



# Christ Church Grammar School

## Academic Handbook Year 8, 2022

### Overview

#### **The timetable**

The Senior School operates on a 10-day timetable cycle with six 50-minute periods a day. The 10 days are organised within a Week A/Week B structure. The timetable differs from Week A to Week B.

Students can access an electronic copy of their timetable on their Surface device through Nexus ([nexus.ccgswa.edu.au](http://nexus.ccgswa.edu.au)).

Where a day or days are missed for long weekends or public holidays, these are skipped in the timetable. A boy's timetable therefore completes a cycle every two weeks.

With the exception of Thursday, each day begins at 8.30am with a 20-minute tutorial prior to the first period of the day. On Thursdays, the period from 8.30am until 9.45am includes Chapel, Assembly, House meetings etc. There are therefore only five periods on a Thursday.

The academic timetable on Friday concludes after Period 4 with Year 8 students being involved in a formal sports program for Periods 5 and 6.

#### **Academic Administration**

The Deputy Principal/Director of Studies is responsible for curriculum implementation and curriculum policy from Pre-Primary to Year 12. The Deputy Principal/Director of Studies and the Assistant Director of Studies organise the day-to-day and long-term academic program. In particular, the Assistant Director of Studies is responsible for the timetable.

Questions relating to a course of study should be directed initially to a boy's tutor or Head of House. However, where a boy is new to the School, such queries may be directed to the Assistant Director of Studies.

#### **Homework policy**

The School supports the view that homework is an integral part of a student's education. Homework encourages the skills and study habits that are essential for intellectual growth and academic achievement. It is developmental and therefore increases in amount and complexity as the student progresses through the Senior School. The nature of homework can vary from simple reading of text or reference material, formal written work and preparation for a test or classroom exercise, to involved

research assignments that may take many weeks to complete. It is also expected that the student will take some responsibility for the allocation of time for revision and review of subjects in the absence of homework that is specifically set. The School encourages the development of independence in determining the type and amount of homework necessary to sustain the day to day academic program.

While homework is set in all subjects, not all homework is due to be submitted in the following lesson. Teachers will give advice on the timing of homework. As such, there will be some days when more homework is required than others. It is therefore up to the student, teacher, tutor and parents to manage an organised program of homework time to meet the specific demands of the following day. Students are required to use the school diary as an organiser and planner for homework and similar activities. For many students, the development and management of such skills will be critical for future academic success.

More information can be found in the School's 'Guidelines for study and homework' available from CCGS World under Governance.

Students are often required to attach a bibliography to assignments and incorporate in-text referencing. The School uses the American Psychological Association (APA) Referencing System.

## **Assessments & reports**

Specific details about subject assessments can be found in the subject descriptions later in this booklet. The information gathered from the in-class assessment program is provided in reports to parents four times a year.

At the beginning of the academic year, parents will be given information about access to Nexus. This portal enables parents to access boys' assessment results as they are entered by teachers over the course of year. Our recommendation is that parents can best utilise this facility by checking the marks summary once per fortnight with their son and aiming to be supportive and encouraging of his endeavours.

The reports provided for Terms 1, 2, 3 and 4 provide a broad overview of progress, including information about current grade, percentage and rating of a number of work practices. Academic grades are provided on an A - E scale. Each report represents the current status of the student in that subject.

Separate reports are issued for Semester One subjects early in Term 3. This ensures that teachers are able to utilise the whole semester period for teaching and assessment.

Together with these formal reports, there is ongoing communication between the student's classroom teacher and tutor. Thus tutors and the Head of House can provide parents with early warning of any problems or difficulties. Parents should direct any specific concerns or questions about classwork to the tutor in the first instance.

## **Use of the School diary**

The School diary is a key link in the communication between school and home and encourages the development of sound organisational and planning skills. If used to record daily obligations, activities, homework and/or work requirements it will instil sound working habits for school and beyond. Parents and tutors are expected to monitor the diary each week.

## **Study Lab**

After-school academic support is available for all students. Study Lab is held in the CLC on Mondays, Tuesdays, Wednesdays and Thursdays, from 3.15pm to 4.45pm. English and Mathematics specialist staff are available on some of these afternoons, while organisational support is provided for work in other subjects. A number of current and former students also volunteer their assistance. Some boys attend these sessions simply to complete homework, knowing that help is available if they encounter difficulties. For other students these sessions provide a time to go over work that may have been missed in class. Tutors can provide further details.

## **Information Technology**

The School actively encourages teachers and departments to integrate the use of information technologies into the curriculum. Students are exposed to a large range of information technology experiences by applying the computing resources to subject-based tasks. Extensive use is made of the internet as a research tool with the Library staff running sessions for students on Information Literacy and the proper use of the World Wide Web.

Year 8 students are expected to bring their Surface device to all their classes (except Physical Education). It will be utilised by teachers as a tool for connected learning in their classrooms. Students are provided with their own email account. Many students use email as a means of transferring files between home and school and for working on collaborative projects. The use of both the internet and email is governed by the School's Internet Acceptable Use Policy, which is available on each boy's Surface device.

Students develop word processing skills by producing reports in a variety of subject areas as well as producing reports on investigations using a variety of media.

Various subjects also require students to present some of their work as a slide show. Most activities necessitate the student's use of a wide variety of applications and the development of a range of skills. A newspaper, for example, involves the creation of text and graphics. To create and edit these graphics, students will need to use a scanner and a digital camera as well as image manipulation software, such as Adobe PhotoShop. A multi-media presentation involves the creation of graphics, sounds, and movies as well as text.

All activities require students to engage in the Technology Process and plan their project carefully and to ensure that they manage their time efficiently as well as promoting group work and cooperation.

## **Nexus**

Nexus ([nexus.ccgswa.edu.au](http://nexus.ccgswa.edu.au)) is the School's Learning Management System. In Nexus, students have access to their timetables, class learning resources and due dates for assessments as well as daily information about school activities.

## **Textbooks**

For subjects where a textbook is utilised, a hard copy textbook will be provided for students. Where possible, an electronic version of the textbook will also be made available to students through their Surface device.

## **Curriculum Policy**

The School's curriculum Policy is available through the 'Policies' section of CCGS World (Governance). It give further information about the way in which the curriculum is delivered.

## **Reporting and Assessment Policy**

The School's Reporting and Assessment Policy is available through the 'Policies' section of CCGS World (Governance). It gives further information about the way in information about student progress is reported to parents and protocols around assessment.

## **Rewarding academic achievement and endeavour Policy**

The School's Rewarding academic achievement and endeavour Policy is available through the 'Policies' section of CCGS World (Governance). It gives further information about the way in which Subject and Merit Prizes are awarded.

# Year 8 Curriculum

The Year 8 curriculum is made up of core subjects and a choice of Chinese, French or Japanese Language courses.

All boys will study the core subjects of:

- Art (for one semester)
- Design & Technology (for one semester)
- Digital Thinking (for one semester)
- Drama (for one semester)
- English or EALD (all year)
- Humanities (all year)
- Language (all year) or Writing Development Program (all year)
- Mathematics (all year)
- Music or Music Extension (for one semester)
- Health and Wellbeing (for one semester)
- Physical Education and Health (all year)
- Science (all year)

## Extension Classes

Extension classes run in the four core subject areas (English, Humanities, Mathematics and Science). These classes follow a significantly modified learning and assessment program and aim to provide students of high cognitive potential with appropriately challenging learning experiences. Selection criteria for these classes are outlined in the School's Curriculum Policy.

## Support Classes

Support classes are run in the four core subject areas (English, Humanities, Mathematics and Science). These classes have lower student numbers and are designed to cater for the needs of boys with specific learning challenges, needs or gaps. The programs in these classes are aligned to the mainstream West Australian Curriculum but the content differentiated, and assessment modified to meet the learning needs of individual students. Recommendations for student access of support classes is made by Heads of Department and classroom teachers. Further information around this process is outlined in the School's Curriculum Policy.

## **Peter Moyes Centre (PMC)**

The Senior Peter Moyes Centre (PMC) caters for students with diagnosed disabilities who are unable to access aspects of the mainstream curriculum. The PMC program covers core subject areas (English and Mathematics) as well as Health and Protective Behaviours, Life Skills (cooking and daily living skills), Community Access, Business Enterprise, Work Experience and ASDAN. All students access mainstream electives in Years 7 – 10.

The overarching vision of the Senior PMC is to prepare students for life after school through developing their independent work skills and increasing their ability to manage themselves in a variety of situations and contexts.

Each student works from an individually developed program called a Documented Plan (DP) which contains learning objectives specific to relevant subject areas. The DPs are developed in consultation with Senior PMC teaching staff, parents/guardians and other relevant stakeholders. The DPs are reviewed biannually.

Placement in the Senior PMC will be discussed upon enrolment or transition into the Senior School and the Co-ordinator of the Senior PMC will be in touch with parents/guardian to conduct a Needs Assessment before a decision regarding placement is made. Where appropriate, mainstream students will be invited to participate in some PMC programs (such as English, Mathematics and ASDAN) to facilitate learning development and enhancement of opportunities post-schooling.

Contact

Ms Taylor Marsh

Acting Co-ordinator of Peter Moyes Centre (PMC)

## **Art**

The Year 8 Art Course is designed to provide students with opportunities to use and apply visual language and artistic conventions of more complexity in their design and production, emphasising the creative problem-solving process. Participation and enjoyment in the creation of resolved artworks are priorities at Year 8 level.

**Art Making:** Projects will be selected from Painting and Ceramics. 2D and 3D projects are linked to form a body of work that encourages a personal response to a given stimuli and an exposure to a variety of techniques. Drawing is an integral part of the course. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display.

**Art Responding:** Students become familiar with how and why artists realise their ideas. They have opportunities to evaluate the global contexts of culture, time and place. The application of critical analysis frameworks are used to analyse artworks using art terminology. One of the following art styles will be explored: Aboriginal and Torres Strait Islander art, Asian art, contemporary Australian/international artists, craftspeople and/or photographers.

## **Assessment**

The course will be assessed with an emphasis on

- Art Making – body of work through inquiry, art practice and presentation
- Art Responding – analysis, interpretative reflection and personal response

Contact

Ms Pam Yordanoff

Head of Art

## **Design and Technology**

Design and Technology is a subject area that provides students with the opportunity to develop skills in the use of technology in a practical setting. The Year 8 course in Design and Technology is one semester in duration and aims to build upon the knowledge and skills taught in Year 7, by developing in students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components. Particular consideration is given to occupational health and safety in the workshop.

### **Assessment of achievement of the outcomes takes the following forms**

- Design – development of design folios using Information Technology and including freehand and Computer Aided Drawing
- Production – manufacture of practical projects in resistant materials using hand tools, power tools and machinery
- Response – completion of research, production plan and product evaluation, in addition to written testing of understanding

Contact

Mr Alec Barbour

Head of Design & Technology

## **Digital Thinking**

The Digital Thinking course is based upon the Digital Technologies curriculum and is designed to enable students to develop their computational thinking skills and use design thinking to create innovative digital solutions. The course aims to ensure that students develop an understanding of digital systems and how they operate whilst being able to create digital solutions based on the use of the key concepts of abstraction, data collection, representation and interpretation.

Students will build upon the skills they developed during Year 7, refining their computational and design thinking skills. Through continued use of the Python programming language, students will continue to develop their programming skills, controlling the flow of programs through various control structures. They will also start to make use of functions to improve the structure and flow of their programs.

Students will continue to develop their understanding of digital communications and how network devices allow data to be sent across large distances.

Finally, students will also learn how to manipulate data using a spreadsheet. They will learn how to add formulas to their spreadsheets, use conditional formatting and use charts to visualise data and determine trends.

There is a strong focus on practical activities and assessment will be based on a number of hands-on projects throughout the semester.

Contact

Mr Graham Nolan (Term 2 only)  
Acting Head of Computer Science

Contact

Mr Chris Anderson  
Head of Computer Science

## **Drama**

In Drama, boys develop confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through a collaborative experience. Students are assessed through a variety of exciting and challenging activities of creation, performance and reflection. They experiment with techniques in movement, voice and characterisation, to shape and focus theatrical effect for an audience. They reflect, respond and evaluate drama and become critical, informed audiences.

Students are assessed through the key activities of rehearsal and cooperation, performance and reflection. They explore and communicate ideas and learn particular processes and skills to enable them to work with drama forms, styles, conventions and technologies. They reflect, respond and evaluate drama and become critical, informed audiences.

In Year 8 boys engage in drama processes such as improvisation, playbuilding, role-playing, text interpretation, playwriting and designing, which allow them to create original drama and experience a range of texts written or devised by others.

Students work independently and collaboratively, learning time management skills, showing initiative and demonstrating leadership and interpersonal skills.

The Year 8 course explores

- Performance skills and drama conventions
- Verbal and non-verbal communication
- Improvisation
- Status and stereotypes
- Scripted scenes



- Costume Design
- Melodrama

Contact

Mr Gregory Jones

Director of Drama

## English

The Year 8 English course, which is guided by the West Australian Curriculum, gives boys the opportunity to build their written and spoken English competence through a wide variety of high-interest, genre-based activities that keep them curious and engaged. At the beginning of the year, the boys develop their reading comprehension through short narratives, before proceeding into a full novel study. This is linked with a Choose Your Own Adventure composition, seeing boys transform an event from their studied novel into a narrative pathway with many choices for the reader to make. The boys construct their own persuasive texts surrounding print advertisements, whilst also engaging in units on animated film, engaging narrative openings and literary style. The boys are taught to read inferentially as well as literally, and encouraged to read widely beyond the classroom.

Both creative and analytical writing are a focus. All boys work to refine their vocabulary, spelling and grammar throughout the year, with teachers using a range of strategies to assist them. The stages in the writing process are reinforced in Year 8, with students being encouraged to plan, draft, and edit their work before submitting it for assessment. When possible, there are excursions to appropriate plays and films, and from time to time, visiting speakers.

Boys spend one period per fortnight in the Senior Library, where the Teacher Librarians run a range of activities to complement the classroom program. The Year 8 students undertake a Reading Program called "Forward Thinkers," where they read a range of novels that align with the school values of Responsibility, Freedom and Social Justice.

The formal assessment program is reviewed on an annual basis but is likely to approximate the following schedule. Common Assessment Tasks, which require the whole cohort to sit the same in-class assessment on the same day, are cross-marked by Year 8 teachers to assist grading comparability.

### Assessment schedule

#### SEMESTER ONE

Reading Comprehension  
 Choose Your Own Adventure Composition  
 Oral: Paired Advertising Task  
 Engaging Opening Assessment  
 Vocabulary Test

#### SEMESTER TWO

Persuasive Comprehension  
 Persuasive Composition  
 Essay on animated film  
 Analysis of chosen poet's style and mood  
 Composition adopting poet's style

Contact

Ms Sarah Nicholson

Year 8 Coordinator and Assistant Head of English

Mr Spencer Davies

Head of English

## **Health and Wellbeing**

The Health and Wellbeing course aims to develop students' knowledge, skills, values, and processes to care for themselves and others, and to take an active role in the learning of important life skills, making healthy decisions and exploring positive direction through their individual lives. The course operates across the timetable so that each student in Year 8 is exposed to one semester of health, religion, positive psychology and personal wellbeing development. Students will be exposed to information to increase their understanding and positively influence them to strive for a holistic approach to their lives across the health and wellbeing medium.

At Christ Church the underlying focus in the Health and Wellbeing area is Personal Spiritual Development Maximisation. The course covers two major standards

- Students identify skills and strategies to manage change and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.
- Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

The course includes the following content areas

- Harm Minimisation
- Smoking
- Fit and Healthy
- How my body works
- Body Image/Self Esteem
- Values
- Sexual Health
- Understanding Mental Health
- Protective Behaviours
- Religion
- Positive Mindset
- Positive Direction
- Positive Relationships

## **Positive Education**

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage individuals within their communities to flourish. (Geelong Grammar School, 2011)

Positive Psychology is an umbrella term for work that investigates happiness, wellbeing, human strength, and flourishing. (Gable & Haidt, 2005)

The program of work is derived from a 'Wellbeing Curriculum' based on the principles and findings of positive psychology. The emphasis is on positive interventions, targeting areas that have a substantial evidence base such as happiness, positive emotions, flow, resilience, achievement, positive relationships and meaning.

## **Religious Education**

As an Anglican school, Christ Church is committed to Religious Education in its curriculum. At the same time it is sensitive to the varied backgrounds of its students, who are drawn from every major Christian denomination and every major world faith. In addition to attending Chapel services, each boy in the school will participate in the Religious Education unit, which provides an introduction to the origins, history, beliefs and practices, diversity and relevance of the Christian faith. Whilst boys are encouraged to develop their own personal faith, the School acknowledges that the boy's parents and his place of worship will also play a central role in his religious education.

### Contacts

Mr Liam Casson  
Director for the Centre of Boys' Health and Wellbeing

Reverend Nicholas Russell  
School Chaplain

## **Humanities**

The Humanities course in Year 8 endeavours to harness the natural curiosity of boys to learn, to question and to investigate by providing a significant number of practical and theoretical opportunities to explore subjects, themes, contexts and technologies. Whilst the focus is primarily local and national, certain global perspectives are incorporated through specific themes and the analysis of current affairs.

Through the subjects of Civics and Citizenship, Economics and Business, Geography and History, students will have the opportunity to develop 21<sup>st</sup> Century global skills. These are essential to prepare students for an increasingly globalised economy and include questioning and research, analysing, evaluating, communicating and reflecting.

### **Civics and Citizenship**

This course builds on previous years by looking at how laws are made, by both Parliament and by the courts. Students' classroom learning is enhanced by a visit to the Francis Burt Law Education Centre and/or the Western Australian Parliament. This excursion is an opportunity to observe either a live court session or the Parliament in action. The boys will also engage with the notions of Australian citizenship and their civic rights and responsibilities.

### **Economics and Business**

Students learn about the market system that operates in Australia and which involves an examination of how prices are set by the market forces of demand and supply. Additionally, students will examine important business ideas, such as the rights of consumers and different types of business structures commonly found in Australia.

## **Geography**

This course focuses on the practical skills and knowledge of the geographer by studying the fundamentals of Physical Geography, including geomorphic processes such as earthquakes and volcanic eruptions, and then examining the influence of the physical environment on human activity in selected global locations. In the second depth study, students will look at the rapid shift towards urbanisation that gathered momentum in the late 20<sup>th</sup> Century and the multitude of issues around urban conglomerations, such as in megacities like Mumbai, India and its slum, Dharavi. Practical skills and geographical investigation are emphasised throughout.

## **History**

This course builds on the foundation knowledge covered in Year 7 by moving to a study of the period 650 – 1750 – The Middle Ages. Students will examine aspects of the Middle Ages including the purpose and design of castles and the social and political systems of Medieval England. The crucial period of the European Renaissance is then covered, and the importance of this linking period between the old world and the new is examined. Finally, the spread of the Black Death is examined and an analysis of its influence on the making of the modern world, and the lessons for our modern pandemic of COVID-19, is undertaken by the boys. Source analysis and interpretation skills are stressed throughout the unit of study.

Contact

Mr Patrick Parker

Head of Humanities

## **Languages**

In recognition of the need for a broad range of skills for Australian students in a competitive global environment, the study of French, Japanese or Chinese is compulsory at the Year 7 and Year 8 level. Students will gain a foundation level of competency in Speaking, Reading, Listening and Writing in a Language other than English (LOTE). Through a range of learning activities and topics of particular interest to boys, students will improve their competency in their own language and how it functions, gain a deeper understanding of linguistic conventions, and critically reflect on their own and other cultures and values.

Languages taught at the School from Years 7 through 10 are foundation courses for the ATAR Second Language courses offered in Year 11 and Year 12. The subjects offered are:

- Chinese: Second Language
- French: Second Language
- Japanese: Second Language

These courses are intended for students where the language studied is entirely a second language and for whom there is no prior linguistic advantage. Formal study at a primary school level does not exclude a student from enrolling in the same language in Year 8. Students with background in any of the above languages (i.e. those who communicate in it regularly outside the classroom) will be required to select an

alternative language. This is due to the limited educational benefit of a student's involvement in a foundation course, and their ineligibility to continue with the subject at the ATAR level.

### **Chinese**

In Chinese, boys are assessed in Speaking, Listening, Reading and Writing each term as well as in an end of year test. Chapter tests of new grammar, characters and vocabulary are set at least twice a term. In Term 3, Year 8 students may participate in the CLTAWA State Mandarin Speaking Competition.

### **French**

In French, boys are assessed in Speaking, Reading, Listening, Writing, grammar and culture each term, as well as in an end of year test. There are regular vocabulary tests and/or pronunciation tests to consolidate material learned in class. Year 8 French students have the opportunity to participate in the Alliance Française poetry recital competition. The top 20 students in the state are invited to perform in the WA finals, where Christ Church has had much success in the past.

### **Japanese**

In Japanese, students will study the Japanese writing scripts of Hiragana, Katakana and Kanji. Students will be expected to have mastered the Hiragana and Katakana scripts by the end of the course and be competent in elementary Kanji. Students will be assessed in Reading and Writing each term, as well as in Listening and Speaking each semester. Year 8 students will have the opportunity to participate in the Australia-wide Japan Foundation 'Video Matsuri' competition for schools, scripting and edit a short film with dialogue completely in Japanese. Christ Church has previously won this national competition.

### **English as an Additional Language or Dialect (EAL/D)**

English as an Additional Language/Dialect (EAL/D) is also run through the Languages Department. Students recommended for, or eligible to study EAL/D, will be placed in an EAL/D set. Where numbers permit, students will be taught by a specialist who will cover the genres, processes and strategies studied in other English classes, using resources geared to EAL/D students and at a pace to cater for the needs of these students.

### **Homework**

Regular practice, reviewing words and grammatical concepts learned is fundamental to the acquisition of a language and forms an integral part of the course. In Year 7, boys are expected to spend 10-15 minutes each evening reviewing words and grammatical concepts covered in class, in addition to any specific homework set by the teacher. Using their Education Perfect platform, students will find it easy to consolidate their learning and excel in their language studies.

Contact

Mr Vinko Shain

Head of Languages

## Mathematics

The Year 8 Mathematics Course is fully aligned with the West Australian Curriculum. It thus covers the three content areas Number and Algebra, Measurement and Geometry, and Statistics and Probability while developing mathematical understanding, fluency, reasoning and problem solving skills.

The following topics are studied during the year

1. Number and Place Value, Integers
2. Fractions, decimals and percentages
3. Congruency
4. Measurement
5. Algebra
6. Ratios and rates
7. Equations and inequalities
8. Probability and statistics
9. Introduction to straight line graphs
10. Transformations
11. Properties of shapes
12. Time

The course will provide each student with a wide range of activities that will allow him to discover and explore new concepts and then connect key ideas to achieve deeper understanding.

Problem solving is an important part of this course and Year 8 students will be taught specific problem solving skills.

Class work and formal testing will be used to assess learning. The boys will be assessed through tests, applications, investigations and an end of year test.

Contact

Mr Khiem Ly (Term 2 only)  
Acting Head of Mathematics

Ms Megan West  
Head of Mathematics

## Music

Students in Year 8 will typically continue with the music course they studied in Year 7, either Music Extension or Music General. Students who are enrolled in Music Extension are also members of the CCGS Senior Choir in both Terms 1 and 4 to gain musicianship and performance experience in a large performance ensemble. Aural skills gained through choral singing are fundamental for the development of music literacy. If there is a reason why it is felt a student should not continue in this music course, parents are asked to be in contact with the Music Department prior to the beginning of the 2020 school year. It is not always possible to make a change from one course to the other once the year has begun.

Both music courses are separated into the following learning areas

1. Performance
2. Aural and Theory
3. Music Appreciation
4. Composition

### **Music General**

This course is built around furthering the skills gathered in Year 7 Music, with more complex activities throughout the semester in all learning areas.

In performance lessons, students will progress to learning and performing repertoire of varying styles using both right-hand melody and left-hand accompaniment figures. The style and genre of the repertoire is studied in a historical capacity, and correlates with research assignments relating to the particular area of study.

On GarageBand and Sibelius computer software programs, students work towards completing an original soundtrack to a provided movie scene graphic. Through this composition, students will demonstrate a culmination of their lesson studies on movie composers, ensembles, styles, music theory (dynamics, tempi etc) and composition conventions and techniques.

All completed work is performed for all class members to listen to and appraise.

### **Music Extension**

This course is designed to further the skills and musical understanding of students who have completed Year 7 Extension Music, or those students who have learnt an instrument for at least one year.

Students form a class ensemble and/or small ensembles and repertoire is chosen by the students, dependent upon individual skills and experience. Pieces are rehearsed and performed, and a variety of styles and genres are played over the course. There is a focus on improvisation, with class members learning the basics of freely extemporising over a set chord pattern. At the conclusion of each term, students are assessed on a solo performance demonstrating their musicianship on their specialist instrument/s.

In Aural, students are asked to practise and complete a variety of ear-training exercises, built around melodic and rhythmic concepts. These include intervals inside one octave, tonality (major/minor), basic rhythmic groupings from simple and compound times, and bar line and phrasing placement. There is an additional emphasis on aural samples from a classical, jazz and pop/contemporary background.

To refine and advance their theoretical knowledge, students continue or advance onto the next grade level of individual theory book and complete additional AMEB and related theory exercises, including interval recognition, key signatures, four-part harmony writing and meanings of musical terms. Aspects of score-reading are also covered, including following a full orchestral score with music, and looking at details within.

Using Sibelius computer software, students compose pieces for both the class ensemble (up to four parts) and solo performance. The concepts of transposition (for clarinet/trumpet/saxophone) are

introduced and students examine the concepts of effective voice writing within an instrumental ensemble. Students are assessed on their completed folio of compositions and these are often performed live in a class concert at the conclusion of the semester.

Contact

Mr Kevin Gillam

Director of Music

## **Physical Education**

The Physical Education program in Year 8 focuses on the acquisition of skill in a variety of activities that include throwing, catching, hitting, kicking, running and swimming, in addition to developing each component of fitness and the basics of team play and tactics.

Individual activities include athletics, fitness assessment and swimming. Team activities include cricket, football, soccer, rugby, softball and basketball. Aspects such as skill, game performance, fitness, attitude and behaviour, dress and punctuality will be assessed.

## **Health Education**

The health education component of this course is taught as a part of the Health and Wellbeing Program, (see p 10 and 11).

Contact

Mr Luke Farmer

Head of Health and Physical Education

## **Science**

The Year 8 Science course has a strong emphasis on learning through practical work. Students will develop a scientific view and recognition of how science understanding can be applied to their lives and the lives of others. The course aims to stimulate curiosity and promote logical and analytical thinking. Students will build on their understanding through the science inquiry process, which involves making observations, constructing and testing hypotheses and evaluating data. During Year 8, students study Biology, Chemistry and Physics with the same Science teacher. Assessment for each subject is via two or three tests, which will assess students' science understanding and inquiry skills, and an investigation report in each of the 3 subjects.

### **Science Inquiry Skills**

Skills involved in working as a scientist are learnt in the context of the three main subject areas of Physics, Biology and Chemistry. Students will develop the skills to carry out investigations that require them to plan experiments, collect, process and interpret data and to draw conclusions, evaluate and



communicate their findings. Students will learn how to work safely within laboratory settings and with a variety of equipment such as microscopes, Bunsen burners and electrical circuits.

## **Biology**

This course looks at multicellular organisms and the specialised functions that enable them to survive and reproduce. Students are introduced to these ideas through the investigation of specialised cells and systems. This includes looking at the respiratory and circulatory systems of both the human body and other organisms, including plants. The course focuses on the main areas of cells and systems as well as analysing the relationship between structure and function at cell, organ and body system level. This is supported by practical skill development such as dissections, microscope work and investigations into things such as heart rate and exercise.

## **Chemistry**

The Year 8 Chemistry course is focused around the concept of chemical change. Students will gain an understanding of the difference between a chemical and physical change and also be able to identify chemical and physical properties of different elements and compounds. In a laboratory centered setting they will be introduced to the periodic table of elements in more detail and use it to identify metals and non-metals, their chemical and physical properties and their reactivity. Students will study and gain an appreciation for different types of chemical change including combustion, decomposition, synthesis, precipitation and exothermic/endothermic reactions. Throughout the course they will also begin to develop their skills in the basics of formula and equation writing through experimental observation and the use of tabulated data.

## **Physics**

The study of Physics is concerned with understanding the nature of forces and motion, and matter and energy. In the Year 8 Physics course, students will focus on developing an understanding of the forms of energy they encounter in everyday life and how these forms of energy can cause change within systems. In particular, students will investigate electricity and how an electric current is used as a means of transferring energy from a source to a load. They will also examine how some of the Earth's resources are renewable, but others are not and how we may need to adjust our patterns of electricity use to make the best use of our resources accordingly. There will be a strong emphasis on discovery through practical work and investigation and students will use both qualitative and quantitative techniques. Contexts covered may include energy efficient design and electricity in the home.

Contact

Mr Edward Hogg

Head of Science

## **Writing Development Program**

The Writing Development Program takes the place of Language classes for students who have a diagnosed learning disability and who are performing significantly below their peers on standardised assessments. Students who took part in the Intensive Reading Program in Year 7 continue in Year 8 in the Writing Development Program. The focus of the program is on the development of foundational writing skills, specifically targeting vocabulary, sentence and paragraph structure, punctuation and self-

editing, that will support students' learning in other curriculum areas. As part of the program, students also read and explore a range a short and extended print and non-print texts to be used as stimulus for their own writing.

Contact

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