



HILLSIDE
CHRISTIAN COLLEGE

Curriculum Handbook

Year 8 2021

Introduction to Year 8

HillSide Christian College is an Independent Private College. The College Board, senior executive team, staff, HillSide Church, chaplains and parents at the College are committed to working together to provide a safe and caring environment where each student is given the opportunity to develop academic rigour and to achieve personal excellence in a positive and safe environment. More especially, there is a focus on directing students towards a relationship with the Lord Jesus Christ, which is the basis on which all teaching and learning transpires. One of our goals is to also enable every student to develop the knowledge, understanding and skills to make choices ensuring their happiness and success.

In 2021 HillSide Christian College celebrates 44 years of delivering a Christian education. We have, and will continue to enjoy, a very positive relationship with our parents and the wider community. You can become actively involved in our learning community in a number of ways. Please liaise with staff regarding what you can offer, and we will gladly accommodate your skills and talents. It is our role to ensure that the foundations are laid for each student to give of their best, and to remain motivated to achieve excellence.

HillSide Christian College strives to implement quality learning and educational innovation, and is extremely well equipped to take education into the next level. The College firmly believes that when Year 8 students are instilled with a thorough Secondary education, they will be well equipped for their future academic endeavours in the Senior College and beyond.

The Year 8 curriculum is designed to be specifically sensitive to the developmental needs of young adolescents. The College strives to foster an environment based on harmonious working relationships, responsibility and mutual respect, while endeavouring to excite, and stimulate students towards the notion of life-long learning and dealing with change.

This Handbook, serves to clarify all aspects of the Year 8 curriculum. Hopefully, it will provide you with sufficient information about the nature and purpose of the Secondary School. The careful examination of the contents in this Handbook is an important component in developing an understanding of the Year 8 curriculum. Should you require further clarification regarding any of the details provided in this publication, please contact the Secondary Deputy Principal, through the front office.

The Year 8 curriculum brings new academic experiences and significant challenges to students. This Handbook reflects the latest research about teaching and learning in the Middle Years of adolescence, and also takes into account the full implementation of the Australian Curriculum.

During their years at HillSide, students are supported, as they become autonomous, self-reliant learners, who take responsibility for their learning in the classroom, and for implementing quality homework and study programmes. During the Lower Secondary Years of secondary schooling it is vital that students develop a range of personal learning skills such as goal setting, personal organisation, time management, research skills and active participation in their learning. A strong partnership between parents, students and teachers and regular communication are essential to the adjustment of young people to the Secondary School and to their ongoing wellbeing and success.

While further details about the topics, knowledge, skills and assessment within each subject in the Year 8 curriculum suite will be expanded upon in course documents that students will receive in class, it is our hope that the overarching view that this document provides, will service a holistic understanding of the learning during this important stage of development.

It is hoped that in perusing this document you will receive a sense of our vision to promote engagement for learning amongst our students during their lower secondary years at our College.

Year 8 Handbook

Students entering Year 8 find themselves at an exciting stage in their schooling career. At this stage they have more or less mastered the expectations and organisational aspects of being in the secondary section, where the learning programme now focuses on exposing students to more complex academic content.

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.

At Hillside Christian College, each student in Year 8 undertake the following core subjects: English, Mathematics, Science, Humanities and Social Sciences (HASS). Christian Living is also considered a core subject, with the following subjects being undertaken across the year: Health, Physical Education, Languages (Japanese), Design & Technology, and the Arts. The following courses will run for one semester as a compulsory rotation: Digital Technology, Design & Technology (Wood), Visual Arts and Outdoor Education.

Curriculum Delivery

The Lower Secondary Programme takes into account the special needs of students in Years 7, 8 and 9. Year 8 students are fully integrated into the Lower Secondary Programme, with a tailored programme and strong support structures. The Lower Secondary Curriculum and Pastoral Care programme is geared to allow the students to flourish in Secondary School

The staff at HillSide Secondary College focus on:

- instruction that is student-centred;
- high academic standards;
- collaborative learning;
- the idea that learning should have a context and be relevant ;
- the fact that learning is about team work between the teacher, the parents/guardians and the students.

In 2021, the learning programmes for all Year 8 students will be based on full implementation of the Australian Curriculum, as required in SCSA syllabuses.

Core Subjects (approx. 60%+ subject time allocation)

Subjects with substantial time allocation in Year 8:

Australian Curriculum:	English
Australian Curriculum:	Mathematics
Australian Curriculum:	Science
Australian Curriculum:	Humanities and Social Sciences (HASS)
HillSide Curriculum:	Christian Living, Chapel and Discipleship

Other non-core compulsory subjects (30%+ subject time allocation)

Australian Curriculum	: Health & Physical Education
Australian Curriculum	: Languages (Japanese)
Australian Curriculum	: Technologies
Australian Curriculum	: The Arts (Music, Visual Arts)

Cycle for non-core subjects

- The Arts
 - Visual Arts – all year
 - Music – one semester

- Technologies
 - Digital Technology – one semester
 - Design & Technology (Wood) – one semester
- Languages
 - Japanese – all year
- Health and Physical Education
 - Physical education (Sport) – all year
 - Health education – all year
 - Outdoor Education – one semester

Year 8 Subject Allocation 2021

The four core subjects English, Mathematics, HASS and Science, plus Christian Living will constitute approximately 60%+ total instruction time. Other non-core subjects make up the remaining 30%+ portion of instruction time. Assembly and Chapel also contribute to time allocation.

Students do not select an “option” in 2021. Rather, students complete non-core subjects and these are across the whole year. These subjects are listed above in their allocated cycles.

Students will not choose option subjects until they enter Year 9.

Year 8 Timetable (Example Only)

Below are sample examples of 2021 Year 8 timetables for a single semester. The timetable shows subjects and identifies the room where the subject will be taught. The timetable also indicates the breadth of subjects. Two year-level streams are shown as examples:

YEAR 8.1					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	FORM				
LESSON 1 8.40 - 9.35	OED (SEM 1) MR MURPHY ROOM 5 DIGITAL TECHNOLOGY (SEM 2)	ENGLISH MISS BERGSMA ROOM 12	OED (SEM1) MR MURPHY ROOM 5 MUSIC (SEM2) MR LEANEY ROOM 4	MATHEMATICS MRS BARRON ROOM 4	ASSEMBLY/CHAPEL
LESSON 2 9.35 - 10.30	HASS MISS CASTLDINI ROOM 13	HASS MISS CASTLDINI ROOM 13	SPORT MR McLEOD ROOM 4	MATHEMATICS MRS BARRON ROOM 4	REAL MISS CASTLDINI ROOM 13
10.30 - 10.55	RECESS				
LESSON 3 10.55 - 11.50	MATHEMATICS MRS BARRON ROOM 4	ENGLISH MISS BERGSMA ROOM 12	DIG TECH (SEM 1) MR LEANEY ROOM L1 WOOD (SEM 2) MR PHIPPS ROOM 15	MUSIC (SEM 1) MR LEANEY ROOM 3/4 WOOD (SEM 2) MR PHIPPS ROOM 15	CHRITIAN LIVING MISS CASTLDINI ROOM 13
LESSON 4 11.50 - 12.45	SCIENCE MRS VERMAAK ROOM 5	MATHEMATICS MRS BARRON ROOM 4	ENGLISH MISS BERGSMA ROOM 12	SCIENCE MRS VERMAAK ROOM 5	HEALTH MISS CASTLDINI ROOM 13
12.45 - 1.20	LUNCH				
LESSON 5 1.20 - 2.15	ENGLISH MISS BERGSMA ROOM 12	SCIENCE MRS VERMAAK ROOM 5	HASS MISS CASTLDINI ROOM 13	VISUAL ARTS MRS PELECANOS ROOM 9	JAPANESE MRS SMITH PRIMARY SCHOOL
LESSON 6 2.15 - 3.10	SPORT MR McLEOD ROOM 4	SCIENCE MRS VERMAAK ROOM 5	HASS MISS CASTLDINI ROOM 13	VISUAL ARTS MRS PELECANOS ROOM 9	JAPANESE MRS SMITH PRIMARY SCHOOL

YEAR 8.2					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30 - 8.40	FORM				
LESSON 1 8.40 - 9.35	DIGITAL TECHNOLOGY (SEM 1) MR LEANEY ROOM L1 OED (SEM 2) MR MURPHY ROOM 5	SCIENCE MR WILLIAMS ROOM 6	MUSIC (SEM 1) MR LEANEY ROOM 3/4 OED (SEM 2) MR MURPHY ROOM 5	MATHEMATICS MRS FENN ROOM 11	ASSEMBLY/CHAPEL
LESSON 2 9.35 - 10.30	JAPANESE MRS SMITH PRIMARY SCHOOL	JAPANESE MRS SMITH PRIMARY SCHOOL	HASS MRS HIND ROOM 13	MATHEMATICS MRS FENN ROOM 11	REAL MR SKIPWORTH ROOM 8
10.30 - 10.55	RECESS				
LESSON 3 10.55 - 11.50	MATHEMATICS MRS FENN ROOM 11	SCIENCE MR WILLIAMS ROOM 6	WOOD (SEM 1) MR PHIPPS ROOM 15 DIGITAL TECHNOLOGY (SEM 2) MR LEANEY ROOM L1	WOOD (SEM 1) MR PHIPPS ROOM 15 MUSIC (SEM 2) MR LEANEY ROOM 3/4	SPORT MR McLEOD ROOM 4
LESSON 4 11.50 - 12.45	ENGLISH MISS BERGSMA ROOM 12	MATHEMATICS MRS FENN ROOM 11	SCIENCE MR WILLIAMS ROOM 6	ENGLISH MISS BERGSMA ROOM 12	SPORT MR McLEOD ROOM 4
12.45 - 1.20	LUNCH				
LESSON 5 1.20 - 2.15	SCIENCE MR WILLIAMS ROOM 6	ENGLISH MISS BERGSMA ROOM 12	VISUAL ARTS MRS PELECANOS ROOM 9	HASS MRS HIND ROOM 13	CHRITIAN LIVING MR SKIPWORTH ROOM 8
LESSON 6 2.15 - 3.10	HASS MRS HIND ROOM 13	ENGLISH MISS BERGSMA ROOM 12	VISUAL ARTS MRS PELECANOS ROOM 9	HASS MRS HIND ROOM 13	HEALTH MR SKIPWORTH ROOM 8

Year 7 to Year 10 as a platform

All subjects from Year 7 through to Year 10 are designed to lay a firm foundation for Year 11 and Year 12 courses, with students gradually specialising in chosen subjects as they progress.

Year 9 and 10

- Students study all core subjects;
- Students have a choice and select option subjects that are offered. These are chosen during Term Four of the year prior to the student entering Year 9. These options are terms “non-core” subjects;
- During the process of subject selection of options for Year 9, students are encouraged to pursue subjects that they may be interested in studying in Years 11 and 12.

Year 11 and 12 ATAR courses

- Students studying ATAR subjects can be considered for direct entry into university by successfully completing a minimum of 4 ATAR subjects in both Year 11 and 12.
- Students must attain a minimum 14 “C” grades to achieve a WACE.
- Students may also qualify for university entrance with 4 ATAR and 2 General Courses.

LIST OF ATAR COURSES CURRENTLY BEING UNDERTAKEN

(based on the choices of current students)

English
Mathematics Applications
Mathematics Methods & Specialist
Religion and Life
Physics
Psychology

Human Biology
Outdoor Education
Media Production & Analysis
Applied Information Technology
Chemistry

LIST OF GENERAL COURSES CURRENTLY BEING UNDERTAKEN

(based on the choices of current students)

English	Human Biology
Mathematics Foundations	Media Production & Analysis
Mathematics Essentials	Applied Information Technology
Religion and Life	Visual Arts
Outdoor Education	Modern History

LIST OF GENERAL COURSES CURRENTLY ON OFFER

Students studying VET currently also complete a Certificate II in Hospitality OR a Certificate III in Business.

Christian Living

Christian education

At HillSide, students will be taught about Jesus Christ and guided to find meaning in walking with Him. The curriculum builds on Biblical Literacy, prayer, worship and moral instruction. The College uses CEP resources for its content. Students will have three periods per week involving Chapel, REAL (real life application), and Christian Living studies.

Religious belief, teaching and practice

HillSide is a Christian school and will objectively study other religions. The College is, however, not pluralistic and only presents a Christian worldview. Christian beliefs and practices will always be the overarching theme. However, within each religion, as well as across religions, there is complexity and diversity. In general terms, a religion is a system of beliefs and practices that guides how people live. Each religion offers particular insights and understandings about life. These find expression in a variety of religious beliefs, teachings and practices. Followers of each religion also come together to express aspects of their religion through worship celebrations, rituals, and by observing special events and seasons. Religious leaders and/or structures play an important role in developing and supporting the expression of religious beliefs, teachings and practices. Students will learn about other religions through a Christian worldview.

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programmes should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Mathematics

Year 8 students study the SCSA syllabus, which is organised around the interaction of three content strands and four proficiency strands based on the Australian Curriculum. The proficiency strands are:

- Understanding, which 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, which 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 of common shapes and their volumes and three dimensional objects. ;
- Problem Solving, which 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 which 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.

These indicate the approach that the Australian Curriculum takes to exploring content and developing the thinking and doing of Mathematics. An area of emphasis is the language to build the developmental aspects of the learning of Mathematics.

There are three content strands as follows:

Number and Algebra

Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two - dimensional figures in the plane and three - dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units, and calculate derived measures such as area, speed and density.

Statistics and Probability

Students represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Science

Over 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, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these

relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

The study of science ranges from our smallest atoms to the entire universe. Students experience an engaging course and learn the importance of science in our daily lives. Areas covered include:

Biology: students explore the diversity of life on Earth, understand the role of classification and how ecosystems show the flow of energy and matter in the environment.

Chemistry: students develop an understanding of microscopic and atomic structures to explain how systems are affected by the flow of energy and matter.

Physics: students study the interaction of forces and how these explain changes in the motion.

Earth and Space Science: students explore the Earth's renewable and non-renewable resources and investigate the Sun-Earth-Moon system, using models to predict and explain events.

Science Inquiry: students learn how to conduct investigations in a scientific and logical way.

Science as a Human Endeavour: students explore the nature and development of science and its influence in our lives.

Humanities and Social Sciences

The Humanities and Social Sciences (HASS) learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students are encouraged to develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

In Year 8 the focus is on two units in geography – 'Landforms and Landscapes' and 'Reshaping Nations' as outlined in the Australian Geography Curriculum. Students will also develop a working knowledge of market systems in the context of the Australian economy and study consumer and business rights and responsibilities. The changing opportunities of work now and into the future will also be a part of the study of economics. An examination of past cultures including belief systems will be the main focus in Terms 2 and 3. By way of a dedicated study of History from 650 BC to 1750 BC, as part of an expansive chronology that helps students understand broad patterns of historical change, as required and outlined in the Australian History Curriculum. The study emphasis in this curriculum over the year will cover the following modules (example only).

COURSE STRUCTURE

Term One

- Landforms and Landscapes
- Place and Space, Natural Systems
- Reshaping Nations (Geography)

Terms Two & Three

- The Ancient World to the Modern World (History)
- Time Continuity and Change, Culture, Social Systems
- Depth Study 1: Western and Islamic Worlds – Medieval Europe
- Depth Study 2: Expanding Contacts – The Black Death
- Depth Study 3: The Asia-Pacific World – Shogunate Japan

Term Four

- Australian Market Systems & Work (Economics) (Civics & Citizenship)

A strong emphasis will also be placed on the development of skills including research, interpretation of source and data skills, mapping, graph construction, chronological sequencing, referencing and effective use of the Internet. Writing skills such as sentence construction and paragraphing are also taught.

Languages

JAPANESE

Students studying Japanese in Year 8 explore Japanese culture and traditions and comprehend and communicate in Japanese through various means.

In Semester 1, the Hiragana and Katakana characters are introduced for reading and writing of Japanese. Students also learn to recognise a number of simple Kanji characters. Aural comprehension skills are emphasised. Language and cultural topics covered include greetings and introductions, family and pets, school life, likes and dislikes.

In Semester 2, we extend speaking, listening, reading and writing skills. Students are able to exchange information on a variety of topics including daily life, sport and leisure, food and drink and learn more about Japan and the Japanese way of life. The Hiragana and Katakana writing systems are used in all reading and writing tasks.

Health and Physical Education

This is a compulsory course of study that involves two hours PE/Health per week. It teaches students how to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

The Health and Physical Education department is working from the SCSA syllabus which reflects two key strands and a number of sub-strands that schools align to.

Strand	Personal, Social & Community Health	Movement and Physical Activity
Sub-strands	<ul style="list-style-type: none"> • Being healthy, safe and active • Communicating and interacting for health and wellbeing • Contributing to healthy and active communities 	<ul style="list-style-type: none"> • Movement & Physical activity • Moving our body • Understanding movement • Learning through movement

Course Description

The contexts or focus areas that provide the breadth of learning to capture the intent of the Australian National Curriculum are subject to change. They may include:

Health	Physical Education
Social Health Bullying Cyberbullying <ul style="list-style-type: none"> • Investigate the impact of social media. • Develop skills to evaluate health information and express health concerns • Child protection strategies 	Challenge and adventure activities <ul style="list-style-type: none"> • Athletics & swimming carnivals Games and sports <ul style="list-style-type: none"> • Badminton • Cricket • Netball • Soccer • Modified Hockey
Fitness Principles <ul style="list-style-type: none"> • Evaluating the nutritional and monetary value for food choices. • Investigating food-serving recommendations from The Australian Guide to Healthy Eating • The benefits of being physically active • Training principles to maintain fitness 	Lifelong physical activities <ul style="list-style-type: none"> • Body & Game Combat • Body Fitness Rhythmic and expressive activities <ul style="list-style-type: none"> • Athletics • Floor gymnastics
Cannabis Alcohol Risk-Taking <ul style="list-style-type: none"> • Recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses 	Protective behaviours <ul style="list-style-type: none"> • Identifying inappropriate behaviours • Support network and making complaints • Reporting abuse • Assertiveness • Christian practice – right from wrong, justice
Community Health Safety Practices & Risks Disabilities <ul style="list-style-type: none"> • Accessing health information and services that support young people to effectively manage changes and transitions as they grow older • Looking at strategies students can use in emergencies and the use of safe practices. • Examining common disabilities and attitudes towards these. 	

How are students assessed?

Parents please note that pictorial, video and other media forms illustrating contemporary, real world scenarios will be used in the delivery of this curriculum, especially in Health.

Students will be awarded an interim grade mid-year and a final grade at the end of the year that encompasses:

- Skills for Physical Activity (Movement and physical activity)
- Knowledge and Understandings (Personal, Social and Community Health)
- Interpersonal Skills (Communication and interaction)
- Self-Management Skills (Self-discipline and management).

The arts

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places. Contexts (Drama, Dance, Music, Media and Visual Arts) may only be offered in a two year cycle.

DANCE (not studied 2021)

In Year 8 learning in Dance involves students making and responding to dance independently, and with their classmates, teachers and communities. They explore dance as an art form through choreography, performance and appreciation.

Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.

As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships. Students learn about sustainability through The Arts and sustainability of practices in The Arts.

As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers' intentions and expressive skills in dances they view and perform.

Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.

DRAMA (not studied 2020)

In Year 8 learning in Drama involves students making and responding to drama independently, and with their classmates, teachers and communities. They explore drama as an art form.

Students build on their understanding of role, character and relationships. They 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 narrative and non-narrative dramatic forms and production elements.

As they experience drama, students draw on drama from a range of cultures, times and locations. They explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore drama forms, students learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists.

As they make and respond to drama, students explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension. They consider social, cultural and historical influences of drama. They evaluate the directors' intentions and expressive skills used by actors in drama they view and perform.

Students maintain safety in dramatic play and in interaction with other actors. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse performances.

MEDIA ARTS (not studied 2021)

In Year 8 learning in Media Arts involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how

these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They develop ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

MUSIC

In Year 8 learning in Music involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.

Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing. They aurally identify layers within a texture. They sing and play independent parts against contrasting parts. They recognise rhythmic, melodic and harmonic patterns and beat groupings. They understand their role within an ensemble and control tone and volume. They perform with expression and technical control. They identify a variety of audiences for which music is made.

As they experience music, students draw on music from a range of cultures, times and locations. They explore the music and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore form in music, students learn that over time there has been further development of techniques used in traditional and contemporary styles of music.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. They consider social, cultural and historical contexts of music. They evaluate the expressive techniques used in music they listen to and experience in performance.

Students maintain safety, correct posture and technique in using instruments and technologies. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse music.

Visual Arts

In Year 8 learning in Visual Arts involves students making and responding to visual arts independently, and with their classmates, teachers and communities.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They extend their thinking, understanding and use of perceptual and conceptual skills. They continue to use and apply appropriate visual language and visual conventions with increasing complexity. Students consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks. They consider society and ethics, and economic, environmental and social factors. They exhibit their artworks individually or collaboratively, basing the selection on a concept or theme. Students document the evolution of selected art styles and associated theories and/or ideologies. They reflect on the “cause and effect” of time periods, artists and art styles influencing later artists and their artworks.

As they experience visual arts, students draw on artworks from a range of cultures, times and locations. They explore the influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore different forms in visual arts, students learn that over time there has been further development of techniques used in traditional and contemporary styles. They identify social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments in visual arts.

As they make and respond to visual artworks, students design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes. They develop an informed opinion about artworks based on their research of current and past artists. Students examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues. They acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies.

Technologies

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed, and constructed environments.

The Australian Curriculum: Technologies describes two distinct but related subjects:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions.

DIGITAL TECHNOLOGIES (ICT)

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

In Year 7 and 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages, and incorporate sub programmes into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems. Students plan and manage individual and team projects with some autonomy. They consider ways of managing the

exchange of ideas, tasks and files, and techniques for monitoring progress and feedback. When communicating and collaborating online, students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

DESIGN AND TECHNOLOGY

Learning in Design and Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed.

By the end of Year 8 students will have had the opportunity to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, Food and fibre production, Food specialisations and Materials and technologies specialisations. Students should have opportunities to design and produce products, services and environments.

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings, using scale, pictorial and aerial views to draw environments.

With greater autonomy, students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students establish safety procedures that minimise risk and manage a project with safety and efficiency in mind when making designed solutions.

FOOD TECHNOLOGY

In this course students will focus on the design process and will have the opportunity to be creative and decorate in their practical work. The main focus will be on Food Technology (Hospitality). In this module the students are able to create many different dishes and learn about safety, hygiene, use of utensils and how to work co-operatively in a group situation. Students will use the design process to create their own products.

OUTDOOR EDUCATION (studied one semester 2020)

The focus for Outdoor Education is experiencing the outdoors. Students are introduced to outdoor activities where they can develop and improve their technical skills and apply appropriate practices to ensure safe participation in outdoor activities. Students will have the opportunity to demonstrate these skills on a day trip and an overnight expedition. Practical activities will also be used as a medium for developing interpersonal and self-management skills.

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