



# Year 8

# Handbook

# 2021



TRINITY AVENUE, EAST PERTH, WESTERN AUSTRALIA  
[www.trinity.wa.edu.au](http://www.trinity.wa.edu.au)

## INTRODUCTION

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Trinity College has its origins in Christian Brothers' College, St George's Terrace, Perth founded by Bishop Mathew Gibney and Brother Ambrose Treacy in 1894. From the beginning, both boarders and day students were enrolled, but as the business section of the city expanded, the site became increasingly unsuitable for a boarding school. In 1938, the boarders were transferred to Mount Henry, Manning, to found Aquinas College.

Christian Brothers' College continued as a day school until 1961 when the buildings and land were purchased by the Perth City Council. The College was then transferred to its present location in 1962, and renamed Trinity College.

In 1968 Trinity became a member of the Public Schools' Association of Western Australia.

Trinity College endeavours to provide a distinctly Catholic environment where the students can form a truly Christian character and where students, parents and teachers can meet in an atmosphere of mutual concern and respect.

## CURRICULUM OVERVIEW

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At Trinity College Year 8 students study a number of compulsory or core subjects and have an excellent range of elective subjects from which to choose. The combination of core and elective subjects ideally provide for the interests and academic needs of all students.

CORE SUBJECTS	SUBJECTS BY INVITATION
Religious Education English Health and Physical Education Humanities Mathematics Science	Gifted & Talented Programme FLEX Quicksmart Numeracy Programme Literacy Support (Year Long)
ELECTIVE SUBJECTS	
Applied Information Technology Aquatics 3D Art (Sculpture) Art Art (Year Long) Astronomy Dance Debating & Public Speaking Design Graphics Digital Photography Drama Engineering Fine Art (Drawing & Painting)	Fitness & Health Game Design Green Genius Hour Italian Materials Technology Materials Technology (Year Long) Mathematics Problem Solving Media Arts Music Music (Year Long) Outdoor Education Product Design Programming with Robotics

The elective subjects offered in Year 8 reflects the forthcoming West Australian Curriculum requirements in terms of all students needing to complete a Performance Art, a Visual Art, a Design Technology and a Digital Technology.

# CORE SUBJECTS

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## RELIGIOUS EDUCATION

Religious Education in Year 8 aims to encourage students to find a personal connection with God by enriching their religious knowledge and understanding of the Catholic faith tradition in the spirit of the Edmund Rice charism.

The College follows the Archdiocesan Religious Education programmes as mandated by the Bishops. The four units studied over the course of the year are:

Unit 1: Belonging and Acceptance in Catholic Communities

Unit 2: The Universal Need for God

Unit 3: Creation: God's Original Plan

Unit 4: Growing in the Image of God

The Religious Education learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives.

In Year 8 students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the Mass and the Seven Sacraments.

Assessment is on content and application of this content in the students' context. Reporting is in grades across five outcomes as directed by the Catholic Education Office. Faith is personal and cannot be extrinsically tested, but the content taught in the Religious Education class is supported by the Quest Retreat and the Christian Service Programme. Students attend Mass at regular intervals in the school year.

## ENGLISH

Within the English subject there are two English courses offered in Year 8. The National Curriculum has been fully implemented for both of these English courses.

### English (Mainstream)

Throughout the year, students will study a range of texts, including: novels, autobiographies, infographics, film, and plays. They will write stories, essays and other comprehension responses. They will also complete a number of oral presentations and role-playing tasks. They will explore the coming of age genre, and special attention will be given to a Middle School approach to Shakespeare and his context and narratives. Students will also examine autobiographies and the concept of identity, and visual narratives. All students will take part in a reading programme run in conjunction with the College Teacher-Librarian and undertake spelling and grammatical exercises designed to strengthen their functional literacy.

The subject is a diverse and challenging one that gives all students an opportunity to develop their English skills and knowledge in a supportive and stimulating environment.

### English Course 3

This course is a specially designed subject for students identified as needing extra assistance in English. This supportive and stimulating classroom environment fashions a fully differentiated programme. In any one lesson, students will complete different activities that focus on their individual point of need, their independence and motivation and skill level throughout the year. A student in this programme will gain extra one on one attention to ensure that their development is assured.

Each student's progress is monitored throughout their enrolment in this course and their potential in rejoining English Course 1 / 2 will be revised. Overall, it will seek to provide all of its students with the skills necessary to eventually move into a senior school course appropriate to the abilities and ambitions of the student.

## HEALTH AND PHYSICAL EDUCATION

In Year 8, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as through online environments.

They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information.

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes.

Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion. The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

## HUMANITIES

Year 8 Humanities is delivered within two courses, i.e. Humanities Course 1 / 2 (mainstream), and Humanities Course 3. Students are directed into the appropriate course as a result of their performance in Year 7. The courses cover the same topics, however, assessments and the pace at which the study is undertaken will be modified to suit the learning needs of students in Humanities Course 3.

In Semester One, students will first study pre-modern *History*, with a close examination of Medieval Europe, and the Black Death. Then the focus shifts to *Civics and Citizenship*, where students will be introduced to the freedoms and responsibilities of Australian citizenship, followed by a study of the creation and application of Australian law. In Semester Two, students will begin with an introduction to *Economics and Business* involving a study of core concepts such as consumption, production and the market. Students will also examine landforms, urbanization and migration as part of their study of *Geography*.

Throughout Year 8, emphasis is placed on the development of problem solving skills. Students experience a variety of learning opportunities including mapping, graphing, data interpretation, use of primary and secondary sources and document analysis. The teaching of each topic will incorporate Information Technology in class exercises and research, and there will be a variety of assessment styles used, including written assessments, exams, oral presentations and research assignments.

## MATHEMATICS

The Year 8 Mathematics course is designed to extend student development and understanding of the outcomes relating to Mathematics specified in the Western Australian Curriculum, namely: Number and Algebra, Measurement and Geometry, Statistics and Probability.

Students will also develop skills in problem solving, calculator usage, mathematical projects, competitions and computer aided instruction.

In Year 8 we stream our classes in Mathematics so that students are able to progress and to be challenged in Mathematics at a rate appropriate to their performance and ability. There are four streams. These are: Course 1a, Course 1b, Course 2 and Course 3. The progress of all students will be continually monitored and re-streaming will occur where performance warrants it. The Course 2 and Course 3 classes are designed to help students that have shown us that they have some areas of weakness in Mathematics and we aim, by placing them into smaller classes, to improve their basic Mathematical skills.

See *Appendix A: Senior Secondary Mathematics Pathways*.

## SCIENCE

Students develop further understanding about the process of scientific inquiry and investigation through more complex and challenging activities. High emphasis is placed on the scientific method which engages students through problem solving and teamwork. The Australian Curriculum requires an inquiry-based approach, so opportunities are provided for students to ask questions and try to solve simple problems whilst working to understand the underlying science. More complex ideas such as the hypothesis are introduced to complete their ability to plan, perform and write up an experiment.

An understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence based conclusions is progressively developed.

In addition, students will learn elementary concepts of Chemistry, Physics, Biology and Geology through familiar and relevant real-world contexts. Research skills will be developed through investigations and literature review extracted from the Science as a Human Endeavour strand. At the end of the Year 8 course, opportunities exist for the more able students to proceed to an extension class in Year 9 based on their performance and result. In Course 3, students cover the same curriculum as the other courses, however, the pace of delivery of content is slower and more time is allowed for learning of key concepts. This course also adjusts the curriculum to allow more practise with literacy.

## ELECTIVE SUBJECTS

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### APPLIED INFORMATION TECHNOLOGY

Students develop their computing skills using a variety of software. They acquire skills in the areas of programming, web publishing, multimedia and animation. Students continue to develop their Photoshop skills by creating a range of images and graphics. They are introduced to programming in Python and create websites using HTML 5 and Cascading Style Sheets (CSS3). The terminology they acquire is at a level which will permit them to have an informed view of the present state of computer technology and the likely developments in the future.

### AQUATICS

The Year 8 Aquatics programme is designed to provide students with the opportunity to develop correct stroke mechanics in the four major swimming strokes as well as introducing them to water polo. The programme has the long term goal in mind of providing our students with the opportunity to develop a set of skills that will help them overcome injuries sustained in other sports as well as better equipping them to enjoy the environment which makes up a good part of our culture.

Additionally the students learn all of the skills required for their Bronze Star qualification through Royal Life Saving Western Australia. These are valuable life skills which the students can use in first aid or emergency situations.

## **3D ART (Sculpture)**

Through exploration of a variety of sculptural mediums, techniques and processes, students will develop an understanding of 3-dimensional form and construction. Students will explore creative sculptural activities that encourage personal fulfilment through designing, making and evaluating 3-dimensional artworks. Students will develop an appreciation of their own artwork and that of other artists and cultures. This practical course encourages creativity, innovation and the development of art skills.

## **ART**

This is a practical course which promotes creativity, innovation and the development of skills through art making. The skills-based approach aims to enable students to achieve confidence and expertise with a range of materials and techniques. Students will participate in a range of art activities in a variety of studio areas which may include painting, sculpture, ceramics, drawing, printmaking or graphic design. Students will develop an appreciation of their own artwork and that of other artists and cultures.

## **ART - Year long**

The Year 8 Art course is offered as a year-long elective to provide students with an opportunity to further their art education and broaden and develop their knowledge and skills in the Visual Arts. This is a practical course which promotes creativity, innovation and the development of skills through art making. The course aims to enable students to achieve confidence and expertise with a range of materials and techniques. Students will participate in a range of art activities in a variety of studio areas which may include painting, sculpture, ceramics, drawing, printmaking, or graphic design. Students will develop an appreciation of their own artwork and that of other artists and cultures.

## **ASTRONOMY**

Study in this elective centres on the exploration of other worlds. Students will undertake investigations with their images/data collected through the College's robotic telescope and digitally enhance these images using computer software. In particular, students will replicate solar system bodies such as meteorites, comets, craters and in so doing, understand the important underlying planetary processes in our solar system and beyond. This is a hands-on, activity-based elective that serves as an introduction to Astronomy and Space Science studies for Years 9 and 10.

## **DANCE**

Students will be involved in learning and performing choreography in different dance styles. These will include: Hip Hop, Jazz and Tribal Dance. This subject will allow the students to express themselves through these styles as a class, and in small groups. Students will be required to reflect on their performances as a means to improving their skills.

## **DEBATING & PUBLIC SPEAKING**

Students in this course will develop their skills in both debating and public speaking. Learning the tricks to effective Manner, Matter and Method, students will be given the opportunity to develop their skills in a real world context through participating in debating competitions as well as other public speaking opportunities. This course is not just for students with a passion for debating; it will prove useful for anyone who wants to learn how to work effectively in a team, develop critical thinking skills, learn the power of persuasion, improve their confidence or will one day need to give a 'best man' speech!

## DESIGN GRAPHICS

Design Graphics is an exciting course that develops and prompts independent thinking. It aims at exposing students to the latest technologies involved in the Design Process. This involves researching and producing development sketches and drawings addressing the initial problem outlined in a project brief. These hand drawings and rendering skills consolidate the fundamentals which are underlying in today's digital technology world.

It is a project based course which develops both the imaginative and creative aspects of graphic design and architectural development. Industry standard software will be used to take students' conceptual ideas and produce final design products for presentation.

## DIGITAL PHOTOGRAPHY

This subject is a highly practical course that introduces Digital Photography and Photoshop to students. The course equips students with the core skills required to capture, edit and publish digital photographs to a photo gallery in an electronic portfolio. Students will utilise iPad's along with Digital SLR cameras to capture and create their works. Photoshop will be used to apply various filters and techniques to enhance the visual impact of their images.

## DRAMA

In Year 8, students will be given opportunities to plan, refine and present performances to their peers using processes, techniques and conventions of drama. The course will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles including realism and children's theatre. Students will also be presented with the opportunity to enhance or extend their skills in voice and movement.

## ENGINEERING SYSTEMS

Engineering Systems help students to develop an understanding of technology as it is applied in industry and commerce. Using a problem solving approach the course includes electronics, mechanisms, manufacturing, and robotics with real-life situations being emphasised throughout. This content is taught through a variety of practical projects which will be produced in conjunction with laser and 3D printing devices. The popularity of Engineering at a tertiary level means that gaining exposure to this content is vital to consolidate skills and gain an understanding about the core theory used at higher levels.

## FINE ART (Drawing & Painting)

Through exploration of a variety of drawing and painting mediums, techniques and processes, students will develop their knowledge and understanding of 2-dimensional art. Students will explore creative drawing and painting activities that encourage personal fulfilment through designing, making and evaluating 2-dimensional artworks. Students will develop an appreciation of their own artwork and that of other artists and cultures. This is a practical course which encourages creativity, innovation and the development of art skills.

## FITNESS AND HEALTH

The aim of the elective is to extend students interested in improving their sport performance and physical fitness. Students will be introduced to a variety of training methods, fitness activities, and skills for physical activity beyond those covered in the normal Physical Education programme. These include: resistance (weight) training; cross training; and, speed and agility conditioning. Although there will be a theory component, the course will be predominantly practical and complement the other activities offered within the Physical and Health Education programme at the College.

## GAME DESIGN

In this computer-based game design course students will be exploring a \$70bn a year industry. Through investigation, students will learn what makes a challenging game and how simple ideas can be transformed into an innovative and thought-provoking game.

Students will develop skills in 2D static and animated graphics, team work, problem solving and the design process to create challenging and entertaining games.

## GREEN GENIUS HOUR

Green Genius Hour is an Inquiry based Learning Process inspired by the 2030 United Nations Development Goals. Students will have the opportunity to immerse themselves in the UN's ideas and objectives with the intention of zeroing in on a specific idea that they are inspired by and wish to do further study and research into. The students will have the chance to take their research and ideas and develop a plan to implement their findings into practice in the College and wider community.

## ITALIAN

In Year 8 Italian students will be exposed to both the cultural and linguistic elements of the language. This not only includes the daily life and colloquial language used in Italy, but also in other Italian speaking communities such as Australia, USA and the European Union. By the end of Year 8 students will be able to speak and write about topics such as school life, family, leisure time and home. They will also be able to write an informal letter, listen to, understand and read a range of short, simple texts. Many language learning objectives are cross curricular and students studying Italian will improve their understanding of English grammar, music terminology and their overall cultural awareness. Year 8 Italian students have the option to study Italian for the entire year.

## MATERIALS TECHNOLOGY

This project-based course allows students to design, make and evaluate items using a range of different resistant materials including wood, metal and plastic. Students will be taken through the design process, allowing them the flexibility and creativity in personally designing projects. They will also be introduced to the many pieces of equipment available in our state of the art Design and Technology workshop including the latest laser cutting technology, used in conjunction with various software packages. There is a focus on the use of simple machines and hand tools to enhance the creative aspect of this unit.

## MATERIALS TECHNOLOGY – Year Long

The Materials 'Year-Long' course is designed for students wishing to gain more experience in the area of Design and Technology than the semester course offers. It allows students to study in this area for the entire year rather than a single semester. The aim is to expose students to a broader range of skills and techniques used in the modern technological world and deepen their understanding about designing products and problem solving. It is a practical subject aimed at developing a deeper understanding about the nature and properties of materials and how they influence design as they create products and safely operate machinery and equipment in a workshop situation.

Wood, metals and plastics are still the primary focus, however the projects will be more challenging and give students an opportunity to demonstrate their natural aptitude in this area.

## MATHEMATICS PROBLEM SOLVING

Students who have **above average Mathematics ability** are strongly encouraged to participate in this most rewarding elective. Problem Solving and Competition Mathematics is separate from the Year 8 mainstream Mathematics course and has very little common content. Students will be exposed to interesting and enjoyable activities and applications that will draw upon a wide range of familiar and unfamiliar contexts to develop Mathematical ideas.

Students may expect a range of opportunities to enter National and State-wide competitions, use computers, play Mathematical games and learn problem solving strategies.

## MEDIA ARTS

Media Arts involves creating representations of the world and telling stories through technologies such as television, film, video, newspapers, radio, video games and alike. Students will work with computer generated graphics, video, audio and animation. They will be exposed to the skills and technologies used in the commercial world of video production and editing. Students will record, edit and produce quality video productions of Trinity College events and enter short films competitions.

## MUSIC Yearlong (MU1/MU2)

Music 1 and 2 are aimed at students who **play a musical instrument** and have a keen interest in Music. This elective will cover all aspects of music making; composition, performance, music literacy and developing listening skills. Students will be encouraged to work to their potential, developing all round musicianship that will support their abilities in performance and composition. Students who are capable instrumentalists and have a keen interest in Music should choose Music 1 and Music 2 rather than the semester music course. This elective is a pathway to the Year 9 Music elective.

## MUSIC ADVANCED Yearlong (MUA1/MUA2)

Students who completed the Year 7 Yearlong Advanced Course will continue in the Year 8 Yearlong Advanced Course. Suitably capable and recommended students may also apply to join this course (please see Dr Braham).

**All music scholarship students are required to select Music Yearlong (MU1/MU2) or Music Advanced Yearlong (MUA1/MUA2) Course.**

## MUSIC (Semester Course)

Music is a semester long elective aimed at students who enjoy participation in music classes, but may not necessarily learn a musical instrument. This elective will cover the same aspects of music making as in Music 1 (composition, performance, music literacy and developing listening skills), but not to the same depth or at the same rate of progress. Students who achieve an A grade or higher will still be able to continue into the Year 9 Music elective.

## OUTDOOR EDUCATION

The purpose of the Year 8 Outdoor Education programme is to develop the student's appreciation for the outdoors and natural environments. The course encourages students to work as a group as well as challenging each student individually. Activities include camp cooking, fishing, Kayaking and Snorkelling. Due to the emphasis on water-based activities, students are required to swim 200m in open water as a pre-requisite.

A one day kayaking excursion will be offered to students who achieve to a satisfactory level.

## PRODUCT DESIGN

Product Design is an innovative elective course aimed at exposing students to the latest technology processes and the use of software packages relevant to industry. This course gives an insight into specialist methods, skills and technologies used in the 3D Design Industry. It is a hands-on, project based course which develops both the imaginative and creative aspects of product development and turns your ideas into models for individual or mass produced consumer products. Product Design is suitable for anyone who would like to learn how to design, develop appropriate visual communication skills and build prototypes of concepts. Demonstrating an ability to problem solve culminates in the use of the laser and 3D printers to produce a model of the refined concept.

## PROGRAMMING WITH ROBOTICS

Students choosing this course will be exposed to 21st Century automation technologies and develop the skills required to control robots designed and constructed using the latest EV3 Mindstorm Robotic sets. Students will learn to program the robots using servos, light, colour, ultrasonic and compass sensors to make them completely automated. A portion of the course will also be devoted to designing and programming a robot to compete in the annual Scitech Robocup Junior Australia Competition.

## SUBJECTS BY INVITATION

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### GIFTED & TALENTED PROGRAM: YEAR 8 FLEX (Semester Length)

Flexible Learning Enhancement (FLEX) provides an exciting opportunity for selected students in Years 8 to enhance their critical, creative and independent thinking skills, and develop personal goals to pursue their own learning aspirations. The students will learn to 'think outside the box' using the Williams Curriculum Differentiation Strategies, and develop philosophical discussion skills based on the Community of Inquiry strategy. They will be involved in discussions based on ethical and moral issues. They will also engage in creative problem solving activities which will help them work in groups to help further develop their emotional intelligence. The students will engage in competitive problem solving activities and have the opportunity to be selected for the Philosothon Team.

### QUICKSMART NUMERACY PROGRAMME (Year Long)

Trinity College strives to enable all students to reach their full potential. Various programmes have been established, within the College to help achieve this. One initiative is the Quicksmart programme which typically targets students in Year 8 Mathematics Course 3 to assist their numeracy skills. The Quicksmart programme was developed through the National Centre of Science, Information and Communication Technology and Mathematics Education for Rural and Regional Australia (SiMERR) at the University of New England, NSW.

The Quicksmart programme has been implemented in a number of schools in New South Wales and the results are showing significant improvement in students' numeracy levels. The Catholic Education Office of Western Australia is supporting the programme, encouraging schools to implement the programme and providing assistance with funding.

Quicksmart is a theory-based educational intervention programme for middle school students. The programme is designed to enhance students' fluency in numeracy by improving their information retrieval times. Students work in pairs, with a facilitator, for three 30-minute lessons per week. Students will spend time on improving recall of number facts and basic computation. Improvement in these crucial building blocks for numeracy will allow students to spend more time on the more complex components of a mathematical problem.

## LITERACY SUPPORT CLASSES (Year Long)

Trinity College strives to enable all students to reach their full potential and offer a variety of extra support programs. One of these is the Literacy Program. It will assist Year 8 students in improving their writing and reading skills (to support cross-curricular writing tasks and to prepare for NAPLAN). The Literacy program targets writing skills, in particular, paragraph writing, Persuasive and Narrative essay writing, comprehension, and decoding skills.

The program will take the place of an elective class and will occur twice a week. We are confident that the successful participation in this program by your son will improve his literacy level appreciably.

## SENIOR SECONDARY MATHEMATICS

