student development through observation of the student in discussion and in class generally.
The Arts Learning Area

The Arts Courses offered at Perth College provide students with an exciting and challenging range of experiences that will assist them to develop their aesthetic understanding.

The arts entertain, inform challenge and encourage responses, and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of the confident and creative individual, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic responses to arts practices as student’s revisit increasingly complex content, skills and processes with developing confidence and sophistication through the years of schooling.

The Arts courses allow students to seek self-expression through a creative approach to a range of arts experiences. Students will be able to develop and improve their practical skill level within an art form.

Embedded in the Arts Courses is the opportunity to:

• experience collaborative and cross-arts practice
• demonstrate literacy outcomes
• develop digital literacy skills
• use technology and technology processes.

In Year 8 students can begin to expand and develop their creative talents developing confidence and curiosity. This semester long programme will enable students to experience a range of aspects of the Arts options available in Years 9 and 10 which provide the foundations necessary for the Year 11 and 12 courses.

Media Arts

(Semester course - 3 periods per cycle)

Content and focus

In Year 8, Media Students will be given opportunities to view a variety of media works within the context of a selected focus. Students will make and respond to their own media productions and those of their peers within a selected media type, genre or style studied, developing media production skills and processes.

Students continue to learn how to problem-solve, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment.

Media Arts enables students to analyse past technologies, and use existing and emerging technologies as they explore imagery and text to create meaning. Students participate in, experiment with and interpret cultures, media genres and styles, and different communication practices.

The Media course is built on the Western Australian Curriculum and has a focus: advertising (for example, billboard, ‘junk’ mail advertising), mass media (for example, specialist magazines, feature articles) or press (for example, newsletters, news magazine, journalistic photography)

Students may create works within, or across, the following media: film, photography, print media, or online media.

The Media course has two strands of Making and Responding based upon the Western Australian Curriculum.

Making: Production process using basic technical skills and processes, scripts, storyboards and layouts. Resolving production including making a final Media Arts product or work.
Responding: Analysing and reflecting the effectiveness of others and their own media work for the specified audience and intended purpose

**Assessment**

Students will complete two practical projects in this course. They are made up of three assessment strategies: Media Production 70%, Reflective Practice 15% and Media Arts and Contexts 15%. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

**Visual Arts**

In Year 8 Visual Arts students will continue to develop skills, knowledge, understandings and techniques as artists, designers, critics and audiences. Students will learn to explore ideas through imaginative engagement, making and presenting art, craft and design works, and engaging critically with these works and processes. The content of the Visual Arts courses at Perth College is built around the Western Australian Curriculum strands of **Making** and **Responding**. These are the two strands which are common to all Arts subjects and are at the core of the Western Australian Curriculum: The Arts.

**Making** in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.

**Exploring Art and Design**

(Semester course - 3 periods per cycle)

**Content and Focus**

This semester long course involves three periods per cycle where students have the opportunity to enjoy the exploration of Art materials by combining and adapting materials, technologies and processes. Students are encouraged to develop their own ideas while following a project theme which is designed to extend their knowledge and skills in the Visual Arts. Students will draw inspiration from their personal and global worlds applying a range of practices reflective of popular culture.

Students will have the opportunity to explore a variety of media and experiment with different styles. The project will be developed from painting, textiles, sculpture, printmaking, graphic design or jewellery, or a combination of these. They will be guided through processes and taught specific techniques that will enable them to have success in the creative process. The students will be encouraged to develop their work from research, drawing and exploration of materials, through to a high quality finished studio piece.

This course stimulates creative thinking and discussion and the evaluation of visual imagery. Through this students are inspired to resolve the meaning and message in their own work and to discover what is reflected in a work of art created by other artists and from those of other cultures.
Assessment
This course will consist of Making and Responding tasks and the four assessment strategies that will be addressed are Production, Analysis, Reflective practice and Artists and Contexts. The weightings for the course are 80% Making and 20% Responding. ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Dance
In Year 8 students develop knowledge, understanding and skills about dance as an art form. They manipulate the elements of dance and employ choreographic devices to structure dance. Students vary technical and expressive dance skills to convey style-specific techniques. They perform dance, explore and develop their movement vocabulary and learn to apply safe dance practices. Students develop an awareness of cultural, social and ethical contexts for dance.

The Dance courses have two organisational strands:
- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks

Dance
(Semester Course - 3 periods per cycle)

Content and Focus
In this course students will build on and extend the work covered in the Year 7 Dance course. The students will use their dance techniques and basic choreographic skills to explore a range of movement styles, aesthetic preferences and cultural influences.

Designed to focus on extending the individual dancer, Year 8 Dance encourages strength, flexibility and creative confidence in a supportive environment.

Assessment
Students will complete two practical assessment tasks and engage with a series of digital resources designed to assess their ability to research, respond and reflect on their dance process in written form.

ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.

Drama
In Year 8 students develop knowledge, understanding and skills about drama through the processes of improvisation, devising drama, working with scripted drama, rehearsal and performance. Students explore and combine the elements of drama to create and shape dramatic meaning. They perform drama, developing expressive skills and techniques in voice and movement. Students develop an awareness of cultural, social and ethical contexts for drama.

The Drama courses have two organisational strands:
- Making – learning about and using knowledge, techniques, skills and processes to explore Arts practices and to make artworks
- Responding – exploring, responding to, analysing and interpreting artworks
Drama - Improvisation, Character, Chorus and Mime

(Semester Course - 3 periods per cycle)

Content and Focus

In this course students will develop skills in voice, movement, improvisation and characterisation. They will learn to apply the elements of drama to short devised improvisations and scripted excerpts. Students will gain important drama skills essential for performance, extend their personal creativity and develop confidence in the presentation of the self. The course will also include an introduction to the role of the chorus and the use of mask and mime in performance.

Assessment

Students will complete two practical assessment tasks and engage with a series of digital resources designed to assess their ability to research, respond and reflect on their drama processes in written form.

ICT used in this course enables students to collaborate, find and select appropriate information, apply critical thinking and evaluation skills and create original works.
Music

Music is offered as a specialist subject in Year 8:

Music Specialist (Three periods per cycle for the entire year. A ‘fourth’ period per cycle will be scheduled every two weeks on a Monday after school until 4.30pm. This class will take the form of a ‘concert practice class’.)

The Year 8 Music Specialist course is designed to provide students with the opportunity to explore the language and conventions of music through an introductory study of various musical styles. Students will examine the cultural context of musical compositions and the integral role of music in society. Practical activities will enable students to participate in the fundamental music elements of performing, listening, creating and responding in order to develop an improved understanding of the processes involved in music making.

The content of the Music courses at Perth College is built around the two interrelated strands of Making and Responding. These are the two strands which are common to all Arts subjects and are at the core of the Western Australian Curriculum and Assessment Outline: The Arts.

• Making in Music involves active listening, imitating, improvising, composing, arranging, conducting, singing, playing, comparing and contrasting, refining, interpreting, recording and notating, practising, rehearsing, presenting and performing.

• Responding in Music involves students being audience members listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ musical works.

The teaching, learning and assessing of the Year 8 Music Specialist course are based on the four music outcomes in the WACE Music Course:

• Performing
• Composing
• Listening and Responding
• Culture and Society

Students will complete some tasks in collaboration with other students which will enhance their confidence, creativity, teamwork and social skills.

Various music technologies are used as a tool to support the teaching and learning of the four music outcomes. Students will be given the opportunity to develop their digital literacy skills through musical tasks which may involve use of the following programmes: Sibelius 7 (composing) and the music e-learning website (all four music outcomes).

Music: Full Year (Specialist)
(Year Course - 3 periods per cycle*)

Content and Focus

This year long course will be studied for three periods per cycle. *A ‘fourth’ period per cycle will be scheduled every two weeks on a Monday after school until 4.30pm and will take the form of a ‘concert practice class’. Once per semester, each student is scheduled to perform their solo repertoire and receive valuable feedback as they strive towards musical excellence. Students will also attend various concert practice classes throughout the semester as an audience member in order to learn how to provide critical feedback.

This course provides students the opportunity to study the conventions of music from a broad range of styles including Classical, Music Theatre and Rock/Pop. Students will be encouraged to develop their musical potential through an emphasis on performance which may include large group, chamber group and solo activities.

Throughout this course, students will participate in games and song-based aural activities which will develop their musical literacy. Extension activities using Sibelius 7 software and the e-learning website will also be used to enhance students’ experience of composing.
Students who select this option will be expected to be having vocal/instrumental lessons for the duration of the course. It is also worthwhile noting that students need not have had vocal/instrumental lessons prior to studying this course. Music Bursary students must select this option if they wish to remain eligible for a continuation of their bursary. It is expected that all Music Scholarship students will choose to study this course.

Singing is the key to developing all musical skills and as such, it is strongly advised that all Music Specialist students participate in the Year 7/8 Chorale (rehearsing 7.30 am-8.20 am each Tuesday). It is also expected that Music Specialist students will take part in either a school band or orchestra, as appropriate to their instrument (not applicable for piano, guitar or vocal students). Students are assessed on their participation in ensembles.

Assessment

Assessment will take the form of group and solo performances, oral presentations, written worksheets, tests and various creative activities. As the teaching and learning programme in this course emphasises the outcome of ‘Performing’, a 40% weighting will be allocated to this outcome. A proportion of this amount will be based upon the performance skills demonstrated by students in choir, band and/or orchestra.

Private Instrumental, Vocal and Speech and Drama Lessons

Any student at Perth College is able to take private instrumental, vocal or speech and drama lessons at the School. (See. Appendix 1)
English Learning Area

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally.

To provide the broadest experience of the subject and enable students at Perth College to achieve to the best of their ability, most classes are heterogeneous in their composition. Remediation and extension activities, including withdrawal and ability grouping, inside and outside the regular classroom will be provided to meet the needs of individual students.

Content and Focus

Through the Year 8 course, students will develop language, communication and comprehension skills through listening to, reading, viewing, interpreting, evaluating, performing and creating in the following text areas:

Written Texts: Novels, short stories, non-fiction, poetry and drama.
Multimodal: Feature film, television, advertising and so forth.

Through assignments and class activities, students will participate in a range of receptive and productive processes. These will include comprehension and essay work, introductory literary and cultural analysis, creative writing and the production of multimodal text using the conventions of different types of prose, drama and poetry, and non-fiction writing. Work on grammar and spelling will also be included to enable students to develop their competence with English expression. In addition to this, students will be offered formal strategies for reflecting upon, and thus further enabling, their progress in the English Learning Area.

Wide reading and research will also be encouraged through extension activities and discussions. Students who have been identified as having difficulties in English will be provided with additional support.

ICT capability is an important component of the English curriculum. Students use ICT when they interpret and create print, visual and multimodal texts. They use communication technologies when they conduct research online, access course and extension materials and collaborate and communicate with others electronically. In particular, they employ ICT to access, analyse, modify and create multimodal texts, including through digital publishing.

As students interpret and create digital texts, they develop their capability in ICT including word processing, navigating and following research trails and selecting and evaluating information found online.

Assessment

Students will demonstrate their achievement across the language modes of listening, speaking, reading, viewing and writing through their creation of a range of imaginative, informative and persuasive types of texts, and through their engagement with literary analyses through written tests and essays. Students’ contribution to class discussions and engagement with the ideas introduced will also contribute to their assessment.
Health and Physical Education Learning Area

The Health and Physical Education curriculum teaches students how to be part of a healthy, active population and experience the personal and social benefits of living a healthy, active and fulfilling life.

In Health and Physical Education, students develop the knowledge, understanding and skills to make decisions and take action to strengthen their sense of personal identity and autonomy, build resilience, manage risk and develop satisfying, respectful relationships. They learn to take a critical approach to questioning physical activity and health practices and to use inquiry skills to research factors that influence the health, safety, wellbeing, and physical activity patterns of themselves, individuals, groups and communities.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Students learn about how the body moves; how to approach and resolve challenges; how to optimise movement performance; and the benefits of physical activity to themselves, others and communities. Through movement in a variety of contexts and settings, students acquire, practise, manage and refine personal, interpersonal, social and cognitive skills.

Content and Focus

At the Year 8 level students are provided with a safe nurturing environment and a well-planned sequential programme relating to the two Health and Physical Education curriculum strands: Personal, social and community health; and Movement and physical activity.

Opportunities are provided through:

Physical Education lessons—4 per cycle. The sports covered in Year 8 Physical Education are: Volleyball, Athletics, Basketball, Gaelic Football, Soccer, Softball, Multi-sport and Swimming.

Health Education lessons—1 per cycle. The content and focus in Year 8 Health is: Sexual Health and Growth and Development, Body Image and Self-Esteem, Health Promotion Activities, Drugs - Smoking.

Students will develop their digital literacy by using SPACE and maintaining an electronic work book (OneNote) that provides an interesting and engaging medium to explore and research the health and physical education content.

Various multi-media technologies, web based activities and powerful software tools will provide students with learning opportunities that are meaningful and encourage innovation.

Assessment

The assessment strategies used to determine the achievement of the Health and Physical Education aims includes a combination of anecdotal records of observable student behaviour, skills and strategies, and direct observation using related performance criteria in Physical Education lessons; and the completion of tasks including tests, multimedia and web-based activities, journal work and group activities in Health lessons.
Humanities and Social Sciences Learning Area

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Humanities and Social Sciences subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The syllabus introduces all these disciplines to students in a variety of relevant and stimulating contexts.

- **Humanities and Social Sciences**
  - The study of people in their natural and cultural environment both past and present.

- **History**
  - The study of past events and people, and their links with the present.

- **Geography**
  - The study of people and their relationship with the physical and cultural environment.

- **Economics and Business**
  - The study of people’s use of resources to satisfy wants and the study of business practices and principles.

- **Civics and Citizenship**
  - The study of order, conflict and legitimate control in society.

The Humanities and Social Science Department at Perth College has the following aims embedded in the curriculum and the teaching and learning process:

- The development of knowledge that is relevant to students in Western Australia—within local, national, regional and global contexts—allowing them to understand and participate in a rapidly changing world.

- The development of skills of social inquiry is emphasised so that students become autonomous, purposeful, tolerant and involved members of society.

- Promoting social justice, the democratic process, and ecological sustainability,

- and encouraging students to exercise judgement on a variety of moral and ethical issues.
ICT is used extensively throughout the delivery of the curriculum in order to enhance student productivity; develop digital literacy skills; and to differentiate the curriculum to meet the needs of individual students.

Content and Focus
Classes in the Humanities and Social Sciences are heterogeneous in Years 7-10. It is our belief that such an arrangement leads to greater opportunity for the achievement of the outcomes proposed for our students.

The learning experiences over the four years will allow students to make informed choices about their selection of subjects in Year 11 and Year 12.

There is a wide range of opportunities for students to extend their experiences and outcomes through the co-curricular activities offered.

Both Year 8 courses are of one semester’s duration.

Civics and Citizenship
In this course 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. Students explore the different perspectives of Australian identity.

Economics and Business
The concept of markets is introduced to develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

Geography: Landforms and landscapes and Changing nations

Landforms and landscapes investigates geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes, hazards associated with landscapes, and management of landscapes. Case studies are drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. This unit explores the process of urbanisation in Australia, Asia and the United States of America. Issues related to the management and future of Australia’s urban areas will also be examined.

History: The Ancient to the Modern World
This unit studies history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) - 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Depth studies covering Medieval Europe, Shogunate Japan, and the Black Death in the 14th Century allow students to investigate a period of history in detail.
Assessment

Students in Year 8 will complete a range of formal and informal assessment tasks. These will include tests, document interpretations, investigations, essays and oral presentations.
Languages Learning Area (Languages other than English)

Through the study of a language other than English, students gain a better knowledge of their own language, increase their self-confidence, learn to understand and appreciate people of a different culture and broaden their career opportunities.

At Perth College we aim to develop skills in comprehension, speaking and writing which enable students to use language to understand, develop and communicate ideas and information and to interact with others. French and Indonesian are taught from Year 7 to Year 12. This is in line with State and Federal Government Policy, which recognises that learning a language other than English should be an essential part of any educational programme.

Students in Year 8 will continue on their three year programme of study in their chosen language.

The Languages Department is committed to embedding the use of relevant technologies in teaching and learning programmes to empower students and enrich their learning experience.

Materials for both independent and collaborative learning are provided through the Perth College Portal and OneNote. Digital tools such as SmartBoards, interactive software, automatic speech recognition, and presentation software are constantly employed. Web-based resources aid in enhancing cultural studies as well as refining research skills. Interactive language activities are also extensively used to develop the four macro-skills in language learning (listening, speaking, writing and reading).

Chinese

Content and Focus

The emphasis is on the strengthening of reading and writing skills using Pinyin to represent Chinese sounds as well as the expansion of Chinese Character vocabulary. Students will continue to focus on the culture and way of life in China, whilst developing communication skills within the following contexts:

- school life
- food and drink
- weather
- countries, nationalities and languages

Assessment

Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. They will respond to written, visual and aural texts either by writing or speaking.
French

Content and Focus
The emphasis is on the development of the skills required to communicate in French at an elementary level through the learning outcomes of viewing, reading, responding, listening and speaking. Students will also continue to write simple texts and learn about France and the French way of life within the following contexts:

- hobbies
- places in town
- food and meals
- weather
- home life
- clothing and fashion

Assessment
Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking.

Indonesian

Content and Focus
In Year 8, the emphasis is on the development of the skills required to communicate in Indonesian through the learning outcomes of viewing, reading, responding, listening and speaking. They are expected to achieve these outcomes at a beginning level. Students will also begin to write simple texts and learn about Indonesia and the Indonesian way of life within the following contexts:

- physical description and personal characteristics, personal profile and nationalities
- colours, numbers and mathematical expressions
- home, family and pets
- days of the week, dates, ordinal numbers
- telling the time
- letters to pen pals
- hobbies and interests

Assessment
Students will complete tasks involving listening, speaking, reading and writing, as well as cultural research assignments. Students will respond to written, visual and aural texts either by writing or speaking. Students will also be assessed on oral communication. They will also complete the National Language Competence Examination.
Mathematics Learning Area

As a result of learning Mathematics at Perth College, all students should:

- appreciate the role Mathematics has had, and continues to have, in their own and other communities
- gain pleasure from Mathematics and appreciate its fascination and power
- be able to call on a repertoire of general problem solving techniques to determine the solution to problems
- incorporate technology where appropriate to simplify mathematical processes
- be able to investigate, discover patterns and generalise the results in problems from many different contexts
- be able to interpret and make sense of the results they get, as well as check for the ‘reasonableness’ of their answers
- possess an adequate command of mathematical expressions and representations
- be able to communicate mathematically to a range of audiences.

The achievement of the above goals is built around the three Australian Curriculum Mathematics Content strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability and the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Content and Focus

On the basis of performance in Year 7, students will be graded into two or three bands. One band will work at an accelerated pace and cover extension topics—the Extended group. Another band will cover a similar course but at a steadier pace—the Standard group. If necessary, a third band will be formed—the Modified group. These students will cover a similar course, but will be placed in a smaller class so that extra remediation and consolidation can take place. The groups will be assessed separately. Movement between the groups is both possible and desirable. Organisation of classes is dependent on the year cohort.

Digital technologies, such as dynamic graphing software, dynamic geometry software and interactive demonstrations will be used to engage students and promote understanding of key concepts. Information and communication technology will be used to investigate, create and communicate ideas and information.

Topics covered include:

- Number and Algebra: integers, Rule of Order, index laws, rational and irrational numbers, decimals, fractions and percentage applications, rates, ratios, number patterns, graphing on Cartesian plane and interpretation of linear graphs; algebraic expressions, indices, distributive property, factorising, solving linear equations with algebraic methods.
- Measurement and Geometry: Angle relationships, properties of triangles and quadrilaterals, 3-D shapes and transformation, units of measurement; perimeter, area, volume and time; congruency.
- Statistics & Probability: Collection of data, mean, mode and median, range; interpretation and construction of a selection of tables and graphs.
- Working Mathematically: Teaching and assessment of thinking strategies will be continued and embedded in the topics listed above.
Assessment

Assessments will predominantly be of two types:

- Tests—where students will be tested on the concepts presented in the class over a certain time period.
- Investigations—where students will be required to investigate some mathematical ideas that will extend them from routine classroom practice.
Science Learning Area

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science’s contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The wider benefits of this “scientific literacy” include giving students the capability to investigate the natural world and changes made to it through human activity.

Content and Focus

All Year 8 students follow a common Science programme that is experiential in nature, and seeks to foster the student’s naturally inquisitive mind. The course is structured around the four sub-strands of Science Understanding: Biological sciences, Chemical sciences, Earth and Space sciences and Physical sciences.

The five sub-strands of Science Inquiry Skills (Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating and Communicating) of the Australian Curriculum are developed throughout the course. These Science Inquiry Skills provide a vehicle to incorporate and develop ICT skills in collecting and analysing data and communicating ideas with digital technologies.

The Science as a Human Endeavour strand of the curriculum is embedded in each of the topics. This strand provides opportunities for students to learn about the unique nature of science, and how scientific knowledge has developed over time. Students are also required to consider the use and influence of science in modern day society.

The Year 8 course covers the following areas:

- **Earth and Space sciences**: Rocks, minerals & crystals: Structure, types and properties
- **Biological sciences**: Living Things: Characteristics of living things, cells and microscopy
- **Chemical sciences**: The kinetic theory of matter, and physical and chemical changes
- **Physical sciences**: Types of energy, energy transformations and uses of energy

Assessment

Students in Year 8 will complete tests, assignments and investigations as part of their formal assessment.
Technologies Learning Area

These courses have been designed to cater for individual differences. A student centred approach is used to encourage students to build on prior learning and display enterprise in the development of new skills. Students will be given the opportunity to develop and use appropriate technology skills when selecting and using materials, designing and presenting information and in the application of systems. All the courses have a social and ethical component enabling students the opportunity to analyse the effects technology has on society.

Students will be assessed in accordance with the Technologies syllabuses as stated in the Western Australian Curriculum.

Digital Technologies

Content and Focus

The Year 8 Digital Technologies course builds on the development of computational thinking skills from Year 7. Students will solve more complex programming problems and further develop their structured, logical approach to problem-solving using a general purpose programming language such as JavaScript. The course will also include an introduction to Robotics.

Assessment

Students will complete a series of practical exercises in class and for homework. The final grade will be based on the WA Digital Technologies curriculum.

Technologies: Woodwork and Engineering

Content and Focus

The Year 8 Woodwork and Engineering course builds upon the fundamental skills introduced to the students in Year 7. Year 8 students are introduced to Printed Circuitry Boards [PCB's] and experiment with soldering. Students will analyse how electrical components control a system, and manipulate the components to produce projects related to the real world. Throughout the semester, students begin to use more specialised woodworking power tools such as routers, jigsaws, biscuit joiners and various sanding machines as they create these ‘real world’ projects.

The design brief may vary semester to semester to enable the production of a diverse range of pieces. However, some example design briefs for this course may involve the use of recycled materials and transforming them into art deco hanging pieces, portable safety lights, MP3 amplifiers, boxes of all shapes and sizes and clocks.

Assessment

The students will be assessed on the knowledge and understanding of electrical circuitry principles during the design process, this will require submitting the schematic of a circuit diagram showing the correct symbols. The majority of this work will be conducted in the workshop and is practical and active. The remainder of the assessment is on process and production skills during the course of creating the projects.
Materials Technologies and Fibre Production

Content and Focus

In this practical course students design, develop, review and communicate design ideas, plans and processes in a textile context. Throughout the course students create their own textile items, learning how to use a range of techniques, appropriate technical terms and technologies. They experience how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment. They explore and critique the social and environmental impacts of producing cotton and wool fibre. Students are encouraged to demonstrate creative and critical thinking as they follow a plan to solve a problem, using a sequence of steps, and safely make their own solutions using a range of components, equipment and techniques.

Assessment

Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.

Food: A Taste of Life

Content and Focus

Venture into the exciting world of food and cookery, using the sensory properties of food to create healthy eating solutions. Enjoy lessons planning and making quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques. During the practical experience of making and eating tasty food products students examine the relationship between food preparation techniques and the impact on nutrient value, investigating how a recipe can be modified to enhance health benefits.

Assessment

Students will be assessed in two strands: Knowledge and understanding, and Processes and production skills.
Appendix 1 Private Lessons

Private Instrumental and Vocal Lessons
Any student at Perth College is able to take private instrumental or vocal lessons at the School.

Lessons on the following instruments are available:

- Strings: Violin, Viola, Cello, Double Bass, Harp.
- Brass: French Horn, Trumpet, Trombone, Euphonium, Tuba.
- Woodwind: Flute, Oboe, Clarinet, Bassoon, Alto Saxophone, Tenor Saxophone, Baritone Saxophone.
- Guitar: Classical Guitar, Electric Guitar, Bass Guitar.
- Keyboard: Piano, Pipe Organ, Harpsichord.
- Voice.
- Percussion: Including orchestral percussion and drum kit.

Students may have a 30 or 40 minute lesson. The Music Department has approximately 25 peripatetic staff. Learning an instrument on a one-to-one basis is an excellent opportunity for improving personal confidence and self-expression, learning discipline and developing a student’s creativity.

Any student who chooses to learn an instrument through Perth College will be a part of one of the College’s many performing groups. If you would like further details about Instrumental/Voice Lessons please contact the Music Department Administration Assistant, on 9471 2243 or email: music@pc.wa.edu.au

Private Speech and Drama Lessons
Students can choose from a range of lesson types:

- Solo (Year 10–12).
- Pairs (Year 9–12).
- Trios (Year 4–12).
- Small Groups (Years 4–12).

Solo Lessons, Lessons in Pairs, Trios and Groups of four students, are 30 minutes duration. Depending on demand, Small Group lessons of five or more are normally 40 minutes duration.

Students are engaged in active learning experiences that build confidence and develop clear speech and drama skills. Students are prepared for a diverse range of performance opportunities, such as the Speech and Drama Festivals, AMEB examinations and Drama Showcases.

If you would like further details about Speech and Drama Lessons please contact the Co-ordinator and Teacher of Speech & Drama, Mrs Deb Mitchell on 9471 2100 or email: Deb.Mitchell@pc.wa.edu.au