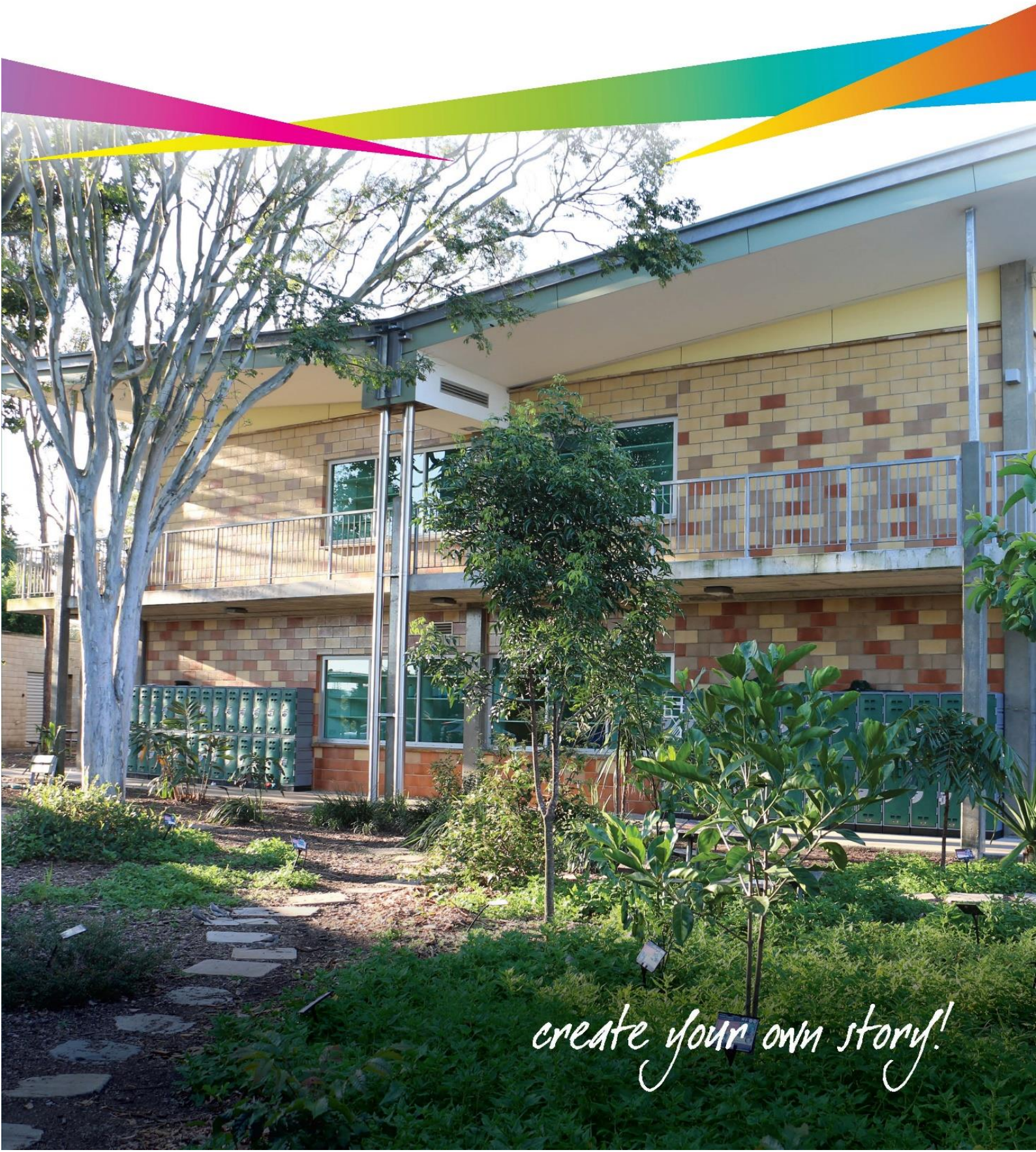
St Paul's School

YEAR 8 SUBJECT HANDBOOK 2019



St Paul's School

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Please Note: Information in this handbook is subject to change

INTRODUCTION

The Year 8 Subject Handbook has been developed for students who are about to enter Year 8 at St Paul's School, and their parents. This handbook provides information about the Year 8 formal academic program; including the Core Curriculum that students will study, and the Business, Technology and Arts subjects that students will explore. From 2019, students in Year 8 will study a fixed academic program.

Should students or their parents have any questions relating to the overall Year 8 academic program they should contact Ms Sam Parry, Head of Studies, Middle Years of Schooling.

Questions relating to individual subject areas should be directed to the relevant Curriculum Leader for that subject area.

CONTACTS

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YEAR 8 CURRICULUM

The curriculum, based on research on how adolescents learn, is delivered through 9 Key Learning Areas. Each subject discipline has been developed according to the Australian National Curriculum.

9 Key Learning Areas are:

1. English
2. Humanities and Business
3. Mathematics
4. Science
5. Languages (Chinese and Japanese)
6. Health and Physical Education
7. Arts (Visual Culture, Music, Drama)
8. Technologies (Design Technology, Information and Communication Technology, Health and Food Technology)
9. Religion and Values Education

Each learning area incorporates cross-curricula priorities of Literacy, Numeracy and Information Technology skills. Emphasis is on the teaching of skills and strategies for lifelong learning.

REALMS

St Paul's School has researched, prototyped, tested and rolled out a unique teaching and learning framework: Realms of Thinking. Our Learning Realms are employed across the entire curriculum to engage students in deep, rich, sustained and innovative thinking, as they develop a suite of Creativity Dispositions.

INTERDISCIPLINARY STUDY TIME (IST)

Students participate in IST for a double lesson each week. During these sessions they get to explore a number of concepts and 'Big Ideas', build knowledge and are challenged to transfer and apply their understandings across multiple disciplines and contexts. Through the process of generating, developing, refining and reflecting on their thinking, students engage in activities that involve making, sharing and expanding their understandings.

DIFFERENTIATION

To enable us to facilitate each student's learning, we offer a differentiated curriculum. This enables us to deliver specifically targeted literacy and numeracy programs to all ability groups, as well as to better differentiate our content and learning experiences. This process also enables us to provide opportunities to extend and support learners through appropriate consolidation and complexity learning of experiences.

FORMAL ACADEMIC PROGRAM

In Year 8, students study a core curriculum consisting of English, Mathematics, Science, History and Geography, Languages, Health and Physical Education (HPE), and Religion and Values Education (RAVE). In Year 8 students will also study a range of subjects in Business, Technology and the Arts. These subjects include: Business, Design Technology, Information and Communication Technology, Health and Food Technology, Visual Culture, Music, and Drama. In Year 8, Business will be studied for a semester, as will each of the Technology subjects. The Arts subjects will each be studied for a term, with further opportunity to deepen an understanding of the Arts in a second term study at the end of the year.

Year 8

Core Subjects throughout the year	
• English • Mathematics • Science • Humanities	• Languages • Health and Physical Education (HPE) • Religion and Values Education (RAVE)

Business, Technologies and the Arts Subjects		
Business	**Technologies**	**The Arts**
• Business	• Information and Communication Technology • Design Technology • Health and Food Technology	• Drama • Music • Visual Culture

SUBJECT OVERVIEW

BUSINESS

Curriculum Leader: Mrs Kerry Daud

COURSE RATIONALE

Business at St Paul's School offers an introductory business course in the Middle Years of Schooling, called Business and Entrepreneurial Studies (BES). It incorporates many of the fundamental principles of courses offered in the Senior School, but in a more practical and relevant manner for students in the Middle Years of Schooling. The course aims to provide an education in business and economics, as well as a foundation of Australia's legal system.

COURSE STRUCTURE

Year 8	Term 1	Term 2
	Introduction to Business and Economics • Supply and demand • Factors of production • 5 sector model of circular flow • Government role in markets • Rights and responsibilities of consumers and businesses • Work in the future	**Legal studies** • Australia's system of democratic government shaped by the Constitution. • The principles of justice that help protect the individual rights to justice in Australia's system of law. • Australia's diverse society and the factors which contribute to a cohesive society.

ASSESSMENT

Students will be assessed in a variety of written and oral forms. These include:

- In class tests [Short answer test for knowledge and skills]
- Research Tasks [Cash Budget & Consumer Affairs]
- Presentation on business proposal

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Year 7-10 Economics and Business and Year 7-10 Civics and Citizenship content and achievement standards (developed by ACARA) relevant to this subject.

DESIGN TECHNOLOGY

Curriculum Leader: Mr Andrew Wilson

COURSE RATIONALE

Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products and add value to these products through commerce. In Design Technology students assume the role of a designer and develop knowledge and skills to produce effective and creative responses to design challenges.

Students acquire and apply knowledge of a range of design factors and fundamentals to develop solutions to meet specific requirements. They draw upon knowledge and methods associated with determining human needs and wants, product purpose and function, visual and aesthetic factors, properties and characteristics of materials, production processes and technologies, economic, environmental and ecological impacts, and innovation through design and technology. The study of Design Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

COURSE AIMS

- Acquire understanding and expertise through the process of design and manufacturing;
- Awareness of man's technological development and its impact on the environment and society;
- Opportunity to use a wide range of materials and equipment, including new and emerging manufacturing technologies;
- Help develop a logical thought process in developing innovative design solutions; and
- Develop the ability to retrieve information and make critical value judgements.

COURSE STRUCTURE

Throughout the course the students have the opportunity to utilise a number of new and emerging technologies associated with the design, development and manufacture of responses to design challenges. These new and emerging technologies include but are not limited to: Vacuum Former, Laser Cutter, Computer Controlled Router and/or Vinyl (Sticker) Cutter. The emphasis is on the design process and problem solving in a real-world context or environment.

The structure of the course may involve students embarking on Design Challenges based around the following materials, design processes and systems:

Year 8	One Semester
	• A Design Thinking approach to problem solving • Study in Materials (eg. MDF, plastics, metals, polyurethane) • Communication Techniques (Visual, written and spoken) • Design Software • Production Skills • Prototyping Skills (Hi definition and Low definition varieties) • Safe work processes • Projects may include contexts around problem finding

ASSESSMENT

A variety of assessment instruments will be used to assess students including: Design Folios/journals and Producing Products.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.

DRAMA

Curriculum Leader: Ms Siobhan Gillespie

COURSE RATIONALE

The study of Drama has far-reaching benefits at an academic and personal level, in society and for future employment prospects. At an academic level, *The Queensland School Curriculum Council* has identified the important role the study of Drama plays in fostering unique skills and understandings which enrich other areas of learning. On a personal level, Drama has overriding benefits for students; intellectually, emotionally and socially. It is accepted that Drama develops students' confidence as a result of improved verbal skills and the freedom of expression. In terms of the students' relationships within society, Drama enables students to contemplate their present reality.

An education worth having in the 21st century needs to see creativity as a core or basic skill, along with other skills such as numeracy and literacy that are constantly tested. The pursuit of study in an arts discipline such as Drama, should be seen as crucial to offering students the opportunity to explicitly develop the highly desirable and employable skills of creativity, critical thinking, collaboration and communication, thereby not only allowing them to survive but to thrive is this new emerging creative economy.

COURSE AIMS

- To engender creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence;
- The development of arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways;
- The use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints;
- To engender an understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions;
- The development of confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama;
- The manipulation of knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning;
- To engender a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences; and
- To build knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

COURSE STRUCTURE

Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Year 8	One Term
	Theatresports • Students participate in spontaneous and unrehearsed Drama. In addition, they develop the skills to be able to respond spontaneously to an unfolding situation and use both imagination and acting skills to create a dramatic moment. Once they have learnt to create their own stories they learn to use appropriate terminology to reflect on and respond to their own improvisation skills and the elements of Drama employed.

ASSESSMENT

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

Responding in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' drama works.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Drama content and achievement standards (developed by ACARA) relevant to this subject.

ENGLISH

Curriculum Leader: Mr Darren Carnell

COURSE RATIONALE

In Years 7 - 9, students must engage with a range of both literary (i.e. contemporary and traditional texts, which use language in aesthetic, imaginative and engaging ways, such as in novels, plays, poetry, short stories and feature films) and non-literary texts (i.e. those that use language, both written and spoken, in precise and accurate ways, for a range of purposes, such as popular culture, documentaries, emergent technologies of hypermedia, and media and multimedia). Through the study of a range of texts and types of texts, students learn that they can use language for a variety of purposes (to entertain, inform, persuade, analyse, reflect) and communicate in a variety of modes (written, spoken, signed) to various audiences and in various situations. Through engaging in and with a range of quality texts, we anticipate that students will develop an understanding that through the use of words and language, one is able to experience other times, places, cultures, values and ideas in real and imagined worlds, which will ultimately broaden their understanding of the world and their place in it, now and in the future.

COURSE AIMS

- To promote higher-order thinking;
- To take an innovative, dynamic and contemporary approach to study of English;
- For students to connect with and thus value learning experiences and assessment tasks;
- To stimulate students to experiment with language by taking risks and challenging themselves;
- To inspire students to make confident choices about using language to empower them;
- To facilitate and enhance students' control, manipulation and use of language (written, spoken/signed and visual), whilst using a range of correct grammar, punctuation, vocabulary and spelling; and
- To promote independence and responsibility for language learning and development.

COURSE STRUCTURE

Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

Year 8	Semester 1	Semester 2
	Narrative Structure Animated Films	Essay Writing Speech Writing, A Fairy Tale Twist - Short Story writing

ASSESSMENT

Students will be assessed in a variety of written and oral forms. These include:

- Persuasive and descriptive writing;
- Dramatic presentations;
- Creative short stories;
- Multi-modal presentations;
- Text analysis; and
- Analytical essay.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 English content and achievement standards (developed by ACARA) relevant to this subject.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

Head of Studies International School: Mrs Terese Reese

COURSE RATIONALE

English as an Additional Language or Dialect (EALD) support is available as required in all year levels at St Paul's School. Such support can include in-class or withdrawn support for individual students or small groups. Students needing further support and the areas where additional support may be beneficial are identified by subject teachers in liaison with qualified and experienced EALD teachers.

The overall aim of EALD support at St Paul's School is to provide further English language development for EALD students with a particular focus on supporting their immediate school subject language needs. Most of the EALD students at St Paul's School have graduated from the intensive English High School Preparation (HSP) program at St. Paul's International School. However, other EALD students may have entered St Paul's School directly from other schools and others are Australian nationals and residents of Australia who speak a language other than English at home but may also require assistance with the English language demands of their main school subjects. Even though students are in mainstream subject classes, it is still important that all EALD students are supported in their learning in English and continue to develop their English language ability.

In Year 8, most subjects include written and spoken genres in their assessment schedules. These areas often provide the main focus for EALD support.

HEALTH AND FOOD TECHNOLOGY (HFT)

Curriculum Leaders: Mrs Jennifer Bray and Mr Aaron Setterfield

COURSE RATIONALE

The focus of Health and Food Technology (HFT) is the wellbeing of people within the context of their personal, family, community and work roles. The Food Technology component of the course builds students' Food Literacy: awareness and knowledge of food selection, preparation and nutrition; whilst the Health component of the course will continue to develop the Health Literacy of students.

COURSE AIMS

Students will develop knowledge and skills in the preparation, selection and presentation of food for a range of situations. They will learn the important role of food and nutrition in our everyday life. Furthermore, students will become more aware of the hidden sugars in our daily lives and develop strategies to reduce consumption.

COURSE STRUCTURE

In Year 8 students will study Health and Food Technology for five lessons per fortnight for one semester: one term of Health and one term of Food Technology

Students learn through "doing" – Health and Food Technology are highly practical subjects, which involve students practising and performing the skills that they have learnt in class. Below is a sample of how the course of learning is structured, however unit topics may vary from year to year.

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Year 8	Health	Food Technology
	Sugar Consumption *A Design Thinking Unit to challenge the sugar habits of the St Paul's community* • Hidden Sugars • Healthy snacks • Food alternatives • Dangers of a high sugar diet • Food labels • Associated health issues	*Food for Friends* • Kitchen procedures • Safety and Hygiene • The Design Process • The Australian Guide to Healthy Eating • Practical cookery techniques • Work plans • Evaluations and Reflections

ASSESSMENT

In Year 8 students' assessment will include:

- Practical cookery performances with a completed design brief.
- Presentation of their concept for the Hidden Sugars Design Challenge

HEALTH AND PHYSICAL EDUCATION (HPE)

Curriculum Leader: Mr Aaron Setterfield

COURSE RATIONALE

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

COURSE AIMS

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life. Opportunities for team and group as well as individual activity encourage social as well as physical development, progressively over the three years of Middle Schooling.

COURSE STRUCTURE

Students have one double lesson per week (1h 45mins) of HPE. Time is divided so that students engage in practical units, health units and integrated units. Health units usually run alongside practical units, so students will need to be prepared for both. The course has been restructured to meet the Australian Curriculum requirements for Health and Physical Education.

Year 8	TERM 1	TERM 2	TERM 3	TERM 4
	Water-polo	Sport Education (Futsal)	Modified Cricket (Minor focus on Drugs and Alcohol)	Gymnastics

ASSESSMENT

Each unit is assessed separately using one of a variety of methods and pre-set criteria that relate to the subject matter or activity. In some cases there may be written assessment of practical activities. Due to the brief time spent in some activities, assessment is not related only to skill development, or physical prowess, but always relates to the learning students have done within the unit. Semester reports reflect the student's accomplishment in each of the units covered.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Health and Physical Education content and achievement standards (developed by ACARA) relevant to this subject.

HUMANITIES

Curriculum Leader: Mrs Kerry Daud

COURSE RATIONALE

The study of Social Science incorporates the disciplines of History and Geography. These disciplines teach students to appreciate how complex most situations really are. Students explore how individual motives and perspectives combine with multiple influences in shaping both our past and the future. They appreciate how unpredictable the future may be, given unexpected and unintended consequences. In a changing world, the understanding of change is ever more relevant. Social Science sharpens our hindsight, which must be clear if we expect to wisely judge current challenges and issues.

Inquiry is central to the study of History and Geography, employing analytical and problem-solving techniques to help students analyse historical and geographical issues. Students will research, analyse data and evidence from primary and secondary sources to evaluate local, global and historical issues. The courses require students to plan investigations, using discipline-specific inquiry models and processes. Students will reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to; social justice, periods of historical significance, sustainability and peace.

COURSE STRUCTURE

Year 8		
	Unit 1: Agriculture and Civilization In this unit, students will discover how agriculture transformed human history and accelerated the pace of social and economic change. As human society's accumulated greater resources, they grew larger, more complex, more powerful, and more diverse, which led to the eventual rise of cities, states, empires, and agrarian civilizations. **Unit 2: Expansion and Interconnection** In this unit, students think about where, when, how, and why did the world get so interconnected — paying attention to the merging and collision of diverse cultures and how new interactions between nations and peoples led to intense conflict, growth and even greater advances in collective learning.	**Unit 3: The Modern Revolution** In this unit, students will examine how the changes of recent centuries have led humans across a new threshold of complexity and generated entirely new types of societies, possibilities and challenges. Students will also explore the human power over the biosphere and the new era in the Earth's history, the Anthropocene. **Unit 4: The Future is Now** In this unit, students will explore the developments studied through the year and think about the challenges that acceleration brought, and where will it lead for our future. Students will examine geographical data to propose solutions to environmental issues, economic issues and social issues the world now faces, and will continue to face in the future.

ASSESSMENT

Students will be assessed in a variety of written and oral forms. These include:

- In class tests [Extended Written Responses, Response to Stimulus]; and
- Research Tasks [Investigations, Essays, Seminars].

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in both the Years 7-10 History and Years 7-10 Geography content and achievement standards (developed by ACARA) relevant to this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Curriculum Leader: Mr Bryson Stansfield

COURSE RATIONALE

The Information and Communication Technology courses that are offered through the Middle Years of Schooling focus on both computational thinking and creativity. Students were introduced to computer science concepts from the course in Year 7 and in Year 8 this is built upon to develop student's logical thinking and problem solving abilities, as well as their ability to use tools effectively to express information digitally. The course covers a maker curriculum and covers building digital devices, coding them, along with apps and games. The Middle Years of Schooling curriculum has been developed to provide continuity for students who choose to study ICT throughout their Middle Years of Schooling, though it can be picked up in any year level. The study of Information and Communication Technology continues through the Senior School, resulting in two subject choices for students entering Year 11. All courses extensively utilise the schools' online learning environment, giving students access to resources and materials. The courses are founded on the Digital Technologies national curriculum framework.

COURSE AIMS

The IT curriculum in Year 8 aims to further develop the knowledge, understanding and skills of students to ensure that individually and collaboratively, they:

- Design, create, manage and evaluate digital solutions to meet current and future needs;
- Frame problems and create solutions using computational thinking concepts; and
- Use digital systems to efficiently and effectively transform data into information and to creatively communicate ideas.

COURSE STRUCTURE

Year 8	One Semester
	• Students will develop their creativity, logical thinking and problem solving skills through robotics coding or games development along with a combination of bitmap and vector based graphic design.

ASSESSMENT

Assessment tasks and dates will be clearly outlined in the Learning Outline given to each child at the start of the Semester, as well as being listed on the Assessment Calendar. Assessment Tasks are mostly project based and are either done individually or in groups.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Digital Technologies content and achievement standards (developed by ACARA) relevant to this subject.

LANGUAGES: CHINESE AND JAPANESE

Curriculum Leader: Ms Amanada van Rosmalen

COURSE RATIONALE

Australia is an ethnically diverse nation in a globally connected world. We must prepare students to live and work in a multicultural and multilingual society, and must assist students to relate positively to the richness of human diversity. Languages are an essential component of such an education. Learning additional languages widens horizons, broadens cognitive and cultural experiences, develops communicative and intercultural competence and opens up new perspectives for learners, not only in relation to other cultures and languages, but also to their own language and cultural practices. It develops and fosters literacy skills, ethical and responsible behaviour, the use of ICT, critical and creative thinking, personal and social competence and intercultural understanding.

COURSE AIMS

Through Languages, students develop knowledge and practical understanding of another culture through the target language. Acquiring adequate communicative ability and understanding in an additional language, students experience other ways of thinking and knowing. Noticing, analysing and evaluating cultural and linguistic differences help students to draw conclusions about how they see events from their own and others' perspectives.

The study of Languages contributes to general literacy and 21st Century thinking skills. There is a focus on analysis, interpretation, using vocabulary appropriate to context, risk taking, recall and remembering and deductions of meaning from context - all invaluable skills. This course dovetails neatly with student exchanges with sister schools, and In-Country Learning Experience programs to China and Japan. Learning additional languages is a developmental skill which is increasingly desired by employers in Australia and overseas.

COURSE STRUCTURE

Students in Year 8 study an additional language – either Modern Standard Chinese (Mandarin) or Japanese. Students can continue their additional language studies beyond the compulsory Year 9 level into the Senior School.

The subject matter of Languages is divided into Comprehension, Composition and Intercultural Competency. Students complete Listening, Reading, Speaking and Writing tests/tasks over a range of topics. Even though topics vary between the two additional languages, they both fall into the macro-organisers: Myself, People around Me and The World.

Year 8	TERM 1	TERM 2	TERM 3	TERM 4
Chinese	Spending holidays	Cooking	Buy, Buy, Buy	Our natural world
Japanese	Are you busy?	All About Me	Free Time and Hobbies	Fun School Events

ASSESSMENT

Students will complete a range of Listening, Reading, Speaking and Writing tasks each semester, with at least one assessment task per skill. Speaking and Writing assessment in particular will incorporate open-ended tasks where the students are encouraged to work creatively, independently and collaboratively to demonstrate their individual level of language development and intercultural knowledge and understanding.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Languages content and achievement standards (developed by ACARA) relevant to this subject.

Students are also invited to attend the In-Country Learning Experiences to Japan and China. These are held in alternate years and learning from these tours feeds back into improving student learning outcomes.

LEARNING SUPPORT

Curriculum Leader: Mrs Nicole Bunt

COURSE RATIONALE

Learning Support works to support and complement the differentiated teaching and learning programmes of the school. This is achieved through collaboration between Learning Support Teachers, Classroom Teachers and students, operating within the understanding that there are a diverse range of needs and ability levels within classrooms.

Support is planned for students who require additional educational provisions to access learning programmes and may include:

- Consultation between parents, staff, counsellors and external specialists to identify strategies that best meet a student's educational needs;
- Teacher Aides working collaboratively with classroom teachers to enhance individualised and small group learning support in classroom lessons and
- Withdrawal learning programs, which are offered to students with specific learning needs who meet certain criteria. The focus of these programs is on building literacy and numeracy proficiency, providing assistance for the completion of assignments and reviewing strategies to increase a student's ability to plan, research and study.

Our model of support is designed to allow students to access the appropriate level of support, in accordance with their current development and learning needs.

MATHEMATICS

Curriculum Leader: Mrs Janine Colwell

COURSE RATIONALE

Students must possess an understanding of mathematical concepts and apply these to real life and purely mathematical situations. Through engagement in familiar and unfamiliar, simple and complex mathematical investigations, they understand that mathematics is a way of thinking, reasoning and working to develop solutions to questions and problems.

COURSE AIMS

Through the teaching of Mathematics, teachers strive to develop students who are able to:

- Analyse situations to identify the key mathematical features and conditions, strategies and procedures that may be relevant in the generation of a solution;
- Plan and conduct activities and investigations, using valid strategies and procedures to solve problems;
- Select and use mental and written computations, estimations, and technologies to generate solutions;
- Operate as confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens;
- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems across a range of topics; and
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

COURSE STRUCTURE

Students studying Mathematics are involved in 7 lessons per fortnightly cycle. In Year 8, learning is centred on the content strands Number and Algebra, Measurement and Geometry and Statistics and Probability. Integral to this content are the proficiency strands Understanding, Fluency, Problem Solving and Reasoning.

ASSESSMENT

Students will complete a variety of assessment pieces, ranging from modelling and problem solving tasks, mathematical investigations and supervised written exams. Assessment tasks will use two criteria, Understanding and Fluency, and Problem Solving and Reasoning and throughout the course students will always be encouraged to communicate their thinking.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Mathematics content and achievement standards (developed by ACARA) relevant to this subject.

MUSIC

Head of Music: Mrs Kellee Green

COURSE RATIONALE

Music is an integral part of modern life. In an increasingly busy and complex society, music provides opportunities for reflection and self-expression and acts as a vehicle through which students can make sense of and express their feelings about the world around them. Through classroom Music in the Middle Years of Schooling, every student has access to a highly personalised musical experience, regardless of their current ability level.

Given the advancements in technology in recent years, music making is now a highly accessible art form and one in which students are able to engage using laptops, iPads and other devices at home regardless of prior musical knowledge. These musical experiences form part of a student's informal musical education and, as such, are highly valued and integrated into classroom Music practices where possible and appropriate.

COURSE AIMS

Through activities designed to be in line with the new ACARA Arts Curriculum students will be engaged in both *making* and *responding* practices and processes. *Making* involves the rehearsal and performance of music, as well as the creation and arrangement of new works. *Responding* to music involves reflecting on the intentions of composers and performers, as well as understanding the seven musical elements in the context of existing works through analysis. Central to both of these practices is the process of self-reflection, through which personal observation is used to inform and refine student practice.

The study of Music allows students to work collaboratively with others in both self-directed and teacher-guided situations. Students are encouraged and expected to take ownership of the creative process and use problem-solving, decision-making and creative and critical thinking skills when navigating through the rehearsal process to create a successful performance.

While it is not compulsory for students in Years 7, 8 and 9 to learn an instrument through private lessons, the Music course is also designed to allow students involved in the Instrumental Music program opportunities to both consolidate and develop knowledge and skills learned in instrumental lessons and ensemble rehearsals. Classroom teachers and Instrumental tutors work closely to ensure continuity and consistency between the two programs.

COURSE STRUCTURE (sample)

The musical styles studied in the Music course during the Middle Years of Schooling are flexible and continually revised considering current and emerging technology and trends in the Music industry, as well as student interest and experience level. Currently the following topics are being covered in the Middle Years of Schooling:

- The essentials of music: instrument introduction and appreciation;
- How to write a pop song and become famous; when pop and rock singers use four chords to get rich;
- Recording techniques; and
- Singer/songwriters.

Students are taught fundamental keyboard, percussion, guitar, bass and vocal skills which they then use to rehearse and perform in small groups.

ASSESSMENT

The areas of assessment as outlined by ACARA are *Making* and *Responding*. These are assessed using a number of methods such as performances, compositions using both notation and recording software on laptops and iPads, rehearsal workshops and analysis of musical works. An emphasis is also placed on students critiquing both their own work and that of their peers.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Music content and achievement standards (developed by ACARA) relevant to this subject.

RELIGION AND VALUES EDUCATION (RAVE)

Curriculum Leader: Mrs Caro Emslie

COURSE RATIONALE

The Year 8 timetable includes three lessons per fortnight. There are two components to the course: Religious Education and Life Skills. The lessons are delivered by RAVE teachers and the Chaplain.

Opportunities are provided for the students to engage most directly with the Values Statement of our School, namely that by Faith and Learning we will strive to grow in community with God and with each other. At St Paul's School we believe that each person can have a relationship with God, through Jesus Christ, demonstrated by modelling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

COURSE AIMS

The Five Strands approach used in RAVE integrates and develops five essential dimensions progressively through the Middle and Senior School years. The approach includes:

- An appreciation of the role of the Bible and the Christian tradition within our culture and heritage;
- Engagement with an applied Ethics and Values education that is both theoretically based and issues related;
- An introduction to the central ideas of a philosophy of religion;
- Gaining familiarity with, and appreciation of, the main world religions; and
- Cultivating the emotional and affective practices of silence and reflection.

COURSE STRUCTURE

In Semester 1 the unit focuses on Jesus' picture of life contained in Matthew's powerful Sermon on the Mount. The students explore the practical application of Jesus' words in everyday life and their relevance since first century. At an age when many students are making decisions about the type of person they are going to be, the Sermon is both challenging and encouraging.

The Life Skills programme is a unit of work on resilience which explores the skills and characteristics that help build resilience.

The year culminates in a Film unit which explores ethical decision making.

ASSESSMENT

The Year 8 RAVE program is not formally assessed; however, all students receive report comments about their involvement in class, their engagement with the discussions and tasks, and their attitude and behaviour in a manner that demonstrates their support for the ethos and values of St Paul's School. Teachers also evaluate the involvement of the students with the course content by reviewing their workbooks and class activities.

SCIENCE

Curriculum Leader: Mr Des Hylton

COURSE RATIONALE

Science is a process for constructing new knowledge. In studying Science students should understand and recognise its place in our culture and society, and use it in their daily lives. The study of Science as a way of knowing (scientific knowledge) and a way of doing (learning through inquiry) should enable students to connect with and understand the world in which they live.

The world in which we live is rapidly changing socially, economically, culturally and technologically. A study of Science empowers students to understand the natural world around them, the ability to engage in discussions about science, question claims made by others and draw conclusions based on evidence. In doing so make informed decisions about the environment, the future, and impact on themselves and others.

COURSE AIMS

To provide a:

- Range of opportunities for students to engage with and understand the different strands of science; and
- Learning environment that promotes higher order thinking and authentic, challenging pieces of assessment that allow students to reach their full potential.

To encourage students to:

- Become problem-solvers, using higher order thought processes to solve problems;
- Become active learners, being an active participant in their own learning;
- Become effective communicators;
- Become skilled collaborators, working well with others to create a product or learn from each other;
- Become critical researchers, ability to make connections between the real world and scientific concepts;
- Understand the importance of science as a human endeavour;
- Foster a love of science and its connections to the world in which they live; and
- Identify problems and issues, and design and conduct scientific investigating into these.

COURSE STRUCTURE

The science course is based around three interrelated strands; Science Understanding, Science as a Human Endeavour *and* Science Inquiry Skills. These strands contain the following sub-strands:

- Science Understanding – Biological sciences, Chemical sciences, Earth and space sciences, Physical sciences;
- Science as a Human Endeavour – Nature and development of science, Use and influence of science; and
- Science Inquiry Skills – Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating, Communicating.

ASSESSMENT

Students will complete a variety of assessment tasks, including supervised written exams, research tasks and extended experimental investigations. These are assessed under the two criteria of Understanding and Skills.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Science content and achievement standards (developed by ACARA) relevant to this subject.

VISUAL CULTURE

Curriculum Leader: Mr Phil Glover

COURSE RATIONALE

In an increasingly image-led and image-conscious society, the study of visual culture helps students understand their visual surroundings and interpret their visual world. Over the course of Year 7, Year 8 and Year 9 students will explore theories and practices from art, photography, digital media and other visual practices, while understanding the social and historic backgrounds that inform the culture around us. Students will combine an interest in visual culture, culture and the wider visual world to explore the broad spectrum of visual creativity that permeates contemporary life making images and engaging in experiences that respond to, reflect and reinterpret their experiences and that of arts professionals.

COURSE AIMS

Through a variety of making and responding experiences in line with the Australian National Curriculum for The Arts, student will be encouraged to develop artistic expression, inquire deeply and create images and objects that challenge accepted ideals.

Problem-solving, decision-making, creative and critical thinking skills along with practical skills, media techniques, processes and technologies will be utilised in the exploration and invention of personal and collective ideas.

Individual and collaborative working practices will be utilised throughout, ensuring students experience and develop the creative artists mindset needed to respond to and overcome the challenges of an unknown and uncertain future.

COURSE STRUCTURE

Throughout Year 8 students will respond to a wide range of creative experiences. Student experiences will be concept directed and process driven, allowing students to develop personalised working practices and individualised responses and resolutions.

Concepts may include but are not limited to:

Year 8	One term
	Word and Image • Students explore and respond to the use of language and image in our visual culture.

ASSESSMENT

Students will be assessed across the criteria's of making and responding supported through the use of regular and targeted kind, specific and helpful feedback.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Visual Arts content and achievement standards (developed by ACARA) relevant to this subject.

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St Paul's School

CONNECT WITH US

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An Anglican co-educational school from Pre-Prep to Year 12.

The Corporation of the Synod of the Diocese of Brisbane Trading as St Paul's School. CRICOS: 00515F