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ACADEMIC REPORTS

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HOMEWORK CLUB

The Homework Club is for students in Years 6, 7 only, in Forrest Library. At Homework Club, specialist Learning Support, English and Mathematics teaching staff are available to assist students with their homework, Monday to Thursday, 3.30pm to 5.00pm. Homework Club commences in Week 2 each term. The Homework Club timetable is available through the Tutors page of the School Portal.

THE YEAR 8 CURRICULUM

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

Hale School follows the *Western Australian Curriculum* in English, Mathematics, Science, Humanities & Social Sciences, Technologies, The Arts and Health & Physical Education. In Languages, the curriculum follows the *Western Australian Curriculum*. All WA Curriculum courses integrate the seven general capabilities that underpin student learning, prepare students for further education and life experiences after school and are transferrable to other fields of learning both in school and beyond. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding. In addition, the R1-0.7 (i)-3.3 (i)-5.9 (i) (d)2.3 (c)-cu.(o)-9.6 (n)1M'2.3 j

CURRICULUM OVERVIEW

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Boys will be assisted at their appropriate level of development in reading, writing, listening and speaking. In Mathematics, boys will be grouped based on performance testing. In English, boys will receive in-class support as well as the specialised instruction available in Curriculum Support classes

DIGITAL LITERACY

Digital Literacy is a set of skills and habits of mind that allow people to actively participate in society using a form of media available. As information and communication technology (ICT) skills become more and

Aims

In Year 8 Art students learn to apply visual language and artistic techniques to imagine and create art. Students are made aware of the need for safe visual arts practices, as well as how to present their artworks for display. They have opportunities to consider culture, time and place when viewing artworks. Students apply knowledge of techniques used by an artist, in the production of their own artworks. Students are provided with critical analysis frameworks to describe artworks and use art terminology when responding.

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

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

Content Structure

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

Making engages students' imagination, observations and emotions and involves thinking, critically and creatively.

Responding involves students reflecting, describing and interpreting art

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

Content Description

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

Assessment

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

Aims

The Year 8 English course aims to ensure that students:

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

Content Structure

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

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

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

Content Description

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

Textual experiences include:

Literary texts: prose fiction and poetry.

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

Oral texts: formal speeches, discussions and collaborative work.

Visual and multimodal texts: films, graphic novels, advertising.

Assessment:

Students will be assessed on their knowledge, understanding and skills in the reading, writing, speaking and listening aspects of the course. They will be assessed on comprehension and interpretation of texts, writing style

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

Aims

The Year 8 HASS course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision makers in matters affecting them

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

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

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

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Aims

Media has the power to influence, challenge, empower and ignite change. The Year 8 Media course is a practical,



Aims

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

Content

In unit one boys will examine the notion of values. They will learn what values are, why they are important and how they motivate beliefs, words, and actions. Boys will be encouraged to identify their own core values, understand the values of famous people, and evaluate Christian values, Australian values, and those of Hale School. Discussion will also focus on examples where values clash and methods of resolving such conflict.

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

The concept of an afterlife will be explored in the third unit. Boys will learn the meaning of death, the implications of death (both in our lives now as well as when it occurs), and philosophical reflections over whether death should be feared. They will learn about religious beliefs concerning the afterlife, examining the Christian concepts of heaven and hell in addition to Hindu and Buddhist beliefs concerning reincarnation.

The fourth unit centres on war. Boys will use the case study of the conflict in Ukraine to open discussion up to broader ethical questions concerning when it is morally justifiable to fight and wars ought to be fought. Religious attitudes toward warfare will be examined as well as the concept and viability of pacifism.

Assessment

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

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

In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic properties.
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Content Description

