Lynwood
SENIOR HIGH SCHOOL

Year 7 & 8 - 2024
Information and Curriculum Handbook

Learners Today, Leaders Tomorrow

CONTENTS

Message from our Principal

Lynwood Senior High School is a comprehensive and inclusive school catering for a rich diversity of students from Years 7 - 12. With a school Vision statement of "Embracing Diversity, Celebrating Excellence, Together Creating Sustainable Futures", Lynwood Senior High School proudly embraces the diverse multi-cultural community, providing a stimulating, challenging and values-rich environment where students are strongly supported by community, education, business and industry partners to develop the skills and resilience required to overcome the inevitable challenges that will come their way in a complex and changing world.

As a highly aspirational school, we are committed to building the social capital of students and staff to enable their engagement and success. As evidence of this, in 2018 Lynwood Senior High School was the winner of the prestigious WA Education Awards Secondary School of the Year.

Lynwood's diversity and respect for difference is reflected in every facet of school life. All of our academic programs are complemented by a strong focus on social and emotional development, enabling our students to become positive and resilient, confident and enthusiastic about their futures and the contribution they can make to our community and more globally. Lynwood Senior High School offers students the opportunity to find a pathway that meets their needs, that stimulates them to achieve their academic goals and enables access to a range of options upon completion of their secondary schooling.

This booklet is designed to inform students about the courses available at our school and to help them understand the expectations of each course. Please see the Parent and Student Information Handbook for information re school policy and procedures.

I hope that student, their parents and guardians find these publications useful and enjoy focusing positively and enthusiastically at the opportunities being provided at our school. If you have any further questions do not hesitate to contact the appropriate staff member or our front office staff who will help you find the right person to talk to.

For further information please refer to our website: www.lynwood.wa.edu.au

Geraldine Hardy
Principal

Visitors to our School

We are always keen to have parents and guardians visit our school. To ensure the safety of your child and other students, we ask all visitors to firstly report to the front office reception, sign in using our iPad sign-in system (some-one will help you if unsure) and be given a visitor's badge. By following this process you can avoid the circumstance of being asked by staff to state why you are on the property.

If you would like to meet with a teacher, please telephone first so we can organise a mutually convenient appointment.

Course Costs
Please note that the course costs stated on the following pages are given as a guide only. These costs are based on the 2023 pricing structures and are subject to change in 2024.

Curriculum Information

Schooling in Western Australia

All schools in Western Australia will be implementing the Australian Curriculum over the next three years. English, Mathematics, Science and History are the first learning areas to do this and other learning areas will continue to utilise the Curriculum Framework in the interim. The Australian Curriculum sets out what students should know, understand and value whilst preparing them as life long learners in the 21st Century.

The Australian Curriculum has seven General Capabilities and three priorities, which are embedded into the curriculum of each learning area. The Australian Curriculum also sets minimum standards for students to achieve and hopefully surpass in each learning area. The General Capabilities and Priorities are listed below:

General Capabilities

1. Literacy
2. Numeracy
3. ICT Capability
4. Critical and Creative Thinking
5. Personal and Social Development
6. Ethical Behaviour
7. Intercultural Understanding

Cross-Curricular Priorities

1. Aboriginal and Torres Strait Islander histories and cultures
2. Asia and Australia's Engagement with Asia
3. Sustainability

Course Overview

Lynwood Senior High Schools curriculum covers eight learning areas and aligns the lower school curriculum to the upper school curriculum as set out by the School Curriculum and Standards Authority.

Year 8 students' courses generally cover the eight learning areas:

- The Arts
- English or English as an Additional Language (EAL/D)
- Health and Physical Education
- Languages other than English – Chinese
- Mathematics
- Science
- Humanities and Social Sciences (Business and Careers Education)
- Technologies (Design and Technology, Digital Technologies & Home Economics)

All Year 7-8 students will be involved in compulsory courses in the area of English, Maths, Science, Society and Environment, Health, Chinese or Literacy and Physical Education. Students will also complete taster courses in Art, Desktop Publishing, Food and Design and Technology. There are some exceptions to this structure depending on student's placement in Specialist Soccer or Music.

Students who have been involved in Instrumental Music School Services (IMSS) at Primary School have automatic entrance to the program at High School and **must** select Class Music. Others may have the opportunity to apply for this program before the end of this year.

Specialist Programs

Lynwood Senior High School offers two applied Specialist Programs endorsed by the Department of Education:

- Environment and Life Sciences (EaLS)
- Soccer

Some students have already undergone testing and trials and have been selected into these programs.

EaLS Program Costs

Year 7-8 EaLS	$120.00

EaLS students engage in a range of additional cross-curricular activities and programs throughout the year and this cost is to cover these expenses. This may include funding competitions, environmental activities and programs with external agencies and additional in school programs where there is a cost to the school to be involved.

Soccer Academy Costs

Year 7	$340.00
Year 8	$279.00

If you are interested in being involved in either, Soccer or EaLS please contact, Roneil Bilimoria, Deputy Principal on 9354 0600 or Roneil.Bilimoria@education.wa.edu.au

The ARTS $40.00

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

The Arts curriculum is written on the basis that all students will study at least two Arts subjects from Pre-primary to the end of Year 8. It is a requirement that students study a performance subject and a visual subject. Each of the five Arts subjects are organised into two interrelated strands: *Making and Responding*.

Making
Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively. Students develop knowledge and skills to plan, produce, present, design and perform in each arts subject independently and collaboratively. Students work from an idea, an intention, resources, an imaginative impulse, or an external stimulus.
Part of making involves students considering their work in the Arts from a range of points of view, including that of the audience. Students reflect on the development and completion of making in the Arts.

Responding
Responding in each Arts subject involves students reflecting, analysing, interpreting and evaluating in the Arts. Students learn to appreciate and investigate the Arts through contextual study. Learning through making is interrelated with, and dependent upon, responding. Students learn by reflecting on their making and responding to the making of others. The points of view students hold, shift according to different experiences in the Arts.
Students consider the Arts' relationships with audiences. They reflect on their own experiences as audience members and begin to understand how the Arts represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences receive, debate and interpret the meanings of the Arts.

CONTEXT: ART & DESIGN

YEAR 7 ART **CODE 7ART**
This course is an introduction to the Visual Arts. Students will explore and develop ideas using a variety of media. They will also be encouraged to research Art from different cultures, both past and present. Through the techniques of painting, drawing, sculpture and printmaking the students will create and produce art works. Students will also develop an understanding of the Arts language.

In Year 7, students have opportunities to use and apply visual art language and artistic conventions in their design and production process. They create 2D and/or 3D artwork through projects which encourage personal response and an understanding of compositional structure. Students are made aware of the need for safe visual art practices and present their artwork for display.

Students are introduced to an awareness of cultural, social and historical contexts that are embodied in artwork/art style which, in turn, allows them to link their own production to a given context. They consider how to present artwork to enhance audience interpretation.

Students are introduced to a critical analysis framework to analyse artwork and use visual art terminology when responding.

Art forms:
2D (drawing, painting, printmaking, textiles, illustration)
3D (ceramics, sculpture, installations)

Art styles:
Aboriginal and Torres Strait Islander art, contemporary Australian and international art.

YEAR 8 ART **CODE 8ART**
In Year 8, students have opportunities to use and apply visual art language and artistic conventions of more complexity in their design and production process. They create 2D and/or 3D artwork with awareness of producing a personal response to given stimuli, through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artwork for display.

Students become familiar with how and why artists, craftspeople or designers realise their ideas. They have opportunities to evaluate the contexts of culture, time and place within artwork. Students apply knowledge of techniques used by other artists and consider audience interpretation in the production of their own artwork. Students are provided with critical analysis frameworks to analyse artwork and use visual art terminology when responding.

Teachers are required to address knowledge and skills in Visual Arts through one art form and art style below. Other art forms and art styles may be used in addition to teach knowledge and skills in Visual Arts.

Art forms:
2D (painting, printmaking, drawing, still photo, digital media, graphics, collage)
3D (ceramics, sculpture, installations)

CONTEXT: MEDIA

YEAR 7 MEDIA **CODE 7MED**
In Year 7, students are provided with opportunities to view media work within the context of the selected focus. They are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others. Students work as a team, follow timelines, and use processes and strategies to ensure safe and responsible use of media equipment.

YEAR 8 MEDIA **CODE 8MED**
In Year 8, students are provided with opportunities to view media work within the context of the selected focus. Students build on media concepts from previous years, through expansion of the basic communication model to include new and emerging media technologies. They apply their understanding of intended audience, purpose and context in their productions and in their response to their own and others' media work. They explore current trends in how audiences use media. Students begin to solve problems, work as a team, follow timelines and use processes and strategies to ensure safe and responsible use of media equipment.

CONTEXT: DRAMA/DANCE

YEAR 7 DRAMA/DANCE **CODE 7DRA/7DAN**
In Year 7, drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles (Note: students will have an opportunity to present a scripted drama and improvisation performance at least once over Year 7 and Year 8). Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language. Drama forms and styles for Year 7: restoration comedy, circus, Kathakali, medieval theatre or ritual theatre. Some dance concepts will also be merged into the course to encourage confidence, collaboration and performance skills in the students.

YEAR 8 DRAMA/DANCE **CODE 8DRA/8DAN**
In Years 7 & 8 students will learn to apply all the basic elements of drama, including more complex use of dramatic tension and sub-texts. They will make, refine and present student-devised drama, working in groups and as individuals, and experiment with small-scale scriptwriting. They will explore characterisation in scripted text. In performance, they will use characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production. They will present informal and formal performances. Students will begin to learn about contemporary and historical theatrical movements, local and global. They will experience and respond to a diversity of forms and styles, including comedy and tragedy. Some dance concepts will also be merged into the course to encourage confidence, collaboration and performance skills in the students.

CONTEXT: MUSIC

CLASSROOM MUSIC

YEAR 7 MUSIC **CODE 7MUS**

These courses involve students exploring a variety of music from various cultures and historical periods. Students will become familiar with the major elements of music and begin to learn how to manipulate these in order to create, perform and respond to their own music and the music of others.

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation. They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and score reading activities, focusing on the use of the elements of music and key stylistic features. Students practise, rehearse and perform a range of solo and ensemble music to develop technical skills and an increasing awareness of musical expression. As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them. Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

YEAR 8 MUSIC **CODE 8MUS**

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions. They are provided with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.
Students listen to, and discuss music, using scores and music terminology to identify the use and purpose of music elements and key contextual and stylistic features. Students rehearse and perform solo and ensemble music, developing technical skills and expression. As performers and audience members, they make observations and express opinions about a range of music.

Music learning is aurally based and is integrated across all aspects of the written component of the subject through a selected context/s. The performance component reinforces and extends music learning and can be delivered in a different context to the written component. The elements of music are to be integrated across all areas of music learning appropriate to context.

YEAR 7/8 INSTRUMENTAL MUSIC **CODE 7SIM/8SIM**

Students who are currently learning an instrument (guitar, woodwind, percussion or brass) through the Department of Education in Year 7 will continue their lessons on their instruments with the visiting Instrumental Music School Services (IMSS) teacher.

Please note when completing the separate subject selection sheet that it is a requirement by the Department of Education, that students who elect to study an instrument must also elect to study Classroom Music 7MUS or 8MUS. For further queries please contact the music teacher on 9354 0600. A select number of students, not currently learning an instrument, may also elect to learn an instrument offered in the school's music program. As places are limited, students must undergo a listening test and those most suitable to the program will be chosen to participate by the Music teacher and the visiting IMSS teacher. The lessons and rehearsals for this course are taken above the normal student workload. Students taking this course will be withdrawn from other classes or receive instruction out-of-hours or a combination of both. Instrumental Music students who are at a suitable standard of performance join the school's Concert Band(s), subject to the Band Director's discretion. Rehearsals are undertaken during out-of-school hours. Students enrolled in this course are expected to attend and participate in all the musical activities organised, such as the annual Arts Showcase and various other performances and excursions.

ENGLISH $25.00

YEAR 7 ENGLISH **CODE 7ENG**
YEAR 8 ENGLISH **CODE 8ENG**

In the English learning area, students learn about the English language: how it works and how to use it effectively. The study of English plays a vital role in the development of students' literacy, enhances their learning in all areas of the curriculum and provides them with the communication skills and critical understanding of language necessary for active participation in society.

Students complete a course that focuses on Speaking/Listening, Reading, Viewing and Writing. This approach to learning will work in conjunction with the Australian Curriculum inter-related strands of Language, Literacy and Literature. Students are required to demonstrate some level of competence in the Major Learning Outcomes listed below, and these results will be determined at the point of exit of each school year.

MAJOR ENGLISH LEARNING OUTCOMES

1. **Understanding Language**
   Students understand that the way language is used varies according to context.
2. **Attitudes, Values and Beliefs**
   Students understand that language has an important effect on the ways in which they view themselves and the world in which they live.
3. **Conventions**
   Students use the conventions of Standard Australian English with understanding and critical awareness.
4. **Processes and Strategies**
   Students select from a repertoire of processes and strategies when listening, viewing, reading, speaking and writing by reflecting on their understanding of the way language works.
5. **Listening**
   Students listen actively with purpose, understanding and critical awareness in a wide range of situations.
6. **Speaking**
   Students speak with purpose and effect in a wide range of contexts.
7. **Viewing**
   Students view a wide range of visual texts with purpose, understanding and critical awareness.
8. **Reading**
   Students read a wide range of texts with purpose, understanding and critical awareness.
9. **Writing**
   Students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and context.

ENGLISH as an ADDITIONAL LANGUAGE OR DIALECT $25.00

YEAR 7 ENGLISH as an ADDITIONAL LANGUAGE OR DIALECT CODE 7EALD
YEAR 8 ENGLISH as an ADDITIONAL LANGUAGE OR DIALECT CODE 8EALD

The English as an Additional Language or Dialect (EAL/D) subjects have been designed to suit the diverse range of students whose first home language is not Standard Australian English (SAE). EAL/D classes follow the Western Australian English Curriculum and closely match the programs offered by the English Department.

Students participating in EAL/D courses can expect a slower pace of content delivery, as programs are designed to support students' development of SAE vocabulary, grammar, and a range of different text types. A strong emphasis is also placed on the development of the student's understanding of Australian culture and contemporary social issues.

Students who study EAL/D gain the ability to use language in a variety of contexts and reach a level of SAE that enables them to participate and work across the curriculum and within the community. The close study of written, spoken, and visual texts across a variety of genres enables EAL/D students to develop and refine their speaking, listening, reading, viewing, and writing skills to become confident and effective communicators.

EAL/D programs prepare students for standardised tests such as NAPLAN and the OLNA, and for achieving the Western Australian Certificate of Education. Lower school classes prepare students for senior pathways in Years 11 and 12 as well as EAL/D courses in Foundation, General and ATAR. EAL/D students are required to meet eligibility requirements.

HEALTH and PHYSICAL EDUCATION $35.00

Health and Physical Education has two integrated strands:

- Personal, Social and Community Health
- Movement and Physical Activity

The two strands signify and provide a balance within the learning area of health - related and movement - related knowledge, understanding and skills. Students will study topics and learn skills listed below in the two strands over their schooling in Years 7 and 8.

PERSONAL, SOCIAL & COMMUNITY HEALTH

YEAR 7 HEALTH EDUCATION **CODE 7HE**
YEAR 8 HEALTH EDUCATION **CODE 8HE**

The personal, social and community health strand will develop student's knowledge, understanding and skills to support a positive sense of self, to effectively respond to life events. Skills that are integral to this strand are:

- Interpersonal Skills - Goal Setting, Communication, Decision Making
- Resilience Skills
- Nutrition
- Fitness
- Growing and Developing Healthy Relationships
- Challenges and Choices - Drug Education
- Basic First Aid
- My Personal Health
- Cyber Bullying

MOVEMENT & PHYSICAL ACTIVITY

YEAR 7 PHYSICAL EDUCATION **CODE 7PE**
YEAR 8 PHYSICAL EDUCATION **CODE 8PE**

In movement and physical activity contexts students will develop movement competence in a range of physical activities in a variety of contexts and environments including games and sports, outdoor and recreational activities that are performed individually and in groups.

Foci in this area include the following activities:

- Swimming/Survival
- T-Ball
- Fitness
- Soccer
- General Movement Skills
- Gymnastics
- Softball
- Basketball
- Outdoor Skills
- Racquets
- Athletics
- Netball
- Touch
- Hockey
- Tennis

SOCCER ACADEMY

YEAR 7 **CODE 7SOCC1/2 $340.00**
YEAR 8 **CODE 8SOCC1/2 $279.00**

Entry to the Soccer Academy will involve a selection process.
The Soccer Academy is designed to enable students to attain excellence in the game and skills of soccer with an objective to participate in teams at the highest level. Practical areas include skills, techniques and tactics with theory covering rules, etiquette, training, physiology and nutrition related to soccer.

ACADEMY OF ELITE SKILLS – YEAR 8 ONLY **CODE 8ESP1/2**

This course is designed to enable students to attain advanced skills in Physical Education, generally and specifically. This may include studying a selected sport in depth (eg Netball and AFL Football). Programmes will cover the skills, techniques and attitudes for high level participation. Entry to this course will involve a selection process. There are separate classes for males and females.

Student requirements for both Physical Education and Soccer Academy: Students must wear appropriate uniform/attire (blue shorts and yellow P.E shirt or swimwear) including correct footwear and are expected to participate fully in all activities.

HUMANITIES and SOCIAL SCIENCES $25.00

YEAR 7 **CODE 7HASS**

Humanities and Social Sciences (HASS) is the study of how humans live and work together in different societies around the world, encompassing the subjects of History, Geography, Civics and Economics.

As part of studying Humanities and Social Sciences students will develop the ability to gather information, think critically and present ideas based on evidence and argument. Students will also develop the capacity to think and reflect upon the broader issues which affect our society and communities today.

In the Year 7 course students are introduced to each of the four HASS subjects with a clear focus on developing the skills required for each student to become an independent learner in the classroom. All topics studied in class are based upon the Western Australian HASS curriculum which has been in use since 2015.

GEOGRAPHY

- The different landscapes and landform features found across Australia including their value and significance for Aboriginal and Torres Strait Islander peoples.
- How landforms are produced and how humans can respond to landform hazards (e.g volcanic eruptions, earthquakes and tsunamis).
- How nations change, including the role played by the growth of cities, internal and international migration in both Australia and the Asian region today.

ECONOMICS AND BUSINESS

- Basic economic concepts including scarcity, needs and wants, consumers and business.
- The role of business and entrepreneurs in responding to consumer demands, the characteristics of an entrepreneur in the modern economy.
- The world of work and income earning including different types of work, savings, investment and superannuation.

HISTORY

- The nature of historical evidence, primary and secondary sources, the time frames of ancient civilisations.
- The role of historians and archaeologists in investigating the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples.
- An in depth study of one ancient society (from Ancient Egypt, Greece, Rome, India and China) including the laws, beliefs, everyday life and customs of that society.

CIVICS AND CITIZENSHIP

- The concept of citizenship, the origins and nature of laws and the idea of 'active citizenship'.
- The political and legal system of Australia including the role of the constitution, the 'separation of powers' and the three levels of government.
- How Australia's legal system aims to provide justice including the rule of law, right to a fair trial and the nature of our court system.

YEAR 8 **CODE 8HASS**

In the Year 8 course students will consolidate the skills and knowledge which they have developed in Year 7. For each subject the courses studied are based upon the West Australian HASS curriculum which has been in operation since 2015.

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earthquakes and tsunamis).
- How nations change, including the role played by the growth of cities, internal and international migration in both Australia and the Asian region today.

ECONOMICS
- The interaction of buyers and sellers in the market and how the market influences the allocation of goods and services.
- The role of the government in the market and the rights and responsibilities of consumers and businesses in Australia.
- Different types of business and the changing nature of work in the modern economy.

HISTORY
- In Year 8 students study the historical time period known as the 'Middle Ages' or Medieval era (590 to 1500 CE).
- Life in Medieval Europe including the roles of different groups in society (feudalism) and significant events, developments and achievements (e.g. inventors, explorers and trade routes).
- The spread of the 'Black Death' across Asia, Europe and Africa and the human responses to this catastrophic event in world history.

CIVICS
- The nature of democracy in Australia including the role of freedom of speech, association, assembly, religion and movement.
- How laws are made in Australia by both parliament and courts and the different types of law in Australia (e.g criminal and civil law).
- Different views of Australia's national identity including Aboriginal and Torres Strait islander perspectives.

LANGUAGES other than ENGLISH (LOTE) $10.00

Chinese is offered in Year 7 & 8 and students will continue with this until the end of Year 10.
For Year 12 ATAR Chinese courses - 'A LOTE bonus of 10% of a LOTE scaled score is added to the aggregate of the best four scaled scores, subject to no LOTE scaled score earlier than 2015 being used. If more than one LOTE has been sat, only one (the best) LOTE scaled score can be used as the LOTE bonus. You receive the LOTE bonus irrespective of whether your LOTE course scaled score was counted as one of the best four.'

MAJOR LOTE LEARNING OUTCOMES

1. **Listening, Responding and Speaking**
   Students comprehend and communicate through listening, responding and speaking.
2. **Viewing and Reading**
   Students view and read a variety of texts in Chinese.
3. **Writing**
   Students write a variety of texts in Chinese.
4. **Cultural understanding**
   Students develop an understanding of the culture(s) of Chinese.
5. **Structure of the Chinese**
   Students apply their knowledge of the structure of Chinese to assist them to make meaning and create text.
6. **Communication skills and strategies**
   Students use a range of communication skills and strategies to enhance their ability to convey and make meaning in Chinese.

CONTEXT: CHINESE

There are more than a billion speakers of Chinese in China and millions more around the world. Studying Chinese helps learners to understand better how languages work and this aids the development of literacy skills in English. Speakers of Chinese will have increased opportunities in business, tourism, education and cultural pursuits as Australia's connections with China grow. Many aspects of Chinese culture (e.g. Chinese food, feng shui, Chinese New Year) have been incorporated into the Australian lifestyle. Chinese gives an introduction to other languages, especially Japanese, Korean and Vietnamese.

CHINESE (MANDARIN)

YEAR 7 CHINESE (COMPULSORY) **CODE 7CHIN**
YEAR 8 CHINESE (COMPULSORY) **CODE 8CHIN**

Students will work toward achieving the major learning outcomes by using Chinese:

- To write short texts such as a comic strip, poster or ID forms using Chinese characters with support
- To write some frequently used characters following the correct stroke order, and write all vocabulary in Pinyin
- To develop listening, responding and speaking skills to perform role-plays or take part in interviews and conversations and to read simple texts in Pinyin or mixed Pinyin and characters
- To develop an understanding of the function of symbols in everyday life, and Hanyu Pinyin, the concepts of tonal language and measure words, and interpersonal relations in Chinese culture
- To write texts such as, posters, advertisements or postcards, with support and using language they have practised
- To use characters and Hanyu Pinyin for all written tasks
- To understand and respond to simple spoken Chinese they have practised
- To find and understand information in a variety of written texts, with some support
- To understand the concept and evolution of Chinese characters and; use characters and Hanyu Pinyin for all written tasks.

An understanding of Chinese culture is incorporated throughout the course.

MATHEMATICS $25.00

YEAR 7 MATHS **CODE 7MAT**

Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life.

CONTENT STRUCTURE

The Western Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. It also assumes teachers will make use of available digital technology, including calculators in teaching and learning contexts.

YEAR 7 LEVEL DESCRIPTION

The proficiency strands *Understanding*, *Fluency*, *Problem Solving* and *Reasoning* are an integral part of mathematics content across the three content strands: **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

FOR STUDENTS WORKING AT THIS YEAR LEVEL:

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

EQUIPMENT

It is vital to students' learning and their ability to participate fully that they have the equipment specified in the Booklist for Mathematics. At a minimum, students need to make sure that they have pens, pencils, ruler, protractor, exercise book and calculator with them for every Mathematics lesson. Parents can support the Mathematics teachers and their child by ensuring that this equipment is purchased for their child, as well as regularly checking that they still have all their required equipment and that it is in working order.

YEAR 8 MATHS **CODE 8MAT**

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Western Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life.

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FOR STUDENTS WORKING AT THIS YEAR LEVEL:

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

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

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

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

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It is vital to students' learning and their ability to participate fully that they have the equipment specified in the Booklist for Mathematics. At a minimum, students need to make sure that they have pens, pencils, ruler, protractor, exercise book and calculator with them for every Mathematics lesson. Parents can support the Mathematics teachers and their child by ensuring that this equipment is purchased for their child, as well as regularly checking that they still have all their required equipment and that it is in working order.

PATHWAYS

While all Year 8 students will have access to the Year 8 Syllabus following the Western Australian Curriculum, students are placed in one of three pathways according to their mathematical ability level as demonstrated during the previous year. Pathway 1 recognises students who are capable of being extended and follows a differentiated program which caters to high-achieving students. Pathway 2 and Pathway 3 students are given a good solid grounding in the Western Australian Curriculum through explicit teaching. The Pathway 3 program has a more structured approach focusing on addressing specific gaps in learning within the class.

SCIENCE $25.00

YEAR 7 SCIENCE **CODE 7SCI**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Western Australian Curriculum:
Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

MAJOR SCIENCE LEARNING AREA OUTCOMES

1. The **Science Inquiry Skills** and **Science as a Human Endeavour** strands are described across two years.
   Science Inquiry Skills involve identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing data and interpreting evidence and communicating findings. Students will improve their scientific literacy skills.
   Science as a Human Endeavour focuses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists.

2. **Biological Sciences**
   Students look at the classification of organisms and the interaction between organisms (food chains, food webs, the processes of respiration and photosynthesis and the effects of human activity on food chains).

3. **Chemical Sciences**
   Students are introduced to pure substances, mixtures and solutions, they identify solvents and solutes and they look at separating techniques.

4. **Earth and Space Sciences**
   Students look at models of eclipses, the seasons and phases of the moon. They will also look at renewable vs non-renewable sources of energy.

5. **Physical Sciences**
   Students are introduced to the effects of forces on objects and the effects of gravity on the Earth. They will also look at how simple machines such as levers and pulleys work.

YEAR 8 SCIENCE **CODE 8SCI**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Western Australian Curriculum:
Science has three inter-related strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

MAJOR SCIENCE LEARNING AREA OUTCOMES

1. The **Science Inquiry Skills** and **Science as a Human Endeavour** strands are described across two years.
   Science Inquiry Skills involve identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing data and interpreting evidence; and communication findings.
   Science as a Human Endeavour focuses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists.

2. **Biological Sciences**
   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.

3. **Chemical Sciences**
   Students explore changes in matter at a particle level and distinguish between physical and chemical change.

4. **Earth and Space Sciences**
   Students are introduced to sedimentary, igneous and metamorphic rocks; they contain minerals and are formed by processes that occur within Earth over a variety of timescales.

5. **Physical Sciences**
   Students begin to classify different forms of energy and describe the role of energy in causing change in systems.

TECHNOLOGIES $50.00

The Technologies learning area comprises of three distinct contexts: In years 7 and 8 students will have the opportunity to study either one of the Design and Technology contexts whilst the study of Digital Technology is compulsory in Year 7 and in Year 8.

- Design and Technology
    - Food Technology (Home Economics)
    - Materials/Engineering Technology
- Digital Technologies

MAJOR TECHNOLOGY & ENTERPRISE LEARNING OUTCOMES

1. **Technology Process**
   Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.
2. **Materials**
   Students select and use materials that are appropriate to achieving solutions to technology challenges.
3. **Information**
   Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges.
4. **Systems**
   Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges.
5. **Enterprise**
   Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs.
6. **Technology Skills**
   Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies.
7. **Technology in Society**
   Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise.

CONTEXT: DIGITAL TECHNOLOGIES

The focus of learning is on developing students understanding and skills in computational thinking, such as decomposing problems and engaging students with a range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students explore the properties of networked systems. They acquire data from a range of digital systems and use the data to model objects and events. Students plan and manage their projects with some autonomy as they exchange ideas, tasks, files and feedback. Students develop an understanding of their digital footprint and how to manage this taking into consideration safety, social contexts, cultural practices and legal obligations.

YEAR 7 Digital Technologies Introduction (Compulsory Unit) CODE 7DTI

Students learn about different types of networks included wired and mobile networks. They learn how to acquire data from a range of sources and how to make ethical decisions based on the representation and interpretation of this data. There is a strong project focus which allows students to interact with a variety of software to develop their design, project management skills, as they produce interactive games, animations and web assets while applying the fundamental concepts of Digital Citizenship.

YEAR 8 Digital Technologies Consolidation (Compulsory Unit) CODE 8DTC

Students investigate the properties of networked systems and their suitability and use for the transmission of data types, of networks included wired and mobile networks. They learn how to acquire, visualize and evaluate data from a range of sources and how to make ethical decisions that shape the development of communities based on the representation and interpretation of this data. They develop an understanding of how binary is

used to represent data in a digital system. There is a strong Design Thinking project focus which allows students to develop STEM skills and to interact with a variety of software to develop their design, project management skills, as they implement and modify solutions including a variety of user interface designs.

CONTEXT: DESIGN AND TECHNOLOGY

YEAR 7/8 APPLIED ENGINEERING – STEM **CODE 7/8PAE**

The Year 7/8 Principles of Engineering - STEM (Science Technology, Engineering and Maths) course focuses on developing students 21st Century skills of Collaboration, Critical Thinking, Communication and Creative Thinking as they respond to stimuli on challenges facing humanity to produce innovative solutions to solve real life issues. This is a practical course that focuses on the development and application of STEM skills through a project based approach using Design Thinking.

YEAR 7 & 8 INTRODUCTION TO D&T (Compulsory) **CODE 7WOOD**
CODE 7METAL
CODE 8IDT

The introduction to Design and Technology course runs over 20 weeks in both Year 7 and 8. It is a practical course that aims to develop students' knowledge and skills in manipulating metals, timber, plastics to produce simple sustainable solutions using a combination of traditional as well as contemporary technologies. The major focus of the course is developing students understanding of safe working practices. Students will develop their drawing and sketching skills to conceptualise their ideas. They also learn measuring, cutting, joining and shaping techniques that can be applied to a variety of materials as they produce projects made out of wood, metals and plastics. They will also be introduced to Computer Aided Design as well as Computer Aided Manufacture.
Enclosed footwear and safety glasses are compulsory in the workshop environment.

CONTEXT: FOOD TECHNOLOGY (HOME ECONOMICS)

The main focus in Home Economics courses in Year 7 and 8 will be on the following outcomes:

1. Food Specialisations
2. Materials and Technologies Specialisations

YEAR 7 INTRODUCTION TO FOOD (Compulsory) **CODE 7FST**

Students will learn the basics of food preparation by understanding physical properties of food. Explore the importance of nutrition by examining the Healthy Eating Pyramid and its food groups. This subject will expose students to a variety of equipment and allow them to make food choices to solve food problems.

YEAR 8 FAB FOOD (Compulsory) **CODE 8FST**

Students will continue to develop food preparation skills and understand the importance of sensory properties to develop healthy eating solutions. They will use the Healthy Eating Guide and their knowledge of food groups to make decisions regarding food. Students will investigate methods of cooking and learn simple knife skills.

YEAR 7 INTRODUCTION TO TEXTILES (Compulsory) **CODE 7TEXT**

An introductory course to familiarise students with the sewing machine, tools used in clothing construction and a basic study of textiles. The course aims to give students the opportunity to work creatively with fabrics. Simple projects are designed and produced using principles of the Technology Process, to meet desired cultural and personal outcomes.

NOTES

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