

IMPORTANT – Students will not be able to change subjects after December 2020. See page 3 for information.



YEAR 8

2021

CURRICULUM

HANDBOOK

Willetton Senior High School
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August 2020

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INFORMATION AND ADVICE

ELECTIVE COURSE CHANGES

Students and parents are advised to think carefully about the choices they make. Student Subject Summaries will be provided in November. These list all the elective subjects assigned to the student. Please check this thoroughly and request any changes before the close of school for the vacation period.

Allocations to classes have flexibility until November; during November and December timetables become established for the following year. Due to staffing, resources and new enrolments there is little capacity for students to make changes to electives after this and as a result NO changes will be made in 2021 except where there is a serious need and parents may be asked to provide documentation to substantiate this.

Contacts for Information and Advice (Semester 2, 2020)

The best contacts for information and advice on issues concerning subject choices, pathways to future study and student achievement are the heads of learning areas and curriculum advisors

Curriculum, Assessment and Reporting Miss Christine Petersen (Deputy Principal)

Area Managers

Heads of Learning Areas

The Arts	Mrs Cheryl Venter
English	Ms Sue Appleton
Health & Physical Education	Mr Wayne Baseden
Languages	Mr Nathan Harvey
English Additional Language or Dialect	Mr Nathan Harvey
Mathematics	Ms Zoe Tay
Science	Mr Lance Taylor
Humanities and Social Sciences	Mr John Maxwell
Technology & Enterprise	Mr Peter Martyr
Vocational Education and Training	Mrs Sue Holland

Programs Supporting Students at Academic Risk

The Learning and Curriculum Support Unit Ms Andrea Wheeler (2020)

Pastoral Care and Attendance

Year 7 to 10 Program Coordinators Ms Andrea Wheeler (2020)

Subject Managers

Art Extension	Ms Belinda Morrissy
Basketball	Mr Mike Forsyth
Computer Science	Mr Brett Clarke
Gifted and Talented	Mr Darren Hamley
Literacy and Learning Support	Mrs Mandy Nunn
Music and IMS	Mrs Philippa Forster
Differentiation Plans and Disabilities Resourcing Provisions	Mrs Hope Jobe (Term 3) and Ms Andrea Wheeler (Term 4)
Year Coordinator	Ms Colleen Hayes

SUMMARY OF THE CURRICULUM

For more detailed information, refer to the Willetton Senior High School Overview of Curriculum, Assessment and Reporting Year 7 to 10 on our website.

Students will be given a comprehensive subject outline and a description of the assessment tasks during the first week of the academic year and this can be used to guide their studies and for reference by parents/caregivers. The following link leads to detailed information on the Western Australian courses: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser>

Year Length Courses

Core courses

English (compulsory for Year 7 to 12) and

Mathematics, Science, Humanities and Social Sciences and Health and Physical Education which are compulsory for Year 7 to 10.

Languages is compulsory for Years 7 to 9 and students are may not change the language which they study.

Semester Length Courses

Specialist Semester Length Courses

Art, Basketball, Computer Science and Music (Instrumental Music Program)

Students involved in specialist courses are pre-selected through a testing or screening process. Students involved in specialist classes (other than Gifted and Talented) devote two of the four hours allocated to electives to the specialist course. Please note that, once a student begins the course, there is commitment for the following years of junior schooling (Years 8 to 10).

Subjects in The Arts and in Technologies are usually semester length. Most students study **four** of these subjects per year and are required to take one from each of the areas: Visual and Performance in The Arts and Design and Digital in the Technologies.

The process for selection of these subjects is outlined on the selection sheet.

The availability of elective units will depend on viable class sizes, structure of the timetable, and the availability of teachers and resources. Students are therefore asked to **select eight units** in order of preference. Every endeavour will be made to give students their top preferences.

The distribution of course hours in the week is:

♦ English - Including EAL/D (English as an Additional Language or Dialect)	4
♦ Mathematics	4
♦ Science	4
♦ Humanities and Social Sciences	4
♦ Health & Physical Education	3
♦ Language	2
Two courses each semester	Hours per week each semester
♦ The Arts	4 (student selected)
♦ Technologies	
♦ Including Specialist courses	

Supplementary Programs and Support for Curriculum Access

These programs depend on a collaborative approach and parents of children who participate are encouraged to keep regular contact with the Students at Education Risk (SAER) and the Learning and Curriculum Support (LCS) teams, the class teachers and the heads of learning area. Miss Christine Petersen, Deputy for Curriculum and Timetabling, can be contacted by email at Christine.Petersen@education.wa.edu.au

Literacy and Numeracy Development

The LCS team coordinates this program. There are two levels. The first has a **modification** to the standard curriculum and supports students with transition to secondary school or from Year 10 to Year 11. The second level, a specifically designed **foundation** course that has a reduction in content to the core concepts and skills and the addition of direct instruction in language skills and foundation concepts. The aim of this course is that students will progress into mainstream classes by Year 10. These programs are delivered in small groups.

General Special Arrangements

Support of various kinds is available to students who have identified learning or health issues that are long lasting. Some examples of this are support to use IT to access the lessons, extra time to complete work or for assessment tasks. There is a range of other special arrangements that are designed to be specific to the students' needs. Students who have on going health issues which impact on their participation in some subjects or across all areas will be provided specific support if this is requested. This is coordinated by the LCS team and will usually require parents to provide medical documents. These provisions are reviewed each year and parents are asked to confirm that the arrangements are appropriate and needed.

Support for Short Term Health Issues

Students who have short term health condition should inform the year coordinator and if it is to last more than one or two weeks should contact Miss Petersen who will examine the situation and recommend adjustments that will support participation in the curriculum, reduce the risk of failing subjects and provide appropriate modifications to participation.

Support Programs and Special Educational Needs

Students at risk may access negotiated changes to the curriculum that respond to the well-defined substantial and enduring needs or special circumstances of the particular student. The purpose of these programs is to expand the learning opportunities and maximise the success for students for whom participation in the general curriculum or classroom activities is problematic. Please contact Deputy for Curriculum and Timetabling, Miss Christine Petersen Christine.Petersen@education.wa.edu.au who will link you to the most suitable support. by email.

Students with Additional Funding – the Learning and Curriculum Support Unit

The Resource Unit focuses on students with specific conditions that have been identified and diagnosed and that **severely** impact on participation in the standard curriculum and/or on the students' achieving their academic potential. These students are usually allocated additional funding after making an application for an **Individual Disability Allocation**. There are eight categories of eligibility and these require specific assessment or diagnosis by relevant specialists, against stated criteria.

- Autism Spectrum Disorder
- Deaf and Hard of Hearing
- Global Development Delay
- Intellectual Disability
- Physical Disability
- Severe Medical Health Condition
- Severe Mental Disorder
- Vision Impairment

In some cases, students identified as likely to be eligible for funding and who are judged to be at severe risk will be included while their case is investigated. Eligibility is verified by the *Disability Resourcing* Branch of the Department of Education to ensure that the diagnoses comply with criteria and standards of the Department of Education. Some of the eligibility categories are resourced for a stipulated time.

Assessment and Reporting

The Year 7-10 Assessment and Reporting policy has been developed so that students, parents and staff are aware of their responsibilities in the assessment and reporting process. It is important that we work as a team to ensure all students are able to achieve their personal best.

All students and parents are encouraged to read this policy on our website:

<https://www.willettonshs.wa.edu.au/assessment-and-reporting-lower-school/>

ENGLISH

ENGLISH LEARNING AREA

Year Level Description

The Western Australian English curriculum is built around the three interrelated strands of language, literature and literacy. 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.

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. Students develop their understanding of how texts, including [media texts](#), are influenced by [context](#), purpose and [audience](#).

Students [create](#) a range of imaginative, informative and persuasive [types of texts](#), for example narratives, procedures, performances, reports and discussions, and continue to [create](#) literary analyses and transformations of texts.

There are 10 summative, Common Assessment Tasks for all students to complete, and teachers will provide formative assessment tasks to facilitate students' grasp of English skills and concepts.

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

LANGUAGES LEARNING AREA

This course is essential for eligible students from a non-English language background. Enrolment is made in consultation with the teaching staff.

English as an Additional Language/Dialect courses are designed to enhance the acquisition of standard Australian English for students who come from non-English speaking backgrounds.

The course uses the contexts of:

Listening	Speaking	Reading/Viewing	Writing
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EALD covers a wide range of genres while focusing on the language needs of individual students. It supports language used in other subject areas and helps to prepare students to succeed in academic study in senior school and in post school opportunities.

The course develops knowledge of vocabulary and correct use of English grammar. It examines cultural contexts and fosters cross-cultural understanding in the context of school subjects and everyday life, as well as encouraging the student's confidence in spoken English. The course seeks to prepare students to succeed in academic study.

All courses are flexible to cater for the individual needs of students. The maximum class size is 12, enabling individual attention. Eligible students intending to gain tertiary entry are greatly advantaged by participating in this course for at least Years 7, 8, and 9.

HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences 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 Western Australian Geography Curriculum. An examination of past cultures including belief systems will be the main focus in Term 2. A dedicated study of History from c.650 CE to c.1750 CE, as part of an expansive chronology helps students understand broad patterns of historical change. Term 3 will cover aspects of democratic processes, social justice and citizenship. During Term 4 students 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.

COURSE STRUCTURE

The Year 8 curriculum covers the following modules.

Term One

MODULE 1

Landforms and Landscapes

Reshaping Nations (Geography & Earth and Environmental Services)

Term Two

MODULE 2

The Ancient World to the Modern World (History)

Depth Study 1: Western and Islamic Worlds – Medieval Europe

Depth Study 2: Investigating the Black Death in Asia, Europe and Africa

Term Three

MODULE 3

Civics and Citizenship: Democracy and law in action (Politics and Law)

Term Four

MODULE 4

Australian Market Systems & Work (Economics and Business Studies)

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 ethical use of the internet. Writing skills such as sentence construction and paragraphing are also taught. Students will also be presented with opportunities to enter national competitions and participate in a catapult making competition.

In Year 8 students study a common course with only the Gifted and Talented and the Modified programs differentiated for Semester 1 and 2.

MATHEMATICS

The Western Australian Year 8 curriculum is organised around the interaction of three content strands and four proficiency strands. The proficiency strands are:

- Understanding
- Fluency
- Problem Solving and
- Reasoning

These indicate the approach 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:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Number and Algebra are developed together as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers.

Students

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

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. 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. Students;

- investigate properties and apply their understanding of them to define, compare and construct figures and objects
- learn to develop geometric arguments
- make meaningful measurements of quantities, choosing appropriate metric units of measurement
- build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. Students

- represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data
- assess likelihood and assign probabilities using experimental and theoretical approaches
- 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.

Students will have progressed at different rates in Year 7 and in Year 8 the Mathematics programs are expanded to cater for this. They will be allocated to pathways based on their level of performance in Year 7 and on the teachers' judgements of their mathematical development.

Students have the opportunity to participate in the Australian Mathematics Competition (AMC) and the International Competitions and Assessments for Schools (ICAS).

SCIENCE

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 study cells as the basic units of living things and the specialised functions of the subsystems in multicellular organisms.
- Chemistry: Students develop an understanding of states of matter, elements, compounds and mixtures, and explore chemical changes.
- Physics: Students study heat as a form of energy, how heat is transferred and how this transfer can be maximised or minimised in real world situations.
- Earth and Space Science: Students study the geology of rocks and their various types as well as how mineral bearing rocks are located and mined for the benefit of our society.
- 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.

Extension Science

Students may apply to participate in the Year 8 Extension Science Program. A selection process is undertaken, based on student performance in the Year 7 Science course as well as performance in a qualifying test. Selected students will study the common course, and undertake an extended investigation and participate in BHP-Billiton, STAWA and other science competitions.

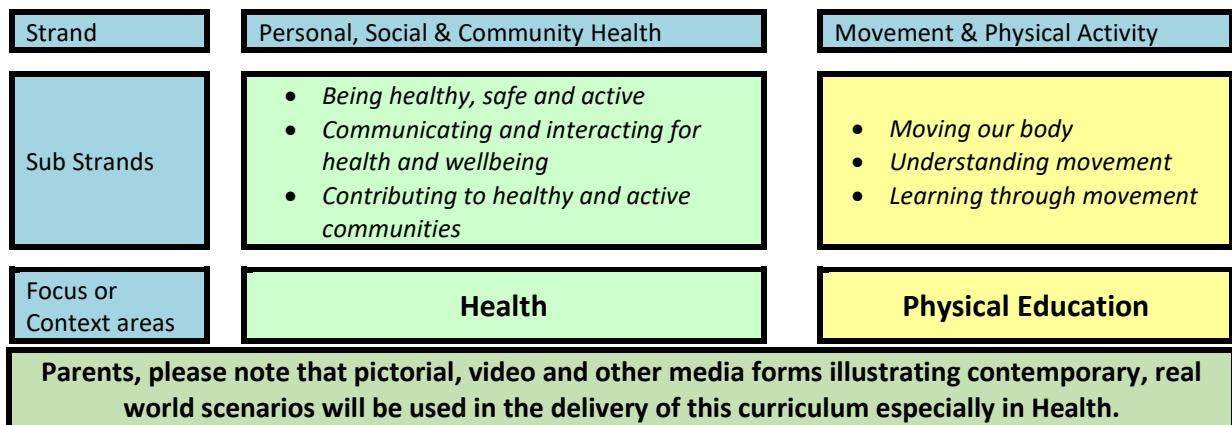
HEALTH AND PHYSICAL EDUCATION

Year 8 Health and Physical Education General

Health and Physical Education has two streams available to Year 8 students: General and Specialist Basketball.

This course of study involves two hours of physical activity and one hour of Health each week. It teaches students how to enhance health, safety, wellbeing and participation in physical activity in varied and changing contexts.

The Health and Physical Education learning area is delivered in two key strands and a number of sub-strands.



The contexts or focus areas that provide the breadth of learning may include:

Health Provisional Grade not awarded Semester 1 Final Course Grade awarded Semester 2	Physical Education Provisional Grade awarded Semester 1 Final Course Grade awarded Semester 2
Themed sessions related to: Body Image Bullying & Cyber-bullying <ul style="list-style-type: none">Investigate the impact of all types of mediaDevelop skills to evaluate health information and express health concerns	The contexts for physical activities are: <ul style="list-style-type: none">AthleticsAthletics carnivalsSwimming carnivalsFitness TestingBasketballSofcrosseSoccerCricketTBallTennisBadmintonNetballBody & Game CombatBody PumpBoxingSpeedballFitness Circuits
Fitness Principles Nutrition <ul style="list-style-type: none">Evaluating the nutritional and monetary value of food choicesRole of nutrition in overall healthThe benefits of being physically activeTraining principles to maintain fitness	
Risk Taking: Cannabis and Alcohol <ul style="list-style-type: none">Drug awareness with an emphasis on cannabis and alcoholMaking informed decisions on the use of cannabis and alcohol	
Personal Safety Practices & Risks <ul style="list-style-type: none">Planning for personal safetyLooking at strategies students can use in emergencies and the use of safe practices Disabilities <ul style="list-style-type: none">Examining common disabilities and attitudes towards theseValue of diversity and promotion of inclusivity	These activities link to: <ul style="list-style-type: none">Challenge and adventure activitiesGames and sportsLifelong physical activitiesRhythmic and expressive activities

YR 8 Specialist Basketball

The application and selection process requires prerequisites

- a basketball skills and strategies assessment,
- the ability to maintain a high level of fitness matching WSHS Basketball standards, and
- an assessment of attitude and academic achievement.

The program has a strict code of behaviour and academic standard requirements. Students must fulfil these requirements each year or risk the chance of being withdrawn from the program. For those students not selected into the program at their first try, trials are conducted early each year for the following year. A prospectus for application can be obtained from the school website at <https://www.willettonshs.wa.edu.au/basketball/>

How are students assessed?

Students will be awarded multiple grades that encompass Health Education, Basketball Enrichment, Fitness and Basketball Specialist components of their offerings at the end of each year. Middle of the year grades are ONLY an indication of achievement at that time and NOT the final result. Health does not report a provisional mid-year grade.

Subject Description

These students participate in all focus areas of the Health course and their practical Physical Education component is modified to reflect a significant amount of Basketball. They undertake four hours of Physical Activity predominately in a Basketball context and one hour of Health per week.

In Year 7 – 10, they will also be involved in a program to outline key concepts required to be successful as a Basketball athlete and beyond through the Basketball Enrichment program.

Health	Basketball	Physical Education
As per the Year 8 Health and Physical Education General course These activities also link to the Australian & Western Australian Curriculums	Specific Sport related areas to: <ul style="list-style-type: none">• Skills• Match play• Game Analysis• Player Analysis• Sport Psychology• Sports Nutrition• Fitness Testing• Strength and Conditioning• Injury Prevention• Basic Coaching	Themed sessions related to: <ul style="list-style-type: none">• Athletics• Cross Training: Involves multiple sports & fitness training• Athletics and Swimming carnivals <p>These activities link to the Western Australian Curriculum</p> <ul style="list-style-type: none">• Challenge and adventure activities• Games and sports• Lifelong physical activities• Rhythmic and expressive activities
<p>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.</p>		

DESCRIPTIONS OF SEMESTER LENGTH COURSES

THE ARTS

The Arts are central to the lives of young people.

The Arts

- bring people together in a natural form of expression
- is universal in its communication
- provides a means of expressing ideas and emotions through using sounds, images, words and movement in a way that enhances and entertains our society
- provides an arena for fostering creativity
- helps students develop critical intellectual skills and processing
- prepares our students for the 21st century.

Students are required to select a course from each of performance and visual arts.

PERFORMANCE ARTS

Dance (08ADA)

There is an emphasis on musical theatre and contemporary dance, including other dance genres such as hip hop and jazz styles. Students further develop their dance skills to explore the technical aspects of different dance styles. Students are given opportunities to present dance to an audience, further developing their performance skills of retention and clarity of movement, projection, focus and expression. In class discussions and viewings of dance works on how dance communicates meaning and how dance genres/styles differ. This will encourage reflective responses and appreciation of the design elements used in staging a dance work. Students are required to attend all classes appropriately dressed and occasionally complete written work.

Dance for Boys (08ADB)

This course is specifically designed for the male dancer. Students, with the help of specialist teachers, learn street dance, hip hop and other forms of movement. Skills learned in this course enhance performance in all other physical activities. Students are required to attend all classes appropriately dressed and occasionally complete written work. They may be required to attend some rehearsals and/or performances out of school hours.

Drama (08ADR)

While some students intend to make a career in drama related fields, many participate in drama for enjoyment and satisfaction. Students experience the pleasure that comes from developing personal skills, knowledge and understandings that can be transferred to a range of careers and situations. In the Year 8 Drama course, students gain important drama skills integral to the performing arts such as mime, soundscapes, physical theatre, improvisation, small scripts and a themed based performance with selected groups performing in a night time showcase. Importantly, the course is excellent in extending personal expression and enhancing creativity, confidence and self-esteem.

Music (08AMU)

Prerequisite: Year 7 Music or approval by Music staff.

Students taking this course must select both the Semester 1 and Semester 2 units. The course is delivered through a range of fun and creative activities, building skills in music theory, appreciation, composition and aural training. A variety of musical genre are studied.

Students learning an instrument through the IMS/Instrumental Music School Services program need to fill out the required information on the Elective Enrolment form. Instrumental instruction is for up to 30 minutes per week on a rotating basis during school hours. Students who are learning an instrument privately may also enrol in these courses. The IMS program runs from Year 5 to Year 10 and students are expected to continue at least until the end of Year 9. Year 8 students may be allowed to discontinue their commitment in exceptional circumstances only.

All students are expected to participate in an ensemble group: Senior Concert Band, Junior Concert Band, String Ensemble, Guitar Ensemble, Percussion Ensemble, Contemporary Guitar Ensemble, Choir or Jazz Band. Some students may be invited to be involved in more than one ensemble.

Piano Keyboarding (08APK)

This course is practical and flexible to meet the needs of students of varied musical backgrounds. No previous experience in playing a musical instrument is necessary. Beginners are definitely catered for and students learn to play a variety of pieces. This course provides an excellent opportunity for students to learn an instrument without having to select the class music course. The piano keyboarding class runs for a semester and counts for only one elective choice.

VISUAL ARTS

Art: Discovering Art (08AAR)

(Not to be chosen by Art Extension students)

This course continues to develop skills and explores new areas studio such as acrylic painting, relief print making and sculpture. Students complete a range of fine art projects and study the art in our society to enhance the production of their work.

Craft: Discovering Craft (08ACR)

Inspired by the natural world, Students continue to develop skills and techniques through a variety of projects in clay and textiles. After a process of design development, they create functional items for themselves or as gifts.

Drawing (08ADW)

Students explore and draw their world through the eyes of an artist as they learn new skills such as shading, perspective, proportion and design. Students record studies of plant and animal life, their neighbourhood, favourite food, and family or friends with new techniques and a wide range of both wet and dry drawing materials. If students hope to become architects, fashion designers, illustrators or even computer designers, the ability to draw by hand is rewarding and useful.

Media Studies (08AMS)

Year 8 Media expands upon the skills developed during the Year 7 course by working with modern marketing techniques. Online advertising campaigns are examined and built from the ground up. Following this, there is a strong focus on improving visual productions. This allows students to study the techniques used by professional film makers and provides a substantial beginning to the development of high level performance in media production.

LANGUAGES

The specific language course is selected by the students.

Students are required to continue study of the language they studied in Year 7 if that was French, Italian, Japanese or Korean. New students will be advised individually on what course is suitable for them. The language program allows interested students to continue language studies in Years 10, 11 and 12.

French (08LF)

Students studying French in Year 8 explore French youth culture, trends and traditions, and comprehend and communicate in French language through various means.

The focus for Year 8 is living and travelling in France. We discover our town or suburb and also identify places and familiar surroundings. We also learn about the habitats of wild animals and discuss food and drink.

Italian (08LI)

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

The focus for Year 8 is living and travelling in Italy. We discover our town or suburb and make comparisons with regions in Italy, including food, drink and specialty stores.

Japanese (08LJ)

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

The focus for Year 8 is travelling to Japan and the places we live. We discuss weather and seasons, Japanese homes and our local neighbourhoods.

Korean (08LK)

Students studying Korean in Year 8 will explore Korean culture and traditions, as well as begin to comprehend and communicate in Korean through various means.

The focus for Year 8 is travelling to Korea and the places we live. We discuss weather and seasons, Korean homes and our local neighbourhoods.

TECHNOLOGIES

The Technologies learning area draws together the distinct but related subjects of Design and Technologies (which includes Home Economics) and Digital Technologies, which includes Computing, Design and Multimedia.

Participation in Technologies ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. The introduction of digital technologies provides new ways of thinking, collaborating and communicating for people of all ages and abilities. This learning area provides opportunities for students to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

Students are required to select one subject from Design and one from Digital.

DESIGN AND TECHNOLOGIES

Digital Graphics (08TDG)

Digital Graphics gives students the opportunity to learn techniques used by professional graphic designers and computer artists. Students become skilled in the use of Adobe Creative Suite. They use Photoshop, Illustrator and In Design to explore computer based drawing, digital development and enhancement of their own photographs and the principles of layout and design for print and digital publication. After mastering some basic skills, they pursue their own ideas through individual projects. Students learn computer skills which optimise the appearance of school projects completed on the computer and have the opportunity to explore the potential of graphic design as a future career.

Food for Me (08TFM)

Preparing and cooking food is a fun activity. Food for Me provides students with the opportunity to develop the skills to make informed food decisions and to use a wide range of equipment and skill. Students prepare a wide range of dishes using a variety of cooking techniques. Practical activities cover the preparation of snacks and simple meals such as beverages, breakfast, lunch and dessert as well as cooking for special occasions. The fee covers ingredients, the workbook and use of protective clothing. Students can supply containers to take their food home.

Metals Engineering (08TME)

Students learn processes and develop skills in a variety of metalwork contexts. They use hand skills and machinery to make interesting models, using a variety of materials including brass, steel and aluminium. Students are encouraged to think for themselves and incorporate an amount of personal design into set projects.

Textiles (08TTT)

Year 8 Textiles is a practical course aimed at developing knowledge and skills through a variety of textile based projects. This course gives students the opportunity to explore textile and fabric construction methods to learn how materials sit, stretch and tear. This is used in designed creations. In Year 8 Textiles, students operate a range of sewing equipment to produce a variety of personalised creative textile products with appealing embellishments. Students learn the skills to renew old tired garments in the wardrobe into the latest fashionable items found on a catwalk.

Woodwork (08TWW)

Woodwork is a fun and exciting course where students learn to use hand and power tools. They learn about the properties of wood through interesting activities and construct projects using a variety of materials including wood and plastic. Students discover the technology process and use this to design their own projects.

DIGITAL TECHNOLOGIES

There is a single Year 8 course in Digital Technologies and it is allocated to all students with the exception of the Computer Specialist cohort.

Digital Technologies (08TDT)

This course provides *all* Year 8 students with the experiences necessary to meet the compulsory requirements of the WA Digital Technologies Curriculum. This course follows on from the compulsory Year 7 Digital Technologies Course (Programming for Pups).

The major components of this course deepen the students' understanding of computer science concepts in the areas of coding, networking security, data acquisition, representation & manipulation. This also includes using binary notation to represent, text, graphics and audio phenomena.

Students extend their programming capabilities using the Python, script-based environment, enabling them to address more complex problems and explore a wider range of data structures.

These experiences provide the foundation for further study in the Digital Technologies field in Years 9 and 10 and ultimately for the study of ATAR Computer Science in Years 11 and 12.