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WELCOME TO WESTMINSTER SENIOR SCHOOL

As a Year 8 student you will find that Westminster Senior School is very welcoming. Several activities are held to help you to get to know other students as quickly as possible and to make sure you know your way around the School.

On Friday 6 December 2019 there is an Orientation Day for all students coming into Year 8. On this day you will meet other students, meet some of the teachers and explore the School. You will also be shown where to come on the first morning of 2020.

On the first day of the new school year the Year 8 students and other new students are met by key staff and undertake a day of settling in. On this day only the Year 12 students are also at school. This allows staff the chance to spend time allocating lockers and timetables and making sure students know the location of their classrooms.

Early in Term 1 there are two opportunities for parents and students to meet and to gain further information about the Year 8 Program. The first is an Introduction Evening where parents are able to meet many of the Year 8 teachers and, in particular, the Year 8 Tutors and to view the classrooms. The second is a family barbecue. Games and activities for students are held after school while waiting for families to arrive. This is an informal evening with a chance for parents to meet each other.

Westminster School provides a wide range of subject choices to allow students to pursue areas of interest and individual strengths. While the emphasis is on academic rigour, support is available for students who may struggle in some areas. The School also offers great diversity in activities out of the classroom. Students are encouraged to participate in sports, music, camps and drama. It is considered important that students balance their studies with other interests that stimulate the mind and promote a healthy lifestyle.
OUR YEAR 8 CURRICULUM

Year 8 is a comprehensive start to secondary education at Westminster School. In line with the Australian Curriculum our curriculum for 2020 is designed to give all of our students a taste of each key learning area. To underpin future study and to prepare students for a broad and balanced life, we have designed a group of core subjects that all students will study. All Year 8 students will have lessons in: English, Mathematics, Science (including Agriculture), Geography, History, Religious and Values Education, Health and Physical Education, and Digital Technologies (IT). Students will also have two lessons of Pastoral Care time.

Each student will continue with the language of their choice from Year 7 and new students will be required to choose a language from Chinese, Japanese and German. Ideally all students will continue with Languages until at least the end of Year 10, since we are following the likely requirements of the Australian Curriculum; however, we recognize that some students will prioritise alternatives to Languages. Our language courses cater for beginners and continuing linguists alike and our flexible curriculum delivery allows for students who have prior language knowledge to be challenged. Our Stretch program is targeted at students who need particular support with their literacy skills and for whom the study of a language would be inappropriate. Parents who are considering this elective should make contact with the staff in the Stretch Faculty, the Head of Year 8 or the Director of Learning. Final decisions will be made by the School.

The Year 8 curriculum has deliberately been designed to be broad and to introduce all areas of the curriculum to both boys and girls. Each student will experience Drama, Art, Design and Technology and Food Technology. Students wishing to study a personalised elective curriculum concentrating more extensively on the Performing Arts of Dance and Music are able to do so by selecting these as their electives. Music must be taken as a full year subject and Dance can be taken as a full year or semester subject. A maximum of four elective modules can be chosen (two each semester). Students who are considering Music in Years 9 and 10 must select Music in Year 8.

Another feature of our curriculum is a deliberate attempt to teach and use thinking skills to improve learning outcomes. As teachers we will underpin all student learning with a common framework of caring, creative, critical and reflective thinking skills. Students, as lifelong learners, will experience different learning strategies, which will provide the opportunity for them to achieve their potential.

Furthermore, the curriculum is linked by a number of key competencies, which provide academic and personal goals for all Year 8 students.

Year 8 students will be assisted in their studies by a homework timetable and the diary system. There is an expectation that all students will complete regular homework. Students are provided with a homework timetable so that there is a balance of time spent between the subjects. A diary is used to help students organise their time, and to facilitate communication between parents and the School. In Year 8, students should usually have homework for 4 subjects per night, with an average time allocation of about 20 minutes per subject.

Each year both subject teachers and Year 8 Tutors will closely monitor the progress of each student. Parents are encouraged to communicate any concerns they may have through the diary. Parents will receive regular reports that outline the progress of their sons and daughters. Student reports show both academic performance and attitude to the work requirements of the subject. Students will be given recognition for academic achievement and demonstrating a positive attitude to their studies.
YEAR 8 - 2020

We look forward to meeting the students who will enter Year 8 in 2020. Each student should remember:

1. It is important to accept the challenges of new learning and always do your best. Remember to use the diary and the homework timetable to help organise your approach to study
2. Although you will have a large number of teachers, they are all working as a team to guide and assist you through this transitional year. If you have a problem please ask any one of them for help
3. Year 8 Tutors, the Head of Year 8, and the Director of Learning are keen to support you
4. Your academic program will provide many new experiences across a variety of subjects
5. The co-curricular program enhances your education by providing many new and exciting ‘out-of-class’ experiences
6. By improving your study skills and experimenting with different learning styles you will improve your learning power in all aspects of the curriculum

CORE SUBJECTS
English
Mathematics
Science (including Agriculture)
Health and Physical Education
Digital Technologies
Languages (Chinese, German or Japanese)
Pastoral Care
Religious and Values Education
HASS (Geography and History)

ASSIGNED ELECTIVES
Design and Technology Materials (1 semester)
Drama (1 semester)
Food Technology (1 semester)
Visual Arts (1 semester)

ELECTIVE SUBJECTS
Dance (1 or 2 semesters)
Music (full year)

THE AUSTRALIAN CURRICULUM
For information about the Australian Curriculum please visit http://www.australiancurriculum.edu.au/ or make an appointment to speak to Andrea Sherwood, Director of Learning.

Further, very comprehensive information can be found on the above link to the ACARA (Australian Curriculum) website under the Information for Parents tab (Information Sheets).

Please read this booklet carefully and enjoy your Year 8 studies.
ELECTIVE ARRANGEMENTS

Students and parents are asked to complete the online Subject Selection Form, print off, and return this to the Senior School Office by Monday 2 September 2019.

CHOOSING ELECTIVES

Each student will experience one semester of the following subjects to encourage a broad range of study:

- Drama
- Art
- Design and Technology and
- Food Technology

Students wishing to personalise their study program by concentrating more extensively on the Performing Arts subjects of Dance and/or Music may do so by replacing one or more of the assigned electives above. Music must be taken as a full year subject and Dance can be taken as a full year or semester subject. A maximum of four elective modules can be studied (two each semester). Students who are considering Music in Years 9 and 10 must select Music in Year 8.

Please use the online Subject Selection Planner on the website to guide this planning process. Students should choose:

- one Language elective from Chinese, Japanese and German (these will count as preference 1)

and indicate if they wish to study Music and/or Dance, stating which assigned electives they wish to replace. When selecting Music, Chinese, German, Japanese or Stretch (in lieu of Languages), both semester units must be selected. 2 semesters of Dance are possible.

Please only select Stretch if you have first contacted the Stretch Department or the Director of Learning.

Whilst every effort will be made to accommodate the selections made by each student, the allocation of students to subjects will depend upon the availability of resources, the pattern of student selection and the priority assigned to each preference.

WESTMINSTER SCHOOL STUDENTS

Subject selection will be completed online at www.selectmysubjects.com.au

Steps to follow:

Step 1 View the Year 8 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on ‘2020 Year 8 - Curriculum Booklet’

Step 2 Discuss your selections with your Parents.

Step 3 Select your subjects on the Subject Selection Planner (which is to be used for your purposes only, and does not need to be handed in).

Step 4 Complete the online subject selection – Web Preference Access Guide and Code will be issued to you. It is anticipated that the Online Subject Selection will open on Monday 19 August 2019 and close on Friday 30 August 2019. The online form/receipt must be printed and signed by yourself and your parents.
YEAR 8 - 2020

The completed Online Subject Selection form should be returned to the Westminster Preparatory School or the Senior School Office by Monday 2 September 2019. Students who do not meet this deadline could find restrictions imposed on their subject selections.

STUDENTS NEW TO WESTMINSTER

If you have been sent a Web Preference Access Guide and Code, then please follow the steps above (as this means that you have enrolled prior to the Web Preferences being put online).

If you have not been sent a Web Preference Access Guide and Code, then please follow the steps below as a New Student to Westminster.

Step 1 View the Year 8 Curriculum Booklet available online at [www.westminster.sa.edu.au](http://www.westminster.sa.edu.au)
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on ‘2020 Year 8 - Curriculum Booklet’

Step 2 If necessary, contact our Director of Learning, Andrea Sherwood to discuss your selections.

Step 3 Decide on your subjects on the Subject Selection Planner provided with your information.

Step 4 Discuss your selections with your Parents.

Step 5 Please return the completed Subject Planner, including signatures of Student and Parent/Carer, to the Senior School Office by Monday 2 September 2019 or as soon as possible if that date has already passed.

THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER

The provision of all courses depends upon the pattern of student subject selection and the availability of teachers and other resources.

Unfortunately, it is not always possible to accommodate the total number of different subject combinations in a timetable. Every year a small number of students may have to reassess their selections.

Similarly, when initial subject selections have been made and final decisions have been reached about which subjects will be scheduled, a subject may be withdrawn from being offered and it may be necessary to revise your selections. We will, however, do everything possible to accommodate the subject selections of each student.
CURRENT CONTACTS AT WESTMINSTER SCHOOL AND USEFUL INFORMATION

Key contacts
Mr David Wallage .................. Head of Senior School ..................................... dwallage@westminster.sa.edu.au
Ms Andrea Sherwood ............. Director of Learning ........................................ asherwood@westminster.sa.edu.au
Mr Tony Ritson ...................... Head of Senior Students/SACE Coordinator ... tritson@westminster.sa.edu.au
Mrs Jude Depold .................. PLP / Research Project Coordinator ............... jdepold@westminster.sa.edu.au
Mrs Kate Johns ..................... Current Head of Year 8 ................................. kjohns@westminster.sa.edu.au
Mrs Jane Edwards ................ Current Head of Year 7 ................................... jedwards@westminster.sa.edu.au
Mrs Jenny Howland .............. Student Counsellor / VET Coordinator ........... jhowland@westminster.sa.edu.au

Curriculum Leaders
Mrs Angela Phillips .............. Mathematics ................................................... aphillips@westminster.sa.edu.au
Mr Richard Noone ............... English ............................................................. rnoone@westminster.sa.edu.au
Mrs Kat Elliott ..................... History and Geography ................................... kelliott@westminster.sa.edu.au
Mr Ty Cheesman ................. Business and Entrepreneurship ...................... tcheesman@westminster.sa.edu.au
Mr Jason Greenslade ......... Science ............................................................ jgreenslade@westminster.sa.edu.au
Mrs Natalie Ziedas .............. Creative Arts ................................................... nziedas@westminster.sa.edu.au
Mr Michael Degenhart ........ Music ............................................................... mdegenhart@westminster.sa.edu.au
Ms Carolyn Obst ................ Dance .............................................................. cobst@westminster.sa.edu.au
Mr John Doherty ................. Drama ............................................................. jdoherty@westminster.sa.edu.au
Mrs Wendy Lampard .......... LOTE .............................................................. wlampard@westminster.sa.edu.au
Mr David Tiller ................. Physical Education .......................................... dtiller@westminster.sa.edu.au
Mr Darren McLachlan ........ Technology .................................................. dmclachlan@westminster.sa.edu.au
Mr Terry McDevitt .......... RAVE ............................................................... tmcdevitt@westminster.sa.edu.au
Mr Gordon Begg ................. Outdoor Education ......................................... gbeg@westminster.sa.edu.au
Mr Farley Briggs ......... Student Diversity ................................................ fbriggs@westminster.sa.edu.au
Mrs Rebecca Forrest ........... Library/ICT ...................................................... rforrest@westminster.sa.edu.au
Mrs Jude Depold ............. PLP / Research Project Coordinator ............... jdepold@westminster.sa.edu.au

House Heads
Mr Trevor Orman .............. Carter .............................................................. torman@westminster.sa.edu.au
Mr Adam Burford .............. Clark ................................................................. aburford@westminster.sa.edu.au
Ms Rachel Abercrombie .... Dunstan ........................................................ rabercrombie@westminster.sa.edu.au
Mr Rob McLean .......... Fereday ............................................................... rmclean@westminster.sa.edu.au
Ms Julie Engelhardt .......... Forder .............................................................. jengelhardt@westminster.sa.edu.au
Mrs Tanya Jones .............. Fricker ................................................................. tjones@westminster.sa.edu.au
Ms Dee Barton ............. Heaslip ................................................................. dbarton@westminster.sa.edu.au
Miss Alice Kelly ......... Jeffries ................................................................. akelly@westminster.sa.edu.au
Mrs Kate Inglis ............ Kelly ................................................................. kinglis@westminster.sa.edu.au
Mrs Michelle Payne .... Woollacott ...................................................... mpayne@westminster.sa.edu.au

Useful Websites
SACE Board .................................................................................................. www.sace.sa.edu.au
SATAC ............................................................................................................. www.satac.edu.au
Adelaide University ........................................................................................ www.adelaide.edu.au
Flinders University ........................................................................................ www.flinders.edu.au
Uni SA ............................................................................................................ www.unisa.edu.au
TAFE SA .......................................................................................................... www.tafe.sa.edu.au
My Future ....................................................................................................... www.myfuture.edu.au
THE YEAR 8 PASTORAL CARE PROGRAM

The Year 8 Pastoral Care Program ensures that the transition from primary to secondary schooling is a positive experience for all concerned. The Head of Year 8 coordinates the Pastoral Care Program and the induction of all Year 8 students. In 2020 there are likely to be five Year 8 classes, each under the care of their own class teacher or Year 8 Tutor. Each Year 8 class has a home classroom where they start each day and where their lockers are conveniently located.

The Year 8 Tutors are responsible for the pastoral care of the individuals in their class. They will monitor the progress of the students and are also the first point of contact for any parental enquiry. In addition to meeting the students every morning during the tutor period, the class teacher will have contact with the students in a particular subject area and organise the Pastoral Care lessons for their class.

Pastoral Care lessons occur in a two-lesson block, every two weeks. In the first term these lessons allow the students to get to know one another and their class teacher. In conjunction with the Mind Matters course the classes take part in activities that assist communication and relating to others. Organisational strategies such as time management and use of the school diary are also covered. As the year progresses, students look outside the school environment and visit organisations in the community that assist others, including Craigburn Farm. Service to others is an important part of this program and the students take responsibility fundraising for organisations they have chosen.

In addition to the support of the Head of Year 8 and the Tutor Team, students also have the opportunity to make appointments with the School Counsellor. The School Counsellor is available to students during the day for both personal and career counselling. Individuals and groups of students are able to make appointments or drop in before school or during recess or lunch times. The Counsellor is able to listen, care and offer advice and is prepared to act as a mentor and advocate for students. The overall aim of counselling is to facilitate communication, encourage problem-solving skills, break down barriers and build relationships. It is hoped that students will be helped to develop resilience to empower them to cope with the demands of both school and home in a positive manner.

The Counsellor is also available for career counselling where the aim is to keep options open for as long as possible and to guide students into areas where they will find future happiness and fulfillment. Assistance is also provided with study skills and learning how to learn.
STUDENT DIVERSITY CENTRE

The Student Diversity Centre oversees academic support for students with identified individual needs, namely those that fall into one or more of the following categories:

- Learning Support Students
- Gifted and Talented Students
- Indigenous Students
- International Students

At Westminster, we recognize that learners with individual learning needs rarely seek attention and so discretion is often required in our practices. An underlying mantra of the Student Diversity faculty is to be ‘significant, without being prominent.’ Staff based at the Centre work with members of all subject disciplines and pastoral managers to ensure the provision of various challenging experiences and programs for individuals.

LEARNING SUPPORT STUDENTS

For students with identified learning support requirements, negotiated ‘Stretch’ support will usually be the foundation of how support is organized, where a specialist teacher and LSAs (Learning Support Assistants) will support a limited number of students. Targeted intervention programs address the student’s educational development by balancing intervention strategies, specific to the individual, with time and support to maintain progress across general subjects. Typically, the programs will focus on specific literacy or numeracy skills/capabilities such as reading fluency, accuracy or comprehension, creative writing, text organization etc. At specific times, students focus on educational planning and goal setting, and in time will develop independence in these processes. Information on specific course content is included later in this booklet.

Additionally, LSAs work to support general classes wherever this can be facilitated. LSA timetables direct support to student cohorts with the greatest levels of need.

HIGHLY ABLED STUDENTS

The Student Diversity faculty maintains a roll of ‘Highly Abled Students’, previously referred to as Gifted and talented (Gagne, 2008). Using a variety of data sources (Educational Psychologist Assessments, past learning reports, NAPLAN results, test scores, parental feedback, and teacher observations), students are identified and individual details are recorded in SEQTA for teacher reference. Once established, the roll is ‘live’ with amendments being made through termly reviews.

Extension, enrichment and acceleration opportunities are manifold, across both our academic and co-curricular offerings; examples include:

Acceleration, intensive language support, specialized workshops, clubs and co-curricular activities are only some of the programs that can be accessed by Highly Abled students.

INDIGENOUS STUDENTS

Westminster School enjoys a rich history of educational support of Indigenous students. At the current time, the school’s Indigenous Student Coordinator, Nahla Baroudi, manages the organization of student enrolment and program planning as an integral part of the Student Diversity team. Depending on a student’s academic
background and areas of interest, highly individualized educational programs are created to enable successful pathways through senior school years (these plans are based on 'Dare to Lead' initiatives for 'best practice'). Elements of a student’s program may include support through individual tutoring, extension tasks, involvement in targeted intervention programs, the mentoring program, academic support in boarding, or a wide-range of specific educational opportunities like First Language Learning at SACE level. Programs for Indigenous students also feature an array of highly important experiential learning opportunities such as Reconciliation events, attendance at National Gatherings and involvement in Indigenous Camps.

INTERNATIONAL STUDENTS

Westminster School welcomes international students of all nationalities and faiths who wish to experience the excellent standards of education, high-level integrated technology and various opportunities to develop academic skills in friendly, safe, multicultural communities.

The school’s International Students Coordinator, Ruifang Huang, manages all programs for International Students. Depending upon a student’s English language proficiency, teaching will focus on language development as a first step to accessing the broader Australian Curriculum. Westminster also provides individual learning plans and support to international students in order to ensure not only their academic progress, but also their physical safety and emotional wellbeing.

As a part of the International Student Program, the International Student Coordinator holds the Overseas Parents Meeting every year in major cities in China, Hong Kong, Japan, Korea, Thailand, and Vietnam. This is the great opportunity for parents to find out how their child develops learning and interpersonal skills, both on and off campus.

LEARNING RESOURCE CENTRE (LRC)

The Senior School Learning Resource Centre is no longer a place just for the circulation of books. With the increase in technology this Centre has changed to reflect many new resources and modes of access.

The LRC is a physical and virtual learning environment where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students’ information to knowledge journey. It is an area of the school that helps develop their personal, social and cultural growth. Special events and author visits are tailored to support the literacy focus of the Senior School as well as to enrich student enjoyment of reading for pleasure.

We have created online environments where students can access electronic databases, journals, e-books, audiobooks, digitally streamed videos and a referencing generator. Students can borrow a variety of audio-visual equipment. We have created inspiring spaces where staff and students can teach and learn in diverse ways.

The Bartlett Room and Large Seminar Room have been fitted with electronic whiteboards and data projectors to enable staff to teach using dynamic methods. We have also created welcoming spaces in which students can relax and work collaboratively or participate in individual study.

There is a qualified Librarian to assist students with their curriculum and research needs in addition to readers’ advisory.

The LRC is open from 8.00am to 5.00pm each school day with the exception of the last day of term where we close at 1.00pm. These extended opening hours allow students to work after school in a safe supportive
environment.
WESTMINSTER’S CO-CURRICULAR PROGRAM

In alignment with the School’s emphasis on a broad and balanced curriculum, the co-curricular program includes activities which a student may undertake alongside, but not as a part of, or as a direct extension of his or her academic program. As such, these activities are neither assessed nor examinable, but are nonetheless an integral part of the School’s recognised program designed to broaden and enrich the life of the developing individual.

To cater for the many and varied needs of each individual, the co-curricular program is extensive and varied, and all students are strongly encouraged to participate in several school activities. The program offers a wide range of experiences in sports, clubs, outdoor pursuits, the performing arts and international exchanges. Students are encouraged to select activities that complement their academic program and that provide a more rounded and balanced range of experiences. These activities not only provide opportunities for individuals to work as part of a team, but they also allow students to experience success and a sense of their own personal worth beyond the classroom.

All students are expected to take part in the co-curricular program which is conducted before and after school, lunchtimes, weekends and in some activities during school holidays. Although the school does recognise that a student’s commitment to pursuing a co-curricular activity is a matter of personal choice, once a commitment is made, the obligations to the activity’s cohort must be honoured for the full season. This would involve regular attendance at practices, rehearsals, meetings and matches.

STUDENT PARTICIPATION

The value of participation in the School co-curricular program cannot be underestimated. Ongoing research into child and adolescent development continues to emphasise the importance of involvement in organised activities to expose young people to opportunities for testing themselves in challenging environments, and to develop their interpersonal skills.

With this in mind, the School encourages and expects involvement of all students in the School’s co-curricular program.

SPORT

The School is a member of the preeminent boys’ and girls’ sports associations in South Australia (SAAS and IGSSA) and as such has a commitment and responsibility to field a full complement of sports teams across a range of sports in those competitions.

Therefore, if a student chooses to play a sport which the School offers, the School expects that the student will play for the School team. Students nominating a summer sport in Term 1 maintain that commitment through to Term 4. New students are permitted to uphold their responsibilities towards outside teams initially while their seasons overlap with those of the School, but they will be expected to join the school team when their existing team commitments for that season expire.

In a situation where any student may find difficulty conforming to this policy, parents are encouraged to discuss the matter with the Head of Sport, or Gary Davison, the Director of Activities and Residential Community.
PRACTICES / REHEARSALS

Practices and rehearsals are held before, during and after school, from 7.15am onwards unless otherwise arranged. The student must attend all practices, and it is the responsibility of the child or parent to inform the coach/staff member if the student is unable to attend.

SIMULTANEOUS PRACTICES / REHEARSALS

Wherever possible the programming of co-curricular activities is managed to avoid clashes between activities that might involve the same students. However, with a busy program, this is not always possible. When students are involved in co-curricular activities that occur simultaneously concerns may arise regarding fulfilling expectations for attendance at all practices/rehearsals. The School’s policy is that no child should be penalised in any activity as a result of the breadth of their involvement in school activities. If a student cannot attend both activities, then the student:

1. must attend at least one practice/rehearsal per week for each activity
2. must inform the Head of Sport and the Head of Performing Arts, and the staff members concerned.

It should be noted that selection for some teams/activities is dependent upon performance standards (e.g. A-teams, and some music ensembles) and with less frequent attendance at practices, performance standards are likely to fall behind those of others. By choosing a broad range of activities, students may also be electing for reduced performance standards, thus jeopardising their opportunities for preferred team/ensemble selections.

Further details regarding the co-curricular program can be found on Inspire on the Play@West site.

HOT WEATHER SPORTS POLICY

PRACTICES

Unless coaches have made prior overriding arrangements with their team, afternoon outdoor practices will be cancelled if the temperature is predicted to be 36 degrees or higher on the Bureau of Meteorology website at 8.00am. Indoor practices will be modified to suit conditions if required.

GIRLS’ HOT WEATHER MATCH POLICY (IGSSA)

Saturday Morning Matches
If the Saturday temperature is predicted to be 38 degrees or above at 8.00am on the Bureau of Meteorology website on the preceding Friday, Saturday morning matches will be cancelled. Matches may also be cancelled at the discretion of the Head of Sport if conditions are considered extreme.

Mid-Week Matches
If the temperature is predicted to be 36 degrees or higher on the Bureau of Meteorology website at 8.00am, that afternoon’s matches will be cancelled.
BOYS’ HOT WEATHER MATCH POLICY (SAAS)

For Saturday sport and weekday sport
If the temperature for the forthcoming SATURDAY is forecast at 38 degrees in the Friday’s Advertiser all SAAS sport, with the possible exception of first XI cricket, will be cancelled.

If the forecast temperature is less than 38 degrees but conditions are considered as extreme, the SAAS Executive Officer in consultation with The Chair of Executive and Coordinators will inform both Coordinators and Principals of schools by either/or fax/ email if sport is to be cancelled.

Consideration of weather conditions is an important component in students’ preparation for sport. They should ensure that they have:
• adequate drink intake both before and during practice and games
• a Westminster School cap or hat for use when appropriate during practice and game
• sunscreen when appropriate

WET WEATHER SPORTS POLICY

Practices and Matches will only be cancelled in wet weather if there is a safety risk to students, ie localized thunderstorm. Students should assume practices will be held and they will be modified according to the conditions.

INTER-HOUSE COMPETITIONS

Year 8 students are allocated to a House on entry to the Senior School, and during the year there are a number of inter-house competitions, including public speaking, chess, athletics, swimming and cross-country.

DRAMA

Westminster has established a fine tradition in the Performing Arts, having staged many plays and musicals. We differentiate between Co-Curricular Drama and the subject of Drama which is formally taught from Year 8 onwards. A variety of dramatic productions are performed each year, involving students from all year levels. Irrespective of experience, all students have the opportunity to perform. There is scope for students to be actively involved in all facets of a production - performance, technical (lighting, sound), backstage, set design, set painting, publicity, photography, costumes, make-up etc.

In previous years, our annual junior productions have had performances in Semester 2. It allows for any student from Years 8-10 to perform and requires a commitment to rehearsals after school and on weekends.

MUSIC

The School has established a strong reputation for its Music program, with the opportunity for individual and group performance. Instrumental tuition can be arranged with the Music Department and parents are requested to contact the Director of Music if this is of interest.

There is a range of vocal and instrumental ensembles that rehearse before, after school and at lunchtime. Students are encouraged to join vocal and instrumental groups, however some groups do require auditions.
MUSIC PERFORMANCES

There are many opportunities for music students to perform, both within, and outside the school. There are regular lunchtime and assembly concerts, community performances, the annual "Music Night" where instrumental and vocal ensembles perform, as well as opportunities to play with National and International Musicians. Westminster School ensembles have a well-established tradition of touring; locally, interstate and overseas.
MUSIC GROUPS

The following music ensembles are available to Senior Students, generally from Year 8 to Year 12. Groups are formed on ability level, balanced ensembles, resources and interest. More details can be provided by contacting the Director of Music.

- Flute Ensembles
- Senior Concert Band
- Senior Orchestra
- Senior Big Bands
- Senior String Ensemble
- Senior Vocal Ensemble
- Vocal Jazz Ensembles
- Jazz Combos
- Rock Bands

Once a student becomes a member of any of the above ensembles a commitment for the calendar year is expected including all rehearsals and performances. Any variations of this must be discussed with the Director of Music well in advance.

DANCE

Westminster has a thriving co-curricular Dance program to complement the dance taught in classes from Year 8 onwards. A variety of dance genres is offered including contemporary dance, ballet, hip-hop and break dance. Classes are conducted before and after school, and at lunchtimes, usually in the David Jarman dance studio. There are numerous opportunities for groups to perform both within and beyond the school community. Highlights include a variety of concerts held in the Michael Murray Centre.

SCHOOL TOURS

In the past, the School has offered a range of opportunities for sporting and cultural tours, both interstate and overseas. In addition, Westminster School hosts a series of cultural and sporting groups during the year, providing opportunities for Westminster families to host visiting students from interstate and overseas.

SCHOOL CAMPS

A number of year and subject camps will be available for students:

In Year 8 the students attend a three day and two night camp at Douglas Scrub. This camp has an emphasis on outdoor education, and involves adventure activities, tent accommodation and camp cooking.

CO-CURRICULAR SPORTS

Westminster offers a wide range of sports including - Athletics, Badminton, Basketball, Cricket, Cross-Country, Equestrian, Golf, Football, Hockey, Lacrosse, Netball, Rugby, Sailing, Squash, Soccer, Softball, Swimming, Table Tennis, Tennis, Volleyball.

SPECIAL INTEREST GROUPS

Students are also able to be involved in a range of special interest groups such as the Visual Arts Club, Chess Club, Book Club, Debating, Public Speaking, School Magazine Editing, Writing and Publishing, Fashion and Design, Future Problem Solving, and Technical Crew.
Exchanges

Exchanges are part of the Round Square philosophy. These exchanges occur at two levels: international and regional. The international exchanges usually occur in Year 10 and vary in length from six weeks to a full term depending on the individual circumstances. The exchanges are negotiated between Westminster School and the selected host school and are reciprocal, so no tuition fees are exchanged and the students travel on a tourist visa.

Regional exchanges occur in Year 8 and are two week reciprocal exchanges with other Round Square schools in the Australasian and East Asia region. While most of these exchanges are with Australian schools, there are increasing opportunities for exchanges to Bali, New Zealand, Singapore, South Korea, Thailand and Vietnam.

Expressions of interest will be sought towards the end of 2017 and the application process will begin soon after, with the exchanges beginning in late Term 1 or early Term 2, and continuing throughout the rest of the year.

There is no cost involved other than the travel expenses and the reciprocal hosting, and wherever possible, the aim is to accommodate the student’s first choice and have students exchanging in pairs.

More information on exchanges is available by contacting the school on 8276 0276 or via the Westminster School Round Square link on Inspire.
ROUND SQUARE ACTIVITIES

Round Square is a worldwide association of over one hundred and fifty schools, which share a commitment, beyond academic excellence, to personal development and responsibility through service learning, leadership, challenge, adventure, and international understanding.

Round Square schools, which espouse the educational philosophy of Kurt Hahn, impel the young into challenging, instructive experiences, through which they can develop:

- responsibility and care for humanity
- commitment to principles
- skill and confidence needed for effective service learning and leadership
- a global perspective on society and the environment

Schools support six pillars based on the theme IDEALS: International understanding, Democracy, Environment, Adventure, Leadership and Service Learning. Round Square programs are run according to these pillars.

Exchanges continue to be a big part of Round Square philosophy. Regional exchanges occur in Year 8 and are two week reciprocal exchanges with other Round Square schools in the Australasian and East Asia region.

There are annual Regional Conferences for 10 -12 year old students, 12-14 year old students and 14-16 year old students (within the Australasian and East Asia region) as well as an International Conference held each year. Students and staff attend these conferences as delegates. The Young Round Square Conferences for 10 -12 year old students and 12-14 year old students are offered to students from Years 7, 8 and 9.

Service Learning is a fundamental pillar of Round Square and while overseas projects are available to senior students, there are many programs available to Year 8 students with Round Square’s community partners. Put simply, Service Learning is a willingness to give up time and effort for the benefit of others, rather than for self and personal gain. It requires the quality of compassion and the need to recognise that others may not be so well off and that our help may make a difference to their lives. Service Learning is also a commitment; a genuine commitment by students because they believe in the intrinsic value of providing service to others, rather than for personal gain.

More information on Round Square is available by contacting the school on 8276 0276 or via the Westminster School Round Square link on Inspire.
CHINESE – Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

Chinese is the study of both language and culture, no pre-requisites are required. The course is designed for beginners to gain a basic knowledge and confidence in using Chinese. Basic vocabulary and conversations frequently encountered in everyday life will be provided. The course aims to develop basic communication skills in the areas of listening, speaking, reading and writing as well as an understanding of China and Chinese society. Students who have extensive Chinese knowledge will be extended and accelerated.

COURSE CONTENT

Semester 1
Students will work towards further developing their communicational skills and cultural understandings. Topics include introducing family and friends, using basic Chinese measure words, countries and nationalities, jobs and workplaces, and cultural research projects.

- Read and write the characters as well as radicals, vocabulary and grammar
- Follow and respond to basic classroom instructions in Chinese
- Personal introductions to introduce families and friends, such as name, age, birthday, likes and dislikes, nationalities, languages spoken, work situation and workplaces in Chinese
- Geographical information on China and daily routine, culture, customs and traditions of Chinese people are incorporated into all lessons
- Culturally appropriate communication strategies and gestures will be introduced

Semester 2
Students will continue to work with a variety of learning materials to develop their skills in communication and cultural understanding. Students will extend their ability to discuss everyday topics including recreational activities, hobbies and interests, and school life.

- Describe people, pets, and objects with the adjectives
- Express feelings and thoughts with the adverbs
- Students are encouraged to work more independently and creatively with their language skills
- Additional characters and grammar such as general sentence structure, particles, conjunctions and measure words are introduced
- Students will conduct research tasks to explore, discover, examine and evaluate cultures between Chinese and Australia.

OUTCOMES

By the end of the course, students will be able to:

- Exchange greetings with peers and familiar adults, choosing appropriate greetings to suit age or position or time of day
- Understand simple spoken and written statements and questions about themselves, friends, and family
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- Respond to simple narratives and create short texts or correspondence (such as emails, letters or postcards) by answering questions
- Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation
- Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication
- Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language
- Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning
- Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding based on the Australian Curriculum Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, online quizzes, written tests, aural and reading comprehensions, orals, presentations (oral and multimedia), creative writing and cultural projects.

ACHIEVEMENT STANDARD OF YEAR 8 CHINESE:

Students use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫…; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起，我听不懂，你说什么？), and transact and make arrangements, for example, 你要来我家吗？They use the question particle 吗 and familiar question words (什么，谁，哪儿，几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction. They employ learnt vocabulary to express personal insights and compare experiences on topics of personal interest and significance. They connect ideas using basic cohesive devices (for example, 和，可是，所以), express opinions using 喜欢 and觉得，and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一，第二… They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes. They use a range of verbs, including verbs of identification and existence such as 是，and a range of action verbs to describe interests and events, for example, 踢足球，打乒乓球，听音乐. They access and organise information from a range of spoken, audio-visual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很，非常，最. They reflect on their interactions when using and learning languages.
Civics and Citizenship – Compulsory subject

STUDY DESCRIPTION

As a school, we have made the decision to clearly delineate HASS subjects so that students have a clear understanding of the different disciplines. So that the school is compliant with the Australian Curriculum we have developed units for Civics and Citizenship to be encompassed in the History and Geography programs in Semester One that address the associated achievement standards.

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

Students will undertake a 2 week unit based on finding their discovering elements of Civics and Citizenship by undertaking the annual “DemocSelfie Tour” of the Adelaide CBD and a visit to the Adelaide Oval where an historical tour “Beyond the Boundary” is also undertaken. The student learning experience has proven very valuable when Westminster scholars are immersed an environment outside the gates in the real world where tactile evidence of the elements of the coursework can be seen in real time.

Students may also explore Civics and Citizenship concepts in the general Geography and History courses by examining issues such as the consequences of governmental decision-making, and constitutional government established through the birth of our nation. Students consider elements of the Australian political system, such as lawmaking and governmental structures. In doing so, students will also gain and understanding of global politics and our involvement as a signatory to the United Nations.

COURSE CONTENT

Students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.

OUTCOMES

- Investigate Australia's political and legal systems
- Appreciate multiple perspectives and use strategies to mediate differences
- Understand their role as a citizen in Australia’s democracy
- Understand democratic processes
- Observing, questioning and planning
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding
ACHIEVEMENT STANDARDS

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia’s democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people’s sense of belonging.

When researching, students develop a range of questions to investigate Australia’s political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.
DANCE – Elective subject

Dance may be studied for one semester or a full year

STUDY DESCRIPTION

This is an introductory course in dance with a practical emphasis, offering students an exploration of a variety of different dance genres and styles. Particular focus is placed on contemporary and creative dance. The course also provides exposure to devices that assist in creating dance vocabulary and in the understanding of dance as a form of expression, as part of popular culture and as a way of life for many.

Students will undertake studies in a frame work that involves: exploring ideas and improvisations, manipulating and applying dance elements, developing dance skills and techniques, organizing dance ideas into form, sharing dance through performance, analyzing and reflecting upon created work and responding and interpreting dance choreography. Students will have the opportunity to perform in Dance productions – ‘Dance Allsorts’ Semester 1 and ‘The Twilight Concert’ Semester 2, and develop life skills that include cooperation, communication and problem-solving.

COURSE CONTENT

**Semester 1 and Semester 2:**

*Component 1- Improvisation*
The study of new movement exploration, vocabularies, possibilities and potentiality through specific skills and techniques.

*Component 2- Elements of Dance*
The study of the fundamental elements of space, time, dynamics and relationships, that form the foundation of dance creation.

*Component 3 – Technique*
The study of dance, through structured technique class work.

*Component 4- Composition*
The study of compositional tasks and choreographic stimuli, to encourage the development of creative and innovative dance making.

*Component 5 - Performance*
The study of dance performance skills to encourage the communication and meaning of choreographed works. Performances may occur in various formal or informal settings.

*Component 6 – Evaluation*
The study of reflective practice to enhance personal discovery and development.

*Component 7- Analysis*
The study of dance in historical and/or contemporary contexts, through investigation of dance works and/or companies.
OUTCOMES

- Demonstration of technical skills in a variety of genre
- Identifying distinguishing features of the dance genres studied
- Understanding of safe dance principles
- Understanding of the elements of dance
- Understanding basic dance terms relevant to the dance genre
- Demonstration of basic compositional tools and improvisational skills
- Understanding dance from a historical and contemporary perspective
- Ability to evaluate dance
- Demonstration of appropriate levels of aerobic endurance and musicality
- Demonstration of basic performance skills associated with dancing to an audience

ACHIEVEMENT STANDARDS

By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.
DESIGN TECHNOLOGIES - MATERIALS - Elective subject

This subject is a one semester course.

COURSE CONTENT

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short-term and long-term impacts. As students’ progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested.

STUDY DESCRIPTION

Students will apply the following processes and production skills:

• investigating by critiquing needs or opportunities for protective solutions; comparing different protection need scenarios (impact, thermal, moisture, UV, abrasion); and comparing properties of materials and structures for particular purposes
• analysing relevant systems, components and tools for manufacturing solutions
• generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques
• producing a functional prototype by effectively and safely using a range of materials, components, tools, equipment and techniques
• independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions
• collaborating and working individually throughout the process using project management processes to coordinate production.

OUTCOMES

• Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
• To become familiar within a workshop setting
• Apply technological processes to complete a product as individuals and/or in teams
• Analyse the impacts of technology, including social, environmental, and sustainable consequences
• To be able to select the correct tool or machine to solve problems
• To be able to follow simple working drawings and communicate ideas by using simple sketches

ASSESSMENT

During the course, a range of varying assessment tasks will measure each student’s knowledge, skills and understanding against the ACARA Achievement Standards.
DIGITAL TECHNOLOGIES – Compulsory subject

STUDY DESCRIPTION

This course covers the compulsory Digital Technologies learning requirements as specified in the Australian Curriculum: Technologies and also includes elements of the Australian Curriculum General Capabilities - ICT.

In Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems, logically organise and analyse data and represent them in abstract forms. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and human and physical resources to generate efficient and effective digital solutions. They create digital solutions that consider economic, environmental and social factors. By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world. A full assessment of student learning is made at the end of each semester.

OUTCOMES

Students:

- Investigate how data are transmitted and secured in wired, wireless and mobile networks, and how the specifications of hardware components impact on network activities
- Investigate how digital systems represent text, image and audio data in binary
- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness
- Analyse and visualise data using a range of software to create information, and use structured data to model objects or events
- Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints
- Design the user experience of a digital system, generating, evaluating and communicating alternative designs
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language
- Evaluate how well developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability
- Create and communicate interactive ideas and information collaboratively online, taking into account social contexts
- Plan and manage projects, including tasks, time and other resources required, considering safety and sustainability
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COURSE DETAILS

The course conducted over two semester includes the following units of work:

Semester One

- **Our Digital Systems at Westminster School** - Students examine our School systems like Inspire and D2L to understand their structure, purpose and function.
- **Keeping Ourselves Safe Online** – Students examine Cyber Safety concepts and principles and develop an education program for others
- **That’s How You Do It** - Students examine the concepts associated with computational thinking and programming to develop their own software solutions to a range of problems.

Semester Two

- **Who Wants To Be A Millionaire** - Students develop skills in a range of software to solve a range of real world problems.
- **Taking Control** - Students design and implement a range of programs to allow their Lego Technics robot complete a range of tasks.

ASSESSMENT

The assessment of progress in Years 8 and 9 Digital Technology is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student’s knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, D2L quizzes, written tests, orals, reports developed from practicals, presentations (oral and multimedia), and research tasks. Parents are invited to monitor progress in D2L.
DRAMA – Elective subject

This subject is a one semester course

STUDY DESCRIPTION

Drama is a form of expression common to all cultures in all parts of the world and constantly evolves over time. It is an important human activity that helps people to define who they are, how they live and how they express themselves. Drama helps students learn to solve problems creatively, use the resources of their imagination, and develop self-discipline. These qualities play significant roles in the constant process of social and cultural definition and redefinition, which reflects and defines the society in which we live. Students will learn: how to build self-confidence, co-operation and interpersonal skills, physical and vocal awareness, self-discipline and specific theatre and drama skills.

COURSE CONTENT

In Drama, as in Dance and Music, working as a member of a group has unique requirements. Such work is referred to as “ensemble” work. Working in an ensemble may mean adopting a different interpersonal style to that which the individual is accustomed. In turn, this enables students to work effectively with Physical Theatre skills which form a foundation of work in Drama Years 8-10 at Westminster School.

Students will learn and be assessed on skills in one or more of the following areas: Basic Stage Combat Moves and Choreography; Basic Mime; Basic Archetypes and Basic Acro & Counter –balance. Students will also be introduced to foundation characterization techniques, the Stanislavski System and Archetypes, underpinning the performance requirements of later years. They will learn how these may be applied toward creating memorable characters when they are acting. This may include working with accents. We aim to enable students to bring the skills outlined above together effectively in brief performances during class time. Individual classes may touch upon the text from the opening of “Romeo and Juliet” wherein students are introduced to working with the language and plays of Shakespeare with emphasis on actively engaging with the text as opposed to simply reading it. Improvisation skills are developed through the vehicle of Theatre-sports. These activities are then reflected on in written journals and assignments.

OUTCOMES

• Self-discipline
• Ensemble skills
• Physical and vocal awareness and discipline
• Co-operation
• Focused creative thinking
• Specific theatre and performance skills
• Written skills
• Backstage skills

ASSESSMENT

Students are assessed in line with the Year 7-8 Australian Curriculum Achievement Standards and the degree of improvement they exhibit in the areas listed above.
Economics and Business – Compulsory subject

STUDY DESCRIPTION

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

COURSE CONTENT

Students will develop a business plan for a trading stall for the Year 8 Fundraising Gala that will be conducted to support an international charity. Students go through the process of developing the business, planning a product, marketing, cost benefit analysis, cash flow and reflect upon the outcome of the fundraiser event. This is conducted as part of the Year 8 tutor program, in conjunction with significant allocated time in History and Geography subjects as required.

OUTCOMES

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

ACHIEVEMENT STANDARDS

By the end of Year 8, students explain how markets operate and recognise why governments may influence the market’s operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.
ENGLISH – Compulsory subject

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In this subject, the units will address the cross-curricular priority of Asia and Australia’s engagement with Asia. The aims of this course are to consolidate the basic skills learnt in the junior years of schooling and to introduce and practise different forms of writing.

COURSE CONTENT

• Language

   Students will be taught modern grammar, and will develop an understanding of the way grammar is used in texts to add depth and create meaning.

• Reading and Viewing

   A variety of texts are read and viewed each semester. These include class novels, plays, and poems, and aspects of mass media, films and television. Independent and extension reading and viewing are also encouraged through regular library lessons and journal writing. Students will share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.

• Writing

   Writing in different genres is developed and depth of response to texts is encouraged, as are word processing skills. Students are introduced to the principles of essay writing. Students will develop their knowledge of vocabulary, text structures and language features to understand the content of texts.

• Speaking and Listening

   Students will develop their oral communication skills by presenting formal and informal talks to different audiences. Aural skills are also developed throughout the year.

OUTCOMES

• Students are encouraged to progress at a rate suited to the individual. Assessment ranges from formal testing to a suitable completion of set tasks. Opportunity is given for exposure to a wide range of texts and experiences.

• Students will be assessed by a variety of methods including:
  o text response
  o oral presentations
  o critical reading
  o text production (persuasive, descriptive, narrative, recount)
ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student’s knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, final examinations, written tests, orals, presentations (oral and multimedia), creative writing, and research projects.

By the end of Year 8, students should understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. In addition, students should explain how language features, images and vocabulary are used to represent different ideas and issues in texts.

Another area students will demonstrate proficiency is in their ability to interpret texts and question the reliability of sources of ideas and information. They will select evidence from texts to show how events, situations and people can be represented from different viewpoints. In developing this skill set, students should also listen for and identify different emphases in texts, and use that understanding to elaborate upon discussions.

A key feature of English at this year level is in understanding how the selection of language features can be used for particular purposes and effects. Students should explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students should explain how ideas might be expressed in new ways.

Over the course of the year, students will create texts for different purposes, selecting language to influence audience response. They will need to make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, it will be important to take into account intended purposes and the needs and interests of audiences. Importantly, students will increasingly demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.
FOOD TECHNOLOGY— Elective subject

This subject is a one semester course.

STUDY DESCRIPTION

This course is a Design Technologies food specialization that has a practical food focus. Students prepare a range of healthy food items whilst developing safe and hygienic work habits. Students design, create and evaluate solutions to authentic design needs. Students will develop food literacy skills to identify and prepare food that will keep them healthy.

COURSE CONTENT

Topics covered include:

- safe food handling and kitchen terminology
- following recipes and using technology safely in the kitchen
- fresh healthy food from multicultural Australia
- planning, organising and collaborating

OUTCOMES

Students will be able to:

- Identify how the characteristics of food impacts on its preparation and presentation
- Use a broad range of equipment safely and effectively
- Design, prepare and evaluate solutions for various food types
- Identify the criteria for success
- Investigate and evaluate a range of health information about healthy eating and apply to own behavior and the family

ASSESSMENT

The Australian Curriculum achievement standards for HPE and Technologies will form the basis for all assessment.
GEOGRAPHY – Compulsory subject

This is a one semester course.

STUDY DESCRIPTION

Year 8 Geography aims to develop in students an understanding of the spatial patterns and distribution of physical features and human activities on the earth’s surface. Students will obtain field, graphic and mapping skills. They will also develop a sense of inquiry and responsibility about people and the environment.

The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

COURSE CONTENT

Landforms and landscapes focuses on investigating geomorphology through a study of Coastal regions and their landforms. Students examine the processes that shape the coast, the values and meanings placed on coastal regions by diverse cultures, hazards associated with coastal environments, and the management of these regions.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. Students will explore why people live where they do and the forces that cause people to change this. We look at the growing trend in urbanisation, the redistribution of population resulting from different types of migration using case studies from Australia, Asia, and the USA. We also examine issues related to the management and future of Australia’s urban areas.

OUTCOMES

Students will be able to develop skills in the following areas:

- Geographical Inquiry and Skills - inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.
- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding
ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student’s knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as investigations, reports, presentations (oral and multimedia), research projects, field trip analysis and a variety of visual assessments such as creation of graphs and infographics.

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.
GERMAN – Compulsory Subject

This is a full year subject

STUDY DESCRIPTION

This is a beginner’s course where no pre-requisites are required. A number of designated learning outcomes will be developed and assessed.

• Interaction, Text Analysis (listening and reading), Text Production and Intercultural tasks will be completed
• The course brings into play all of the communicative modes – listening, speaking, reading and writing - in a wide variety of activities
• It aims to equip students with plenty of practical language and to provide them with numerous opportunities for using it
• Carefully thought-out structures are designed to bring learners to an understanding of how the language works. Links are made between spelling and sounds and how learnt language can be combined with new concepts to speak or write a short sequence of sentences

COURSE CONTENT

Semester 1

• The Alphabet, greeting others, introductions, classroom instructions, numbers 1-100, ages, simple expressions
• Learning to ask for and give your name, talk about others, welcome people, say where you come from and where you live
• Talking about school timetables, subjects and days of the week
• Introduction of verbs, pronouns, question words and word order, using simple adjectives
• Understanding the differences and similarities in German speaking countries
• Discussing what sports/instruments you play and when
• Talking about different families and where people live
• Gender of nouns, singular and plural, definite and indefinite articles

Semester 2

• Talking about what someone is wearing, describing clothing and giving opinions on clothing and appearance
• More verbs in Present tense, separable verbs, use of the Accusative
• Traditions, Customs and Celebrations in German Speaking countries
• Talking about what you eat and drink and how things taste
• Talking to someone using the polite ‘Sie’ form
• Adverbs and more on Word order
• Asking prices and buying items
• History of German in South Australia: may include a visit to Hahndorf in Term 4
• Telling the time, making arrangements
• Further work on the cases: Nominative and Accusative and personal pronouns

OUTCOMES
YEAR 8 - 2020

By the end of the course, students will be able to:

• Understand and respond to greetings and instructions, initiate simple conversations, give personal information in short phrases from memory, begin to apply correctly points of sound/spelling knowledge to unfamiliar words
• Understand simple spoken and written statements and questions about themselves, friends, and family
• Combine learnt language with new concepts to speak or write short sequences of short sentences
• Use largely memorized language but also begin to incorporate words found in their reading and listening

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding based on the Australian Curriculum Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, quizzes, written tests, aural and reading comprehensions, orals, presentations (oral and multimedia), creative writing, cultural projects.

By the end of Year 8:

• They will use written and spoken German to interact with teachers, peers and others; to make decisions, solve problems and negotiate transactions; and to exchange and justify ideas, opinions and views.
• When interacting, they use both rehearsed and spontaneous language to ask and respond to open-ended questions and express opinions
• They apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and words, including loan words from English
• They express opinions and feelings in response to imaginative texts, and make connections with their own experiences and other texts
• They plan, draft and present original imaginative and informative texts, following models to link and sequence events and ideas using both adverbs and common subordinating conjunctions
• They refer to a person, object or place using definite and indefinite articles, personal pronouns
• They produce original present tense sentences using verbs such as: kommen, heißen, sein, finden, haben
• They use a range of everyday and topic-based prepositions, adverbs and adverbial phrases
• They identify and apply the German case system and name some grammatical terms and their functions.
• They interpret and/or translate terms associated with the culture of German-speaking communities or their own culture, and explain specific values and traditions reflected in the language
• They obtain, summarise and evaluate information from a range of sources
• They explain the importance of shared understanding, discussing adjustments made as a result of reactions and responses to intercultural experience
• Students explain how language changes over time and identify reasons for change
• They explain reasons for differences in a range of text types, for example, personal, informative and persuasive texts, including differences in text structure and language features
• They give examples of how language use varies according to audience, context and purpose
• They identify different aspects of the cultural dimension of learning and using German, and explain how language use reflects cultural ideas, assumptions and perspectives
• They describe the similarities and differences between German and English punctuation, including capitalisation, numbers (ordinals, decimals) and quotation marks.
HEALTH AND PHYSICAL EDUCATION – Compulsory subject

STUDY DESCRIPTION

Integral to Health and Physical Education in Year 8 is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities.

Health and Physical Education teaches students how to enhance their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. Students experience an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement.

Health literacy is a personal and community asset to be developed, evaluated, enriched and communicated. This is strengthened through cross curricular experiences such as, Year 8 camp, Life Education sessions, Home Economics and Year 8 Pastoral sessions.

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students in researching, analyzing, applying and appraising knowledge in health and movement fields.

COURSE CONTENT

- Athletics
- Tennis
- Basketball
- Fitness
- Soccer
- Softball
- Minor games
- Surf safety
- Swimming/Aquatics
- Table Tennis

OUTCOMES

Students should be able to:
- use feedback to improve body control and coordination when performing specialized movement skills
- compose and perform movement sequences for specific purposes in a variety of contexts
- demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance
- participate in and investigate the cultural and historical significance of a range of physical activities
• participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans
• practice and apply personal and social skills when undertaking a range of roles in physical activities
• evaluate and justify reasons for decisions and choices of action when solving movement challenges
• modify rules and scoring systems to allow for fair play, safety and inclusive participation

ASSESSMENT

Assessment is based on a rubric comprised of the following performance standards:
• Practical skills and Strategy
• Rules and Fair Play
• Initiative, leadership and collaboration
• Organisation
HISTORY – Compulsory subject

This is a one semester course.

STUDY DESCRIPTION

Year 8 History develops students’ historical knowledge, understanding and appreciation of various societies from the ancient to the modern world, encouraging students to make connections between the past, present and future. Students are encouraged to develop the skills of interpreting, analysing and evaluating primary and secondary sources, and to understand the concept of change and continuity in human affairs.

COURSE CONTENT

Students complete an overview of the time period from the Ancient to the Modern World. This will provide students with significant dates to scaffold key events and provide essential knowledge to outline the big idea of this course. Students then engage in three depth studies:

1. the Western and Islamic world, focusing on one of the following:
   - The Ottoman Empire (1299 – 1683)
   - Renaissance Italy (1400 – 1600)
   - The Vikings (790 – 1066)
   - Medieval Europe (590 – 1500)

2. The Asia Pacific world, focusing on one of the following:
   - Angkor/Khmer Empire (802 – 1431)
   - Japan under the Shoguns (794 – 1867)
   - Polynesian Expansion (700 – 1756)

3. Expanding contacts, focusing on one of the following:
   - Mongol expansion (1206 - 1368)
   - The Black Death in Asia, Europe and Africa (14th century plague)
   - The Spanish Conquests of the Americas (1492 – 1572)

OUTCOMES

By undertaking the process of depth studies, students engage with the following skills:

- Sequencing historical events, developments and periods
- Using historical terms and concepts
- Identifying questions about the past to inform a historical inquiry
- Identifying and locating relevant sources, using ICT and other methods
- Locate, compare, select and use information from a range of sources as evidence
- Identifying and describing points of view, attitudes and values in primary and secondary sources
- Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged
- Using a range of communication forms (oral, graphic, written) and digital technologies
ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment will take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as class topic tests, investigations, quizzes, empathetic tasks, reports, presentations (oral and multimedia), creative writing and research projects.

Students engage in varying modes of communication to express their learning, as well as employing various media. Assessment includes written work, multimedia presentations, as well as creative and expressive tasks. By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.
JAPANESE – Compulsory subject

This is a full year subject

STUDY DESCRIPTION

Japanese is the study of both language and culture, no pre-requisites are required. The course aims to develop basic communication skills in the areas of listening, speaking, reading and writing along with a basic understanding of Japan and Japanese society.

COURSE CONTENT

Semester 1
• Students will learn to communicate in basic Japanese about themselves and their family
• Students will be encouraged to respond to and use Japanese in the classroom
• Hiragana will be introduced and Katakana will be introduced for extension
• Kanji will be introduced
• Culturally appropriate communication strategies and gestures will be introduced
• Students will develop an understanding of casual and formal Japanese.
• Geographical information on Japan and daily routines, customs and traditions of the Japanese people are incorporated into all lessons

Semester 2
• Students will extend their ability to discuss their personal lives to include recreational activities, hobbies, day-to-day life, food and school life
• Students will further develop their understanding of Japanese culture through learning about set expressions, researching festivals and traditional food.
• Students are encouraged to work more independently and creatively with their language skills through extended text production and text analysis
• Additional Kanji characters are introduced. Students will learn a minimum of 50 Kanji

OUTCOMES

By the end of the course, students will be able to:
• To develop basic written and oral communication skills in a variety of practical situations
• To develop an understanding of various aspects of Japan and Japanese society
• To read and write the Japanese scripts and to develop general literacy levels
ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student’s knowledge, skills and understanding based on the Australian Curriculum Achievement Standards.

Assessment may take the form of continuous formative assessment, quizzes, written tests, orals, presentations (oral and multimedia), creative writing and cultural projects.

By the end of Year 8:

- Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures
- Locate key points of information in a range of texts and resources and use the information in new ways
- Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms
- Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts
- Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions
- Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions
- Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity
- Identify textual conventions of familiar spoken, written and multimodal types of texts
- Understand that the Japanese language both influences and is influenced by other languages and cultures
- Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages
MATHEMATICS – Compulsory subject

STUDY DESCRIPTION

The goals of Mathematics at Westminster are to enable students to:

- develop a positive attitude to the learning of Mathematics
- recognise the relationship of Mathematics with other subject disciplines and with everyday life
- develop confidence and competence in using Mathematics
- learn to communicate mathematically
- use technology to solve mathematical problems
- appreciate the cultural and historical perspectives of Mathematics
- develop the ability to reflect on the reasonableness and significance of their work
- develop patience and persistence when solving problems
- develop and apply information technology skills to the study of Mathematics
- reach his/her full potential in Mathematics

The Mathematics classes are broadly streamed into three levels:

- In Extension classes the students study the core topics and their learning is extended and enriched as appropriate
- The majority of the students are in Standard classes. These students cover the core topics, in line with the Australian Curriculum. The more able students will receive extension and the students who require support with some of the concepts will receive extra support from their teachers
- Students who experience difficulties with Mathematics are allocated to the Support class. This class in smaller in size than the standard classes enabling the teachers to provide these students with extra support

COURSE CONTENT

Topics include: whole numbers, decimals, percentages, rates and ratio, equations, probability, congruence, quadrilaterals, index laws, perimeter, area and volume, simple expansion and factorization, introduction to coordinate geometry and statistics.

OUTCOMES

A  Mathematical skills and Understanding

At the end of the course students should:

- know and understand concepts and demonstrate skills from the three strands of the Australian Curriculum (number and algebra, geometry and measurement, statistics and probability)
- be able to confidently select and use mathematical ideas, processes and strategies when investigating problems
- be able to confidently select and use mathematical ideas, processes and strategies carried out by electronic means when investigating problems
B Analysis and Interpretation

At the end of the course students should be able to:

- recognise patterns and structures and describe relationships when investigating problems
- analyse results to accurately interpret results and information
- draw conclusions when investigating problems
- justify mathematical relationships

C Communication

At the end of the course students should be able to mathematically communicate using:

- appropriate notation and terminology
- a logical and well organised approach
- use a variety of different methods to present and explain their work

D Reflection and Evaluation

At the end of the course students should be able to:

- reflect on their methods and processes
- consider possible alternative processes
- demonstrate an understanding of the reasonableness and possible limitations of the results obtained when investigating problems
- identify their personal strengths and weaknesses within Mathematics

ASSESSMENT

Each semester each student’s grade will be based on:

- Topic Tests 70%
- Extended Homework tasks and Investigations 30%

All students will complete a Common test in Term 3, the common test will help prepare the students for external examinations in the Mathematical subjects which is a requirement of the SACE.
MUSIC – Elective subject
Music is a two semester course.

STUDY DESCRIPTION
By the end of this course students will be able to understand a variety of concepts in music through a practical emphasis. Students will experience solo and ensemble performance (both instrumental and vocal), basic reading and writing of music and aural recognition and composition techniques.

Advanced students will be extended in performance and musicianship.

All students will undertake or continue tuition on an instrument. An integral part of the Year 8 Elective Music Program is that all students begin tuition on a band instrument if they are not currently learning one.

COURSE CONTENT
During the course of their work in Music, students will have the opportunity to experience and develop their skills:

• in musicianship and performance, as a soloist or in an ensemble (both instrumental and vocal)
• in basic composition
• in the use of technology in music
• in linking music with the other Arts

OUTCOMES
Students will:
• extend their current knowledge of music and performance skills
• gain an appreciation and understanding of music and its links with the Arts and with society
• have the opportunity to work independently and as part of team
• have the opportunity to develop self-discipline and self-motivation
• have the opportunity to grow creatively
• have an opportunity to enjoy music now and to carry that with them for life

ASSESSMENT
The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students’ knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, D2L quizzes, written tests, oral or multimedia presentations, or projects.

ACHIEVEMENT STANDARD
By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.
PHILOSOPHY, RELIGIOUS AND VALUES EDUCATION – Compulsory Subject

STUDY DESCRIPTION

Students will use thinking skills, and acquire knowledge and understanding of belief & culture as living and dynamic. Students will investigate the way in which adherents of various traditions, or adherents with different perspectives within one tradition, participate in, and respond to, current social and ethical debates. Within a Community of Inquiry (CoI) model, students will have opportunities to reflect and to act upon their personal attitudes and values, and to better understand their own position. Students are inspired to become critical, autonomous agents of change and justice.

Why are philosophy and religious education part of an excellent education? Even if we hold a purely utilitarian view of education (i.e. education is simply about getting a good job), there are good practical reasons for studying religion. When students finish their studies and go off into the big wide world of work they are likely to meet people who have a different outlook on life from their own. Even in schools like Westminster they will find people with different beliefs and values to their own.

Most jobs require us to work together with others - if we understand ‘where they’re coming from’ we have a better chance of explaining our own ideas to them. "No man is an island, entire of itself..." (John Donne). People appreciate it when others understand their viewpoint even if we don’t agree with it, and are likely to be more receptive to our way of thinking. Understanding others - how they think, feel, and are likely to behave - helps society function more efficiently; basically it makes life easier for all of us.

Question: Why Study Philosophy and Religion? Answer: To make us more fully human.

COURSE CONTENT

• Biblical and Christian Tradition
  To help students explore their cultural heritage in the Judeo-Christian tradition
• Philosophy
  To facilitate intelligent philosophical/theological thinking and debate
• Ethics
  To give students a framework for ethical decision making about issues affecting their lives and the world
• Religions
  To give students an understanding of other world religions and the ability to dialogue respectfully and knowledgeably with their practitioners. In Year 8 we look at Hinduism and visit the local Temple
• Affective Strand
  To give students the experience of stillness, silence and mindfulness in their busy lives and the tools for enjoyment and use of meditation and prayer.

ASSESSMENT

In keeping with standard practice assessment for learning is continuous. As well as individual teaching assessments there will be common Year 8 assessment tasks, and assessment of participation in class.
SCIENCE – Compulsory subject

STUDY DESCRIPTION

Learning in Science is fundamental to understanding the world in which we live and work. The Science course aims to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. The course aims to help students develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers. The three strands of the Australian Science Curriculum, Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding, are interrelated and their content is taught in an integrated way with the school’s underlying educational philosophy.

Students will be expected to have a working knowledge of Year 7 Science according to the Australian National Curriculum.

COURSE CONTENT

The content is part of a framework of curriculum development which meets a progression of learning that is described by the Australian National Curriculum. Topics covered by the Year 8 course focus on Cells, and Multicellular Organisms, Particles and Substances, Energy, and Rocks and Mining.

OUTCOMES

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Science classes are laboratory based. Students work in small groups with the emphasis on inquiry-based activities, in which some formal information sessions are an integral part. A variety of resources can be used, including videos, computer simulations, electronic sensors linked to computer programs, video enhanced demonstrations, and library research activities. Students have the support of a text book that is based on the Australian Curriculum. In addition, practical experiments, exercises and activities, will enable them to develop a range of skills, as well as achieve a firm understanding of concepts.
All students also take part in the ICAS Science Competition run through the University of NSW external assessment (The Australian Schools' Science Competition).

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods (these may include practical reports, assignments, tests and other activities). During the course of the year the assessment tasks will measure each student’s knowledge, understanding and skills against the ACARA Achievement Standards and students will have opportunities to present their work in multiple different ways.
STRETCH – Negotiated Subject

Stretch maybe be selected in lieu of LOTE and in negotiation with the Head of Student Diversity and Enrichment and/or the Director of Learning.

STUDY DESCRIPTION

In Year 8, Stretch is placed as an elective alternative to learning a second language for students who have been diagnosed with a Specific Learning Disability. These include, but are not limited to, Dyslexia, Central Auditory Processing Disorder (CAPD), Dysgraphia or Attention Deficit Disorders (ADDs). Students may join in either semester, or for the full year, although in some cases this will be after discussion with the Curriculum Leader for Inclusion and Enrichment.

The structure of work carried out by teachers within the faculty is highly personalized for each student. Work is tailored to meet the specific needs of individual students within the small classes that are taught. Class numbers are capped, and teachers are supported by Learning Support Assistants. This flexible approach is founded on sound educational understanding of strategies that can work with all students. The issues that students face may often be difficult to overcome, but successes can be achieved through appropriate programs in the Stretch faculty.

COURSE CONTENT

The Stretch Curriculum is based on using a variety of teaching strategies and styles to target learning for specific students. Students can learn in a safe, caring environment where they can feel supported and are encouraged to develop a better awareness of their own strengths and weaknesses. Over time, they will recognize and develop the techniques and methods that will help them to learn in any situation.

Typically, the line of three lessons is segmented into one lesson of literacy support, one lesson of numeracy support and one lesson addressing specific Educational Plan targets and progress. Once this is established (usually by the end of Week 2 of any given term) the lesson focus is to support progress across all subject areas. The level at which tasks in these units are set varies depending on each student’s prior learning.

Stretch offers students free access to the multi-sensory online program Touch Type Read and Spell, which is designed to help develop the literacy skills of those who have difficulties with reading, writing or spelling, develop the skills for touch-typing and at the same time increase their levels of confidence, self-esteem and motivation.

Other software programs used include voice-text recognition, predictive text programs and organizational tools.
OUTCOMES

The course aims to help students in the successful transition from Preparatory to Senior School.

- Students are supported to develop self-awareness, confidence, self-esteem and independent learning abilities
- Students achieve success across each of their General Subjects
- Students develop in their ability to identify areas for improvement in basic literacy and numeracy and are taught strategies that will help them to address these through negotiation for Individual Learning Plans
- Staff can make limited assessments of a student's capabilities in each of these areas. Often more detailed formal assessments by an Educational Psychologist are requested to ensure that the correct program is implemented
- Core subject support can be arranged
- Students may negotiate to continue the Stretch program in Years 9 and 10
CREATIVE ARTS FACULTY

Visual Arts: Art – Elective subject

This subject is a one semester course

STUDY DESCRIPTION

Visual Arts – Art introduces students to the various methods of Art practice and the process of critical and creative thinking used in the production of artwork. Students are introduced to the skills and processes required to create, make and present ideas, and develop knowledge of different technologies, genres and themes used in both historical and contemporary art practices. Through practical tasks they will learn about significant contemporary and historical art movements and styles, cultural connections and learn how to analyse, compare and evaluate using appropriate art terminology. The aim is to develop in students an awareness of their own and other cultures through the Visual Arts. This course also offers an insight into the processes used in future study in this area.

The study of Visual Arts - Art in Year 8 supports future learning in this area and in the area of Visual Arts – Art and Visual Arts – Design.

Students will:

• through structured processes plan responses to the various themes explored
• learn how to explain their decisions, analyse choices of approach in practice, and review outcomes
• plan and manage presentations and respond by expressing opinions about their own and others’ works
• develop practical skills using a variety of media

COURSE CONTENT

Practical
Students produce two major works from the following disciplines:
• printmaking
• ceramics/sculpture

This allows for the broadest possible base for discovery of new knowledge, skills, process and ideas.

Folio
The Folio records the development of ideas associated with the practical work. It also documents regular skills exercises, such as drawing, painting and new media techniques and styles.

Visual Study
The Visual Study is research based analysis of the work of other practitioners. Students explore the medium and themes of the work of artists that are similar to that covered in the practical.
OUTCOMES

Students will learn through demonstrations and discussions on an individual and/or group basis how to:

• develop ways to enhance their artistic intentions through exploration of the processes, materials and technologies in producing works of art
• practise observational and recording skills through programmed drawing activities
• understand how artists use visual conventions such as themes, composition, construction, line, colour, texture and pattern in artworks
• use the vocabulary of Art language
• express oneself and communicate with others through works of art
• through planning develop individuality, imagination and creativity in their art-making
• the processes involved in producing works of art
• develop aesthetic judgments to identify the features and purpose of visual artworks
• increase their perception and understanding of the visual world
• understand and explore art from their own culture and that of others past and present

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student’s knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others’ artworks. They demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

Students will demonstrate evidence of their learning, knowledge, understanding and skills through the following assessment types:

• Practical - completion of two major products 50%
• Folio - creative problem solving, documentation of visual thinking 25%
• Visual Study - critical analysis and research skills 25%

LEVY INFORMATION

This subject has a levy of $70.