



SWAN VALLEY
ANGLICAN COMMUNITY SCHOOL

YEAR 8

**COURSE
HANDBOOK**

2027

Learners Today, Leaders Tomorrow

At **Swan Valley Anglican Community School**, our mission is to inspire our students to be the best they can be whatever pathway they choose.

Our Learner Profile

In an ever-changing world, we strive to develop aspirational and accountable young people within a culturally aware environment.









Each child is known and inspired to approach learning in ways that promote curiosity, creativity, collaboration and independence.


Each child will pursue a learning journey in which individual perspective and voice is valued.

Our students will be:

OUR LEARNER PROFILE

We are:

			
ACCOUNTABLE	ASPIRATIONAL	COLLABORATIVE	CREATIVE
			
CRITICAL THINKERS	INCLUSIVE	REFLECTIVE	RESILIENT


SWAN VALLEY
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2027 YEAR 8 COURSE HANDBOOK

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YEAR 8

The Year 8 Curriculum at Swan Valley Anglican Community School is developed from the Western Australian Curriculum. The Western Australian curriculum prescribes the content and achievement standards. This is used to plan authentic and meaningful learning experiences to prepare students to be future ready. Assessment of student progress is conducted through the provision of varied assessment tasks appropriate to interests, learning preferences and readiness.

SUMMARY OF YEAR 8 SUBJECTS

Subject	Length of Study
English	Full Year
French: Second Language	Full Year
Health Education	Full Year
Humanities and Social Sciences	Full Year
Mathematics	Full Year
Physical Education	Full Year
Religious Education	Full Year
Science	Full Year
<u>Technologies</u> Digital Technologies Food Woodwork and Metalwork Textiles	One subject each Term
<u>The Arts</u> Dance Drama Music Visual Arts	One subject each Term

SUBJECTS

ENGLISH

In the Year 8 English course, students are immersed in the study of a variety of texts ranging from the distant past to the contemporary world. Throughout the year, they will continue to develop and refine their reading, writing and oral communication skills, while exploring their place in the world and engaging with issues that shape and challenge modern society. Students will study an increasingly complex range of text types, including novels, myths and legends, documentaries, Aboriginal poetry, plays, short stories and feature articles. They will strengthen their comprehension skills by learning to read, view and respond to texts with greater depth and critical awareness. In addition, students will further develop their ability to write for a variety of purposes and audiences, producing texts such as essays, short stories, picture books and multimodal presentations.

You will learn:

- How to read and interpret various text types
- Consideration of various representations of historical, cultural and social contexts
- Analysis of how images, vocabulary choices and language features work to create meaning
- To amend and experiment with grammar for precision and effect
- How to evaluate and integrate ideas and information from texts to form independent interpretations
- Comprehension strategies to interpret and analyse texts
- How to structure various textual forms for an intended audience, purpose and effect
- Verbal and non-verbal presentation skills.

Types of Assessments:

- Multimodal presentation
- Picture Book
- Narrative
- Poetry
- Short answer comprehension responses
- Essay
- Drama creative and performance.

FRENCH: SECOND LANGUAGE

This course offers students the strategies and skills to maintain and extend written and communication skills and expand vocabulary through a variety of themes. These themes incorporate the diversity within the French language community and allow you to apply rules and patterns when given longer texts to read and write.

You will learn:

- The Individual: Self Image, Communicating with New People, Home and Family
- The French Speaking Communities: French Food, Eating out and Shopping, School Life
- The Changing World: How do the French Communicate Now, The Use of Technology.

Types of Assessments:

- Quizzes
- Listening
- Speaking
- Multiple choice
- Reading
- Role play
- Education Perfect
- Class presentations
- Group work
- Food and cooking.

HEALTH EDUCATION

Health Education is a subject relevant to all students as they learn the knowledge and skills they need to live their best lives possible. In Year 8, the key focus is on the four units: Respectful Relationships, Bullying, Drug Education & Health Promotion. Each of the units encourages students to reflect on their personal behaviours and understand how it can impact their health and those around them. The skills you will learn allow you to make informed decisions that benefit health and the communities with which you associate.

You will learn:

- To cope with the changing relationships in your lives including how to recognise good relationships that promote positive wellbeing
- The detrimental impacts of bullying and how to be an 'upstander' to tackle bullying
- Other cultures and the impact that background can have on health and wellbeing
- How to support those around you who may be going through a challenging time
- Health promotion activities that can benefit your communities
- Concepts of gender, physical changes and sexuality to better understand your own personal identities and accept those around you
- Why young people choose to use and not to use drugs and key harm minimisation strategies associated with drug use including refusal skills.

Types of Assessments:

- In-class tests
- Health Promotion project.

HUMANITIES AND SOCIAL SCIENCES

In Civics and Citizenship, students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy, including the election process.

In Economics and Business, the concept of markets is introduced to further develop students' understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Students consider the influences on the way people work and explore the factors that influence people's financial decision-making.

In Geography, the concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

In History, students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the medieval period into the modern period. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of conflict, revolution and technological advancement.

You will learn:

- Critical thinking and skill application, including questioning, researching, analysing, evaluating, communicating and reflecting
- How to apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary
- How to determine usefulness of primary and/or secondary sources for a purpose. When interpreting sources, students identify their origin and purpose, and distinguish between fact and opinion
- To construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources
- To interpret information and/or data to identify points of view/perspectives, relationships and/or trends, and to sequence events and developments
- How to draw simple evidence-based conclusions in a range of contexts
- To use subject-specific terminology and concepts, provide evidence from a range of sources to support conclusions, and acknowledge these sources.

HUMANITIES AND SOCIAL SCIENCES CONT.

Types of Assessments:

- Investigation/Inquiry
- Data analysis and short answer – source analysis, mapping
- Multimodal presentation
- Extended Response/Essay.

MATHEMATICS

In Year 8 Mathematics, students work with a wider range of numbers, including fractions, percentages, ratios, rates and simple irrational numbers like $\sqrt{2}$. They learn to calculate more efficiently and use proportional reasoning to solve real-life problems. Their algebra skills also develop as they use number properties and operation laws to work with more abstract ideas.

Students apply mathematical language and reasoning to geometry and measurement, including congruent shapes, time zones, circles and Pythagoras' theorem. They explore the properties of quadrilaterals and use formulas for area, perimeter and volume. In statistics and probability, students investigate chance events, create sample spaces and run simulations. They also learn to interpret graphs and tables, compare different data sets and understand how data can vary.

You will learn:

- Rates, Ratios and Percentages
- Index Laws
- Financial mathematics, including Profit and Loss
- Algebra, including expanding and factorising expressions
- Linear equations and linear graphs
- Measurement, including time, perimeter, area and volume
- Transformations
- Pythagorean Theorem
- Statistics and graphical representations of data
- Chance, including complementary events and two-stage events.

Types of Assessments:

- Class activities
- Investigation
- Tests.

PHYSICAL EDUCATION

Physical Education in Year 8 provides students with an understanding of the skills needed for confident participation in sporting activities. It will take a 'Game Sense' approach to give students opportunities to develop their knowledge and skills in a range of sports. You will focus on developing strategic awareness, based on performance in structured game play.

This program is designed to complement the Co-Curricular and Inter-House sports programs. The Game Sense approach allows the students to engage in decision making, within sports that are grouped according to net/wall (eg tennis, volleyball, badminton), striking sports (eg softball, cricket), invasion games (eg netball, football, ultimate frisbee). It will also include individual carnival sports (eg cross country and athletics). The aim of the course is for you to achieve a level of competence and understanding that you may participate in various sports at the interschool, inter-House or social game level, and that you maintain an involvement in regular physical activity upon leaving school.

You will also be given understanding of basic scientific principles such as linear and angular motion and ways to improve performance outcomes. In competitive contexts, students participate ethically and implement simple tactical responses to achieve an intended outcome.

You will learn:

- Practical skills in a range of sports
- Basic biomechanical principles such as linear, angular and general motion
- Simple tactical responses to improve team performance
- Cooperation and teamwork
- Rules of game play in various sports
- Application of fair play and ethical behaviour.

Types of Assessments:

- Skilled performance
- Strategic awareness
- Participation and interaction.

RELIGIOUS EDUCATION

Religious Education is a compulsory academic subject designed to be an engaging and intellectually stimulating program that nurtures students spiritually. The Religious Education classroom is an environment in which you are encouraged to investigate, learn, question, debate, and reflect on the truth-claims and truth-content of both religious and secular thinking.

You will learn:

- The Bible and Christian Beliefs - Christian Beliefs and how they shape how Christians live and worship. The Sacraments and the ritual of Holy Communion
- World Religions - their customs similarities and differences
- Meditation Prayer and Worship - to develop a capacity for spiritual sensitivity and growth through an understanding and appreciation of the value of silence, meditation, worship, and prayer.

Types of Assessments:

- Tests
- Infographic
- Stimulus Response
- Class participation and discussion.

SCIENCE

In Year 8, students are introduced to cells and explore specialised flowering plant and vertebrate systems. They are also introduced to the structure of atoms and use representations to distinguish between elements and compounds. They classify elements as metals and non-metals based on their physical properties and distinguish between physical and chemical changes. They continue to develop a view of Earth as a dynamic system, exploring the interactions between processes occurring at plate boundaries and the rock cycle and how these processes explain patterns of change on Earth. They use physical properties to classify rocks and minerals and examine how properties of rocks reflect their formation and influence their use. They classify different forms of energy as kinetic or potential and represent energy transfer and transformation in simple systems. They explore in more detail how heat is transferred and electrical energy is transferred and transformed.

You will learn:

Biological sciences

- Cells are the basic units of living things and can be viewed with a compound microscope; animal cells have specialised structures and functions, including the cell membrane, cytoplasm, nucleus and mitochondria; plant cells have specialised structures and functions, including the cell membrane, cytoplasm, nucleus, mitochondria, cell wall, chloroplasts and large vacuoles.
- Flowering plant and vertebrate systems carry out specialised functions that enable them to survive and reproduce, including systems for gas exchange, transportation of materials around the organism and reproduction.

Chemical sciences

- Matter is composed of atoms which contain protons, neutrons and electrons; matter can be classified as elements or compounds which can be compared using different representations, including symbols, formulae and models.
- Elements of the periodic table can be classified as metals and non-metals based on their physical properties.
- Changes to substances can be classified as physical or chemical; chemical changes involve the formation of new substances.

Earth and space sciences

- The theory of plate tectonics explains global patterns of geological activity, including the formation of features at divergent, convergent and transform plate boundaries
- Rocks are composed of minerals; the key processes of the rock cycle are involved in the formation of igneous, sedimentary and metamorphic rocks; the properties of these rocks reflect their formation and influence their use
- Minerals can be classified using physical properties, including colour, streak, lustre, transparency, hardness and cleavage; useful resources can be extracted from minerals.

SCIENCE CONT.

Physical sciences

- The different forms of energy can be classified as either kinetic or potential energy; energy transformations and transfers cause change within systems.
- Heat is transferred by conduction in solids, convection in liquids and gases, and radiation in all states; heat can be reflected and absorbed.
- The flow of electricity through a circuit is affected by the type of circuit; a load placed in a circuit transforms electrical energy into other forms of energy; safety switches and circuit breakers are devices installed in buildings to protect people and electrical systems.

Types of Assessments:

- Understanding and content. Theory tests and research application
- Investigative skills. Practical tasks, procedure given
- Investigative tasks: procedure guidance.

TECHNOLOGIES

DIGITAL TECHNOLOGIES

This course focuses on developing students' understanding and skills in computational thinking, such as decomposing problems, and engaging with a wider range of information systems as they broaden their experiences and involvement in national, regional, and global activities. Through addressing all the components of a family holiday including budgeting and the itinerary, you will develop skills in a range of computer programs including Word, Excel, and PowerPoint.

Students investigate the properties of networked systems and their suitability and use for the transmission of data types. You will acquire, analyse, visualise, and evaluate various types of data, and the complexities of storing and transmitting that data in digital systems. Students will address programming issues with Java Script and SCRATCH programs.

You will learn:

- Digital Systems
- Representation of Data
- Calculation using Binary Numbering
- Collecting, managing and analysing data
- Digital implementation
- Investigation, defining and designing
- Producing and implementation
- Evaluating
- Project management.

Types of Assessments:

- Written responses
- Self-guided tutorials
- Practical
- Production.

TECHNOLOGIES: Food

This course will equip you with the knowledge and skills to deepen your understanding of food, safety, and hygiene. Throughout the term, we will explore the impact of food on our bodies by introducing nutrition principles. Building on the practical skills learned in Year 7, you will expand your repertoire to include new techniques and diverse types of food preparation. You will also learn about Food Science Principles that are applicable to everyday life. In a safe kitchen environment, you will investigate, design, and evaluate food dishes while working in small groups. Each week, you will engage in both theory and practical sessions, preparing food items for special occasions like Mother's and Father's Day. Additionally, you and a partner will complete a design brief task where you will "Build a Burger."

You will learn:

- Food Safety and Hygiene
- Nutrition – Impact on our food choices
- Food Preparation Methods and Techniques
- Australian Food Models
- Food presentation.

Types of Assessments:

- Production
- Visual representation (design)
- Written tests
- Project management.

TECHNOLOGIES: Woodwork and Metalwork

The focus of this course is production experience. Students work with a variety of materials, including wood and metals. You will develop safe working practices with hand tools, power tools and some larger machines. The major project for Woodwork is a storage rack, requiring design input from the students. Sheet metal and fabrication is the focus for the Metalwork component of the course. You will complete a production journal to document your work in the areas of design, investigation and evaluation.

You will learn:

- Safety procedures
- Project design and evaluation
- Time management
- How to use hand tools such as tenon saws, chisels, files, measuring and marking tools
- How to operate power tools such as sanders, cordless drills, scroll saws and the spot welder
- How to operate machinery such as the disc sander, wood lathe and drill press
- Welding techniques such as the Spot Welder for sheet metal
- Computer numerically Controlled (CNC) operation such as the laser cutter.

Types of Assessments:

- Visual representation (design)
- Investigate/Ideate
- Production
- Portfolios and work samples
- Evaluating
- Project management.

TECHNOLOGIES: Textiles

In Textiles, students have opportunities to use design and technologies knowledge and understanding, processes and production skills. Students continue to grow and development techniques using the sewing machines, overlockers and other equipment to produce garments and unique products, taking into account the economic and environmental impact of using textiles. You will explore the properties, characteristics and use of material for sustainable living and enhance your creative skills. You will work independently and collaboratively and have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. Students identify and establish safety procedures that minimise risk and manage projects. You will learn to transfer theoretical knowledge to practical activities.

You will learn:

- Techniques to use equipment such as the sewing machine and overlocker
- Construction of a machine stitched project
- Working safely and efficiently – time management
- Fibres, fabrics and sustainability
- Aesthetics and functional features of textiles
- Using design processes.

Types of Assessments:

- Visual representation (design)
- Investigate/Ideate
- Production
- Portfolios and work samples
- Evaluating
- Project management
- Written tests.

THE ARTS

DANCE

In Year 8 Dance, students continue to use improvisation skills to build on their movement vocabulary. They choreograph dances using the elements of dance (BEST) and choreographic devices for a purpose. They further develop their dance skills to explore the technical aspects of different dance styles such as hip hop and cultural dance. 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. They discuss how dance can communicate meaning and how dance genres/styles differ.

You will learn:

- Improvisations skills
- Use of the elements of dance to develop choreography
- Choreographic devices (unison, canon, repetition and abstraction) and choreographic structure (narrative, binary) to create dance that communicates intent
- Group work practices
- Skills and technique in hip hop and cultural dance genres
- Safe dance practice
- Techniques that focus on developing retention of movement and performance skills (expression, projection, focus)
- Reflective processes using dance terminology to discuss design concepts (lighting, music/sound, multimedia, costume, props, sets, staging)
- Differences in dance genres/styles and eras of dance.

Types of Assessments:

- Technique performance
- Group composition performance
- Reflection.

DRAMA

As students enter Year 8 Drama, they will further explore the intricate layers of production and performance. A particular emphasis is placed on the style of Realism in drama. Drawing from their Year 7 experiences, students are encouraged to delve into the roles that shape a theatre production, from the spotlight of an actor to the behind-the-scenes roles that bring stories to life.

Beyond classroom lessons, you have the chance to participate directly in drama productions. This hands-on experience allows you to immerse in the various stages of a theatrical production, from conceptualization to performance.

You will learn:

- The techniques and conventions of Realism and Melodrama in drama
- The art and science of stagecraft, understanding the stage space, its components, and its significance
- Vocal and movement techniques that support realistic character portrayal
- The intricacies of set, costume, sound, and lighting design – and how each contributes to the Realism style
- Script analysis with a focus on Realism, delving deep into scene interpretation and character development.

Types of Assessments:

- Production role assessment
- Written reflection.

MUSIC

Year 8 Music continues to emphasize hands-on musical experiences and developing creative talents. Building on the foundations from Year 7, students further enhance their musicianship by delving into more advanced practices inspired by both contemporary and community artists. Instruments such as the guitar, bass, keyboard, and drum set are explored in more depth, along with a more intricate understanding of music technology.

Beyond the core classroom program, you will have the option to delve deeper into their musical interests by enrolling in the instrumental program. Here, you can choose to learn a specific instrument, or receive specialized vocal or composition lessons. Each session is one-on-one, conducted by an experienced tutor. For further information, visit the SVACS website or reach out to the Music department.

You will learn:

- How to read Chord Charts
- Techniques to accompany vocalists using instruments like Bass, Guitar, Piano, and Drums
- Proficiency in using session mixers for group rehearsals and recordings
- The ability to craft original beats, melodies, and accompaniments using digital audio workstations.

Types of Assessments:

- Instrumental Skills
- Music Production
- Group Rehearsal Techniques.

VISUAL ARTS

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. You will create 2D and 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. You will 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.

You will learn:

- The Design Process- Brainstorm, Research, Design, Refine, Make, Evaluate
- Maintenance of a Visual Arts Folio to display the above design process
- Exploration of a variety of media and materials to understand how they can be applied to a variety of art forms
- Working safely and efficiently – time management
- Elements and Principles of Art to create a composition
- Use of visual art language (elements and principles of art), visual conventions and art terminology to respond to artwork.

Types of Assessments:

- Folio
- Skill building activities such as drawing, painting & printmaking skills
- Final resolved studio artwork
- Image analysis – Short answer response.