2027 CURRICULUM HANDBOOK YEAR 8

2026 EDITION

V22052026

THE YEAR 8 CURRICULUM

Welcome to Year 8!

You will continue your studies in each of the eight Learning Areas:

English / EALD
Health and Physical Education
Humanities and Social Sciences
Languages
Mathematics
Science
Technologies
The Arts

There are also cross-curriculum areas, which are an important part of the Year 8 curriculum. They include: Critical and Creative Thinking, Personal and Social Capability, Literacy and Numeracy and ICT Capability. Our school has embedded these into its broader 'Learner Capabilities' priority, aimed at developing knowledge and transferable skills to equip young people for life and work, both at and beyond school, and empowering them to become responsive global citizens.

You have a choice of electives in the following Learning Areas:

The Arts – you will study at least two Arts subjects throughout the year; one must be a Performance subject and the other must be a Visual subject. Music students will study Music as their Performance subject and may choose their Visual subject.

Technologies – you will study Digital Technologies and will choose one other subject from the Technologies Learning Area.

You should read the following descriptions carefully before completing the subject selection process. Due to timetabling constraints, not all electives may be available. You will therefore be required to rank electives in order of preference.

OVERVIEW: ELECTIVE SUBJECTS

Mainstream students (i.e. non-Music students) will:

- Choose two electives from The Arts: one Performance subject and one Visual subject
- Study Digital Technologies and choose one elective from Technologies

Music students will:

- Continue to study Music, which is their Arts Performance subject.
- Choose one Arts Visual subject
- Study Digital Technologies and choose one elective from Technologies

THE ARTS	TECHNOLOGIES
Dance (Performance)	*Music (Performance)
Drama (Performance)	Electronics / Robotics
Media Arts (Visual)	Food Technology
Photography (Visual)	Textiles
Visual Arts (Visual)	Wood / Metal Technology
OTHER	
Volleyball (Health & Physical Education)	
Bushrangers Western Australia (after-hours program)	

Additional information

- Academic Extension subjects are offered to our high achieving students.
- Students will be placed in Mathematics subjects based on their performance in Year 7.
- Students wishing to select Volleyball must have permission from the HPE Head of Learning Area or Volleyball Program Coordinator.
- Students wishing to select Outdoor Education must have permission from the HPE Head of Learning Area or Outdoor Education Coordinator.
- Students are expected to continue with the language taken in Year 7: Chinese Background or Non-Background, French, German or Japanese. Students and parents need to be aware that the French, German and Japanese subjects offered at Rossmoyne Senior High School are designed for Second Language Learners only. Students who have French, German or Japanese heritage or who have lived in a country where these languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Second Language Courses in Years 11 and 12 where strict eligibility rules are applied by the Curriculum and Standards Authority. Chinese is offered at Background and Non-Background levels from Years 7- 9.

CROSS-CURRICULAR LEARNER CAPABILITIES

A priority of the school's 2026-2030 Business Plan, our curriculum offerings will embed Personal and Social, Foundational, Transitional and Thinking Capabilities so that students develop the knowledge and transferable skills to equip them for life and work, both at and beyond school; and empower them to become responsive global citizens.

The Year 8 curriculum will explicitly and consistently provide opportunities for students to develop their ability to apply a range of capabilities confidently, effectively and appropriately in complex and changing circumstances.

COMPULSORY SUBJECTS

NOTES:

- Students will continue to study the language in which they were enrolled in Year 7
- Students will study Digital Technologies (and one other elective) in Technologies
- All subjects are offered on the understanding that subjects need to have a viable number of students to run. Similarly, some subjects may be oversubscribed (there are more students wanting to do the subject than available places). Some subjects are very popular, and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed.

ENGLISH

LEARNING AREA: **ENGLISH**

SUBJECT OVERVIEW

In Year 8 English students will continue to hone their creative and critical thinking skills, read more complex and thought-provoking texts, and consolidate their communication skills.

The Australian Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skill s in listening, reading, viewing, speaking and writing.

The three main strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Some classes will spend more time than others consolidating Year 7 work, while other classes will engage with more difficult concepts earlier. How each strand is interrelated will also vary from class to class. It will be up to you to make the most of the opportunities that your teacher will give through different lesson activities and formative assessments and formal assessments.

ENGLISH AS AN ADDITIONAL LANGUAGE

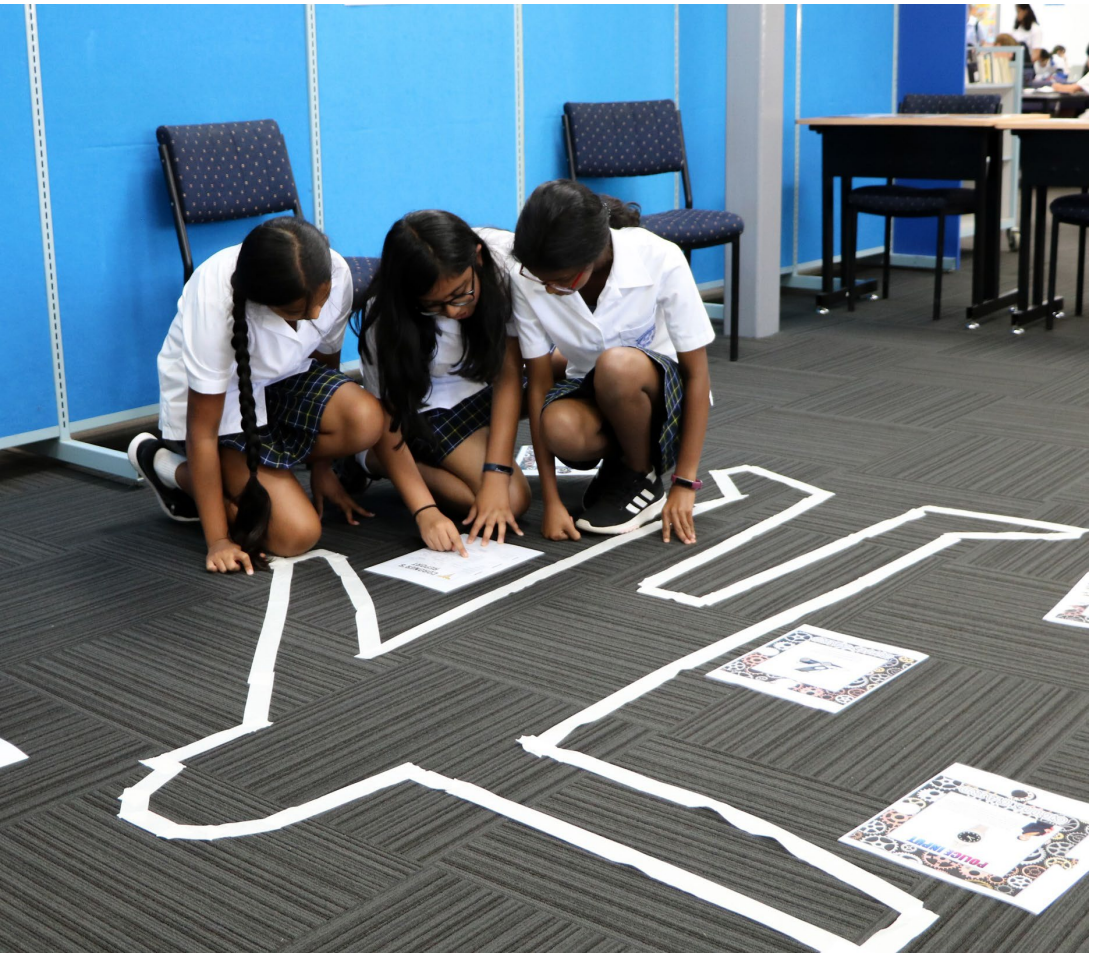
LEARNING AREA: ENGLISH

SUBJECT OVERVIEW

The EAL/D courses are designed for students who speak another language or dialect as their first or 'home' language. EAL/D focuses on development of the competent use of Standard Australian English (SAE) in a range of contexts. EAL/D also develops academic English skills to prepare students for tertiary study. Through responding to and composing a range of written, spoken and visual texts and through the close study of a variety of genres, EAL/D students develop and refine their speaking, listening, reading and writing skills to become confident and effective communicators.

HUMANITIES AND SOCIAL SCIENCES

LEARNING AREA: HUMANITIES AND SOCIAL SCIENCES



SUBJECT OVERVIEW

Students will develop an understanding of how and why individuals and groups live together and interact with their environment. This will involve developing a respect for our cultural heritage, a commitment to social justice, the democratic process and ecological sustainability. They will expand upon the Humanities and Social Sciences skills taught in Year 7 and will use research methods and critical and creative thinking to investigate how they can be active citizens in our government and in our economy. They will also discover how the Industrial Revolution has changed the world today.

The Year 8 Humanities and Social Sciences curriculum is focussed on helping students understand their place within the world and how they impact upon it, as well as how the world impacts upon them.

Civics and Citizenship
- Freedom & Democracy
- Law & Order

Economics and Business
- Australia's Mixed Market Economy
- Work & Financial Decision-Making

Geography
- Landforms, Landscapes & Hazards
- Changing Nations

History
- Investigating Medieval Europe
- Industrial Revolution (1750-1914)

MATHEMATICS

LEARNING AREA: **MATHEMATICS**

SUBJECT OVERVIEW

Mathematics provides opportunities for students to engage with concrete materials, extending to abstract thinking in a range of approaches to learning. These approaches reinforce the significance of working mathematically with the content and lead to an increased understanding of the complexity of the natural environment, society and technology. The Mathematics curriculum is organised into three strands:

Number and Algebra

- Understanding number
- Calculating with number
- Algebraic techniques
- Linear and non-linear equations and inequalities
- Linear and non-linear patterns and relationships
- Financial mathematics
- Modelling with number and algebra

Measurement and Geometry

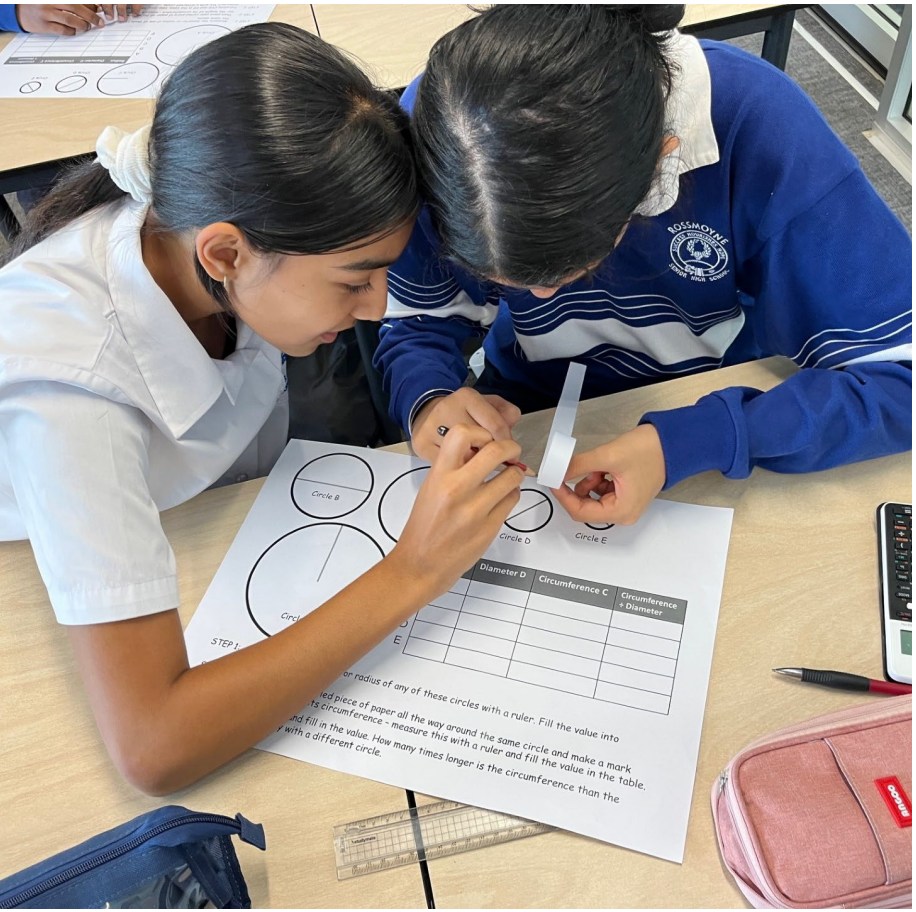
- Two-dimensional space and structures
- Three-dimensional space and structures
- Non-spatial measurement
- Modelling with measurement and geometry

Probability and Statistics

- Probability and statistics
- Modelling with probability and statistics

MATHEMATICS

LEARNING AREA: **MATHEMATICS**



SUBJECT OVERVIEW

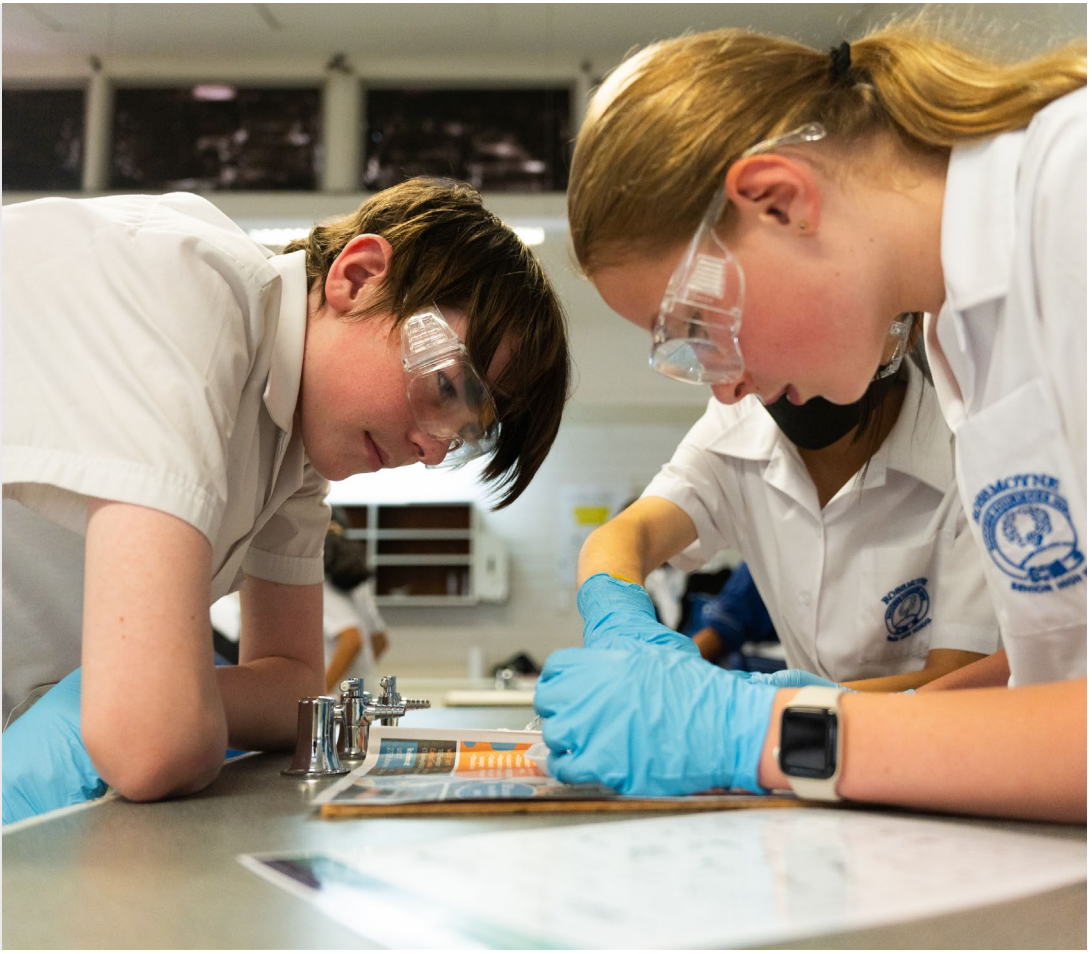
Students explore and investigate to understand, calculate flexibly and efficiently, and model with a broadening range of numbers that includes rational and irrational numbers. Students' abstract thinking develops further as they apply their understanding of the laws and properties of operations with number to algebra. Students use the language of Mathematics in both geometric and measurement situations, applying reasoning to establish congruency of figures, interpret representations of international time zones, explore circles and use Pythagoras' theorem. They connect probability and statistics by engaging in chance experiments and simulations for simple and compound events. Students critically analyse graphs and tables and extract data from these representations to determine summary statistics. They investigate and explain techniques for data collection and compare variation between samples of data.

In Year 8, students undertake one of four curriculum pathways (Extension, Accelerated, Mainstream, Focus) based on their performance in Year 7. Movements between pathways can occur after Semester 1 reports but are dependent on student results and existing class sizes. The Extension and Accelerated pathways explore beyond the scope of the Mainstream curriculum and are tailored to students who demonstrate above standard capabilities in mathematical thinking, reasoning and communication. It is expected that these students will ultimately study Mathematics Specialist and Mathematics Methods, respectively, in Years 11 and 12.

The Focus Mathematics pathway is tailored to the needs of students who have difficulty accessing their year-level Mathematics curriculum. The class in limited to approximately 17 students to allow a lower student:teacher ratio, facilitating a greater degree of teacher support and individual assistance. It is designed to fill the gaps in students' mathematical fluency and understanding with a view to developing sound functional numeracy and ultimately achieving OLNA.

SCIENCE

LEARNING AREA: **SCIENCE**



SUBJECT OVERVIEW

In Year 8 students learn to:

- Explain the role of cell structures and organelles.
- Compare the structure and function of flowering plant and vertebrate systems.
- Distinguish between elements and compounds and identify metals and non-metals based on their physical properties.
- Identify physical and chemical changes.
- Apply an understanding of the theory of plate tectonics to explain patterns of change on Earth.
- Compare the different processes of rock formation and classify rocks and minerals using their physical properties.
- Compare different forms of energy and represent transfer and transformation of energy in simple systems.

SCIENCE

LEARNING AREA: **SCIENCE**

SUBJECT OVERVIEW

Students in year 8 build upon skills developed in Year 7 to:

- Plan and conduct reproducible investigations to test relationships and aspects of scientific models.
- Describe and manage risks involved in conducting investigations.
- Select and use equipment to generate and record data with precision.
- Select and construct appropriate representations to organise data and information.
- Analyse data and information to describe patterns and relationships and identify anomalies.
- Identify possible sources of error in methods and suggest specific improvements to their methods.
- Draw simple conclusions that identify patterns or relationships evident in their data.
- Construct evidence-based arguments to support conclusions and support or dispute claims.
- Select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.
- Describe situations where development of scientific knowledge has benefited from collaboration and has influenced the development of human activity.

LANGUAGES

LEARNING AREA: **LANGUAGES**

OVERVIEW

Students are expected to continue with the language taken in Year 7: Chinese Background or Chinese Non- Background, French, German or Japanese.

Students and parents need to be aware that the French, German and Japanese subjects offered at Rossmoyne Senior High School are designed for Second Language Learners only.

Students who have French, German or Japanese heritage or who have lived in a country where these languages are spoken or who have had significant tuition held beyond the normal classroom hours, will generally not be eligible to enrol in Non- Background Language Courses in Years 11 and 12 where strict eligibility rules are applied by the School Curriculum and Standards Authority. Hence, we recommend students choose a language other than the one in which they have an advantage. Chinese is offered at Background and Non-Background levels for Years 7-9 and at Second Language, Background and First Language levels for Years 10-12.

Strict eligibility rules are applied when directing students to their most appropriate subject.

GIFTED AND TALENTED (GT) PROGRAM

GT students undertake an accelerated program completing the Year 8 course and most of the Year 9 work by the end of the year. Acceleration provides GT students with the opportunity to read, write and speak your chosen language at a much faster pace than if you were in mainstream classes. Those of you who consistently demonstrate very high achievement may be approved to complete the Year 12 language course in Year 11 including sitting the ATAR exam.

CO-CURRICULAR PROGRAM

Co-curricular activities are held either during school-time or out-of-school hours. These include film excursions, special performances, language competitions and restaurant outings.

In addition, there will be opportunities for students to host visiting students from overseas and to participate in exchanges or in in-country travel once all restrictions have been lifted. These hosting and travelling experiences are a highlight of our languages program. There will be opportunities for students to participate in external examinations and competitions that have prizes attached. Entry into these examinations and competitions is highly regarded when applying for Languages scholarships such as the Sangora Scholarship.

CHINESE BACKGROUND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 8 Chinese Background Language 八年级欢迎学汉语

In the Year 8 Chinese Background Language course students are immersed in Chinese and begin to explore social issues including environmental sustainability and family structures. They explore Chinese, extending their purposes of use and working on refining their skills in the language. Students learn to read extracts from both Chinese and English literature and nonfiction texts with support. They learn to analyse new characters and participate in discussions and presentations. Students focus on pronunciation, tone and rhythm, and learn to appreciate how their own language use compares to modern standard forms.

Learning Chinese supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

CHINESE SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 8 Chinese Second Language! 八年级中文班欢迎你

In Year 8, students continue to develop their knowledge of Chinese and Chinese culture. As their confidence and ability increases, students engage in deeper interactions with the teacher and each other. Learning contexts provide opportunities for reflection, comparison and meaningful use of Chinese and include "Sharing personal information", "Home life", "My school day and daily routine" and "Hobbies and Leisure".

Cultural understanding and engagement is explored through various medium including songs, films and stories. Each term, students continue to complete one rich assessment task, which encourages the authentic and meaningful use of Chinese as well as creative thinking and reflection.

Learning Chinese supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

FRENCH SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 8 French Second Language! Soyez les Bienvenus!

In Year 8, students continue to develop their knowledge of French and the culture of French-speaking countries. As their confidence and ability increases, students engage in deeper interactions with the teacher and each other. Learning contexts provide opportunities for reflection, comparison and meaningful use of French and include "My school day", "My weekend - Hobbies and Leisure", "Helping around the house" and "My daily routine".

Cultural understanding and is explored through various medium including songs, films and stories. Each term, students continue to complete one rich assessment task, which encourages the authentic and meaningful use of French as well as creative thinking and reflection.

Learning French supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

GERMAN SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 8 German! Herzlich Willkommen bei Deutsch!

In Year 8, students continue to develop their knowledge of German and the culture of German-speaking countries. As their confidence and language acquisition improves, students are invited to explore language with a greater sense of community and courage. Learning contexts provide opportunities for reflection, comparison and meaningful use of German and include "My school day and daily routine", "Hobbies and Leisure", "Helping around the house".

Cultural understanding and engagement is explored through various medium including songs, films and stories. Each term, students continue to complete one rich assessment task, which encourages the authentic and meaningful use of German as well as creative thinking and reflection.

Learning German supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

JAPANESE SECOND LANGUAGE

LEARNING AREA: **LANGUAGES**

SUBJECT OVERVIEW

Welcome to Year 8 Japanese Second Language！ようこそ!

In Year 8, students continue to develop their knowledge of Japanese and Japanese culture. As their confidence and ability increase, students engage in deeper interactions with the teacher and each other. Learning contexts provide opportunities for reflection, comparison and meaningful use of Japanese and include "My weekend - Hobbies and Sports", "Transport" and "My daily routine- planning ".

Cultural understanding and engagement is explored through various medium including songs, films, and stories. Each term, students complete one rich assessment task, which encourages the authentic and meaningful use of Japanese as well as creative thinking and reflection.

Learning Japanese supports the school's Capabilities in a variety of ways. Literacy is supported through the learning of an additional language, students learn Adaptability and Resilience through learning how to communicate with limited language knowledge and through discussions, cultural understanding increases students' Ethical and Cultural Understanding and Emotional Intelligence. Problem Solving, Teamwork and Collaboration and Leadership are also important skills developed in the Language learning classroom as students increasingly work together to develop their language competency.

HEALTH

LEARNING AREA: **HEALTH AND PHYSICAL EDUCATION**

SUBJECT OVERVIEW

In Health Education, our aim is to empower students to become competent and confident lifelong participants of healthy and active lifestyles.

Students are exposed to a range of contexts to expand their knowledge, understanding and skills which also allows them to build upon their capabilities, enabling them to learn effectively and creates opportunities to flourish and succeed to become confident and competent lifelong learners. In Health Education we focus on a number of capabilities such as; resilience, critical thinking, communication, learner agency, and ethical and cultural understanding. These capabilities intertwine with our syllabus sub strands of; Personal identity and change, Staying safe, Healthy and active communities, Interacting with others.

In Year 8 students further examine changes to their identity and develop skills to manage these changes. A broad range of situations are presented to further develop their decision-making and coping skills in various contexts and health-enhancing activities are investigated to improve their health and wellbeing and develop critical health literacy skills. The curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

PHYSICAL EDUCATION

LEARNING AREA: **HEALTH AND PHYSICAL EDUCATION**

SUBJECT OVERVIEW

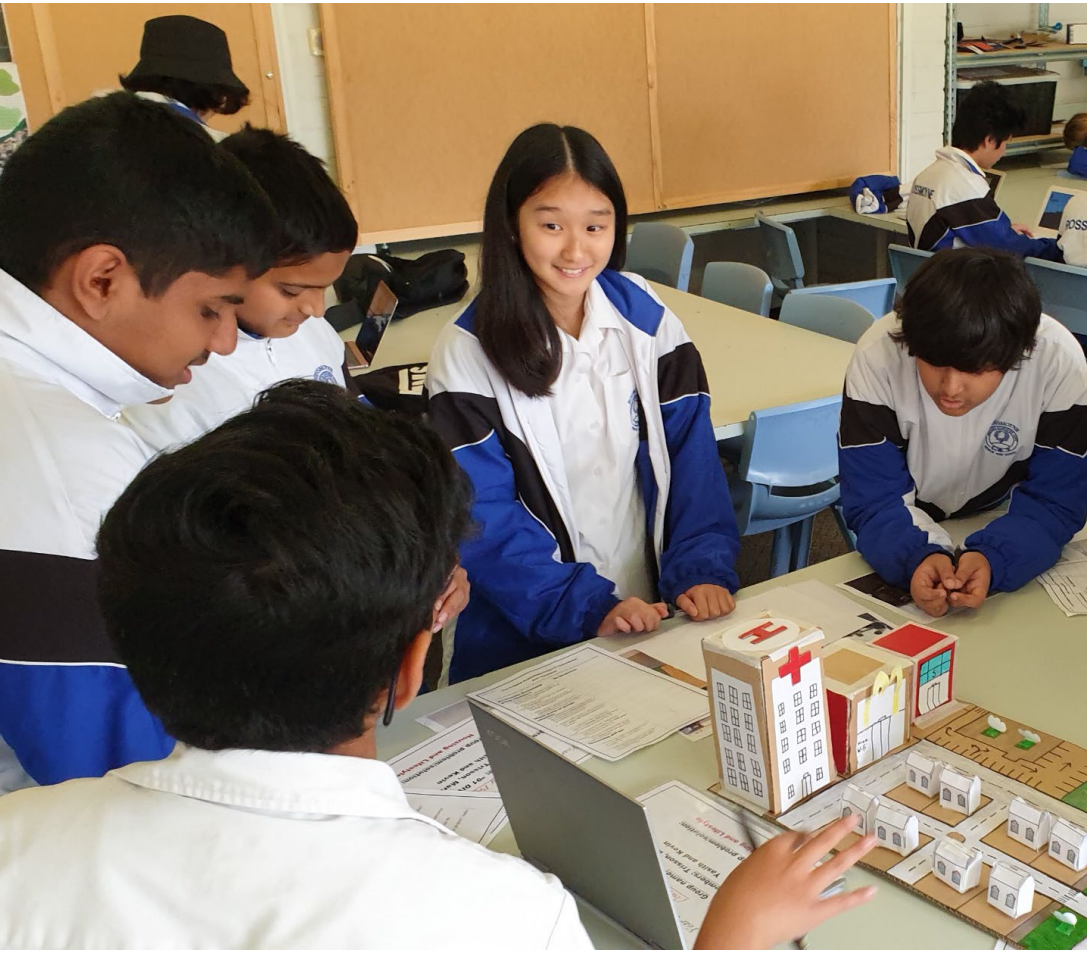
In Physical Education, our aim is to empower students to become competent and confident lifelong participants of healthy and active lifestyles.

Students are exposed to a range of sports to expand their knowledge, understanding and skills which also allows them to build upon their capabilities, enabling them to learn effectively and creates opportunities to flourish and succeed to become confident and competent lifelong learners. In Physical Education we focus on a number of capabilities such as; communication, learner agency, teamwork and collaboration, leadership and work ethic. These capabilities intertwine with our syllabus sub strands of; Movement skills, Understanding movement and Interpersonal skills.

Students continue to broaden their repertoire of specialised movement skills and knowledge of tactical thinking skills and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes. Students also continue with improving social skills to support inclusive participation and fair play to contribute to positive team cohesion.

DIGITAL TECHNOLOGIES

LEARNING AREA: **TECHNOLOGIES**



SUBJECT OVERVIEW

Welcome to the Year 8 Digital Technologies Program.

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks.

Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

ELECTIVE SUBJECTS

NOTES:

- Mainstream students (i.e. non-Music students) will:
  - Choose two electives from The Arts: one Performance subject and one Visual subject
  - Study Digital Technologies and choose one elective from Technologies
- Music students will:
  - Continue to study Music, which is their Arts Performance subject.
  - Choose one Arts Visual subject
  - Choose one Technologies subject
- All subjects are offered on the understanding that subjects need to have a viable number of students to run. Similarly, some subjects may be oversubscribed (there are more students wanting to do the subject than available places). Some subjects are very popular and the school is unable to staff small classes and school facilities limit the number of classes that are able to be formed.
- *Notional charges do not include extracurricular activities.

THE ARTS

TECHNOLOGIES

HEALTH AND PHYSICAL EDUCATION (Volleyball Specialist Program)

LEARNING AREA
THE ARTS

Mainstream students (i.e. non-Music students) will:
Choose two electives from The Arts: one Performance subject and one Visual subject

Music students will:
Continue to study Music, which is their Arts Performance subject.
Choose one Arts Visual subject

DANCE (ELECTIVE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

Dance is dynamic and powerful. Dance can be used to tell stories, explore ideas and express emotions. In this Semester long course, students will develop their Dance technique and skills as well as build on choreographic processes including improvisation and learning a class dance. Students will develop their understanding of Dance through the Dance Elements (Body, Dynamics, Space and Time) as well as explore choreographic devices, performance skills and safe dance practices.

Students are given the opportunity to perform their class dance to a live audience, further developing their confidence, teamwork and real-world learning. Students have the opportunity to create their own choreography in small groups to further develop their choreography skills and creativity. Students explore the theoretical concepts of genre comparisons to understand dance further and engage in reflective writing to analyse their own and other's dance work.

NOTIONAL SUBJECT CHARGE

$60.00*

DRAMA (PERFORMANCE)

LEARNING AREA: **THE ARTS**

SUBJECT OVERVIEW

Drama will ignite spontaneity and imagination through role-play and collaborative work. Students will be given opportunities to plan, refine and present performances using a variety of skills, techniques and conventions. Through exploring different styles of Drama, such as Greek Theatre, students can develop their communication skills and confidence presenting to an audience.

This class will engage students' intellectual, social, physical, and emotional learning as it asks them to imagine and act out scenarios. They also explore the role of the audience and discuss how drama communicates meaning using reflective drama terminology. Students are given the opportunity to present their performances to an audience of their peers.

NOTIONAL SUBJECT CHARGE

$36.00*

MEDIA – BEHIND THE SCENES (VISUAL)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

Year 8 Media Arts is an innovative and fun subject where students are introduced to film making. Students begin with a fun and challenging task of using the Green Screen to deliver special effects and then move on to creating a major production about the representation of Archetypes in cinema. The course combines research of theoretical concepts of intended target audience, the practicalities of film production and character representation on screen. Students will undertake written responses as well as practical group production work. Students build skills in film production, editing and collaboration which will provide them with multi-media skills that could be applied across the wider school curriculum.

Student work is celebrated through the annual MADDD Arts Festival where the best media productions may be screened to a public audience.

NOTIONAL SUBJECT CHARGE

$42.00*

MUSIC (PERFORMANCE)

LEARNING AREA: THE ARTS

SUBJECT OVERVIEW

All students in this subject will have completed Year 7 Music. Students learning an instrument privately (including voice) may enrol in Music. They may continue private tuition. The subject continues the development of musicianship skills in conjunction with Instrumental and Ensemble Music. In this subject students will engage in:

- music perception and music theory at a higher level
- the study of major works of music literature
- creative tasks such as performance, improvisation and composition.

The instrumental section of the subject continues the development of the student's musical skills through both instrumental tuition and practical music-making. Students will continue to study:

- technical exercises, studies and a wide range of repertoire for their instrument
- appropriate and varied repertoire in one or more ensembles.

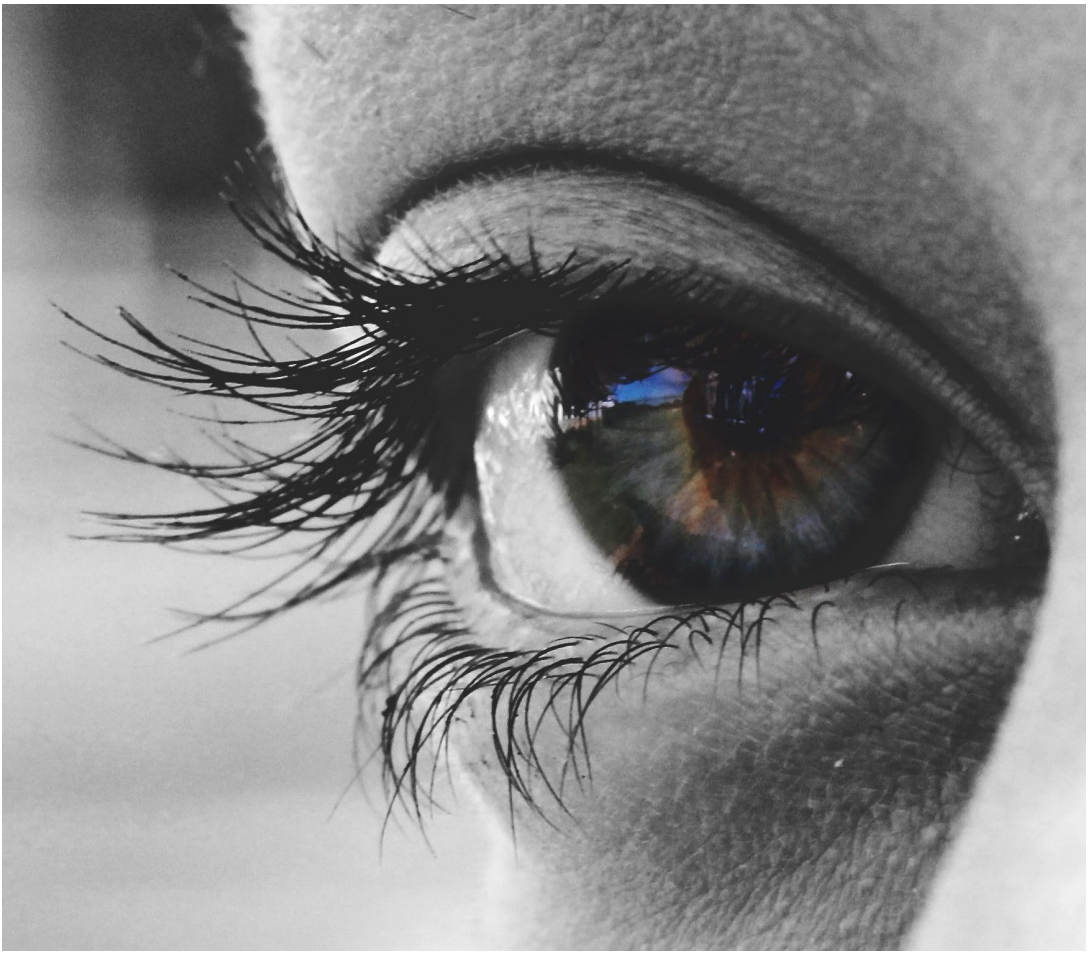
Students will participate in a range of performances, festivals and concerts.

NOTIONAL SUBJECT CHARGE

$85.00*

PHOTOGRAPHY (VISUAL)

LEARNING AREA: **THE ARTS**



SUBJECT OVERVIEW

Photography explores the creative and technical sides of the subject and provides students with the opportunity to engage in a range of photographic styles. Students learn creative thinking techniques and follow the Design Process as they create portfolios of work using a variety of photographic equipment, from DSLRs and mirrorless cameras to GoPro's and compacts.

Students are provided with opportunities to view photographic work and apply their understanding of intended audience, purpose and context in their work. Students are introduced to photo editing techniques and will build their creative skills over the semester. Student work is celebrated through the annual MADDD Arts Festival.

Student work is celebrated through the annual MADDD Arts Festival where the best photographic artworks may be exhibited to a public audience.

NOTIONAL SUBJECT CHARGE

$43.00*

VISUAL ARTS (VISUAL)

LEARNING AREA: **THE ARTS**

SUBJECT OVERVIEW

This is a creative and practical subject where students create artwork and display their creations in various exhibitions. Art projects focus on a variety of mediums, and the resulting artworks are displayed and admired as representations of the idea. Students in this subject undertake skill building components on a specific theme and follow a design development process suitable to the studio area they are working in.

Creating and making the artwork takes up most of the subject time. However, there is also an analyis or research component to the subject that is designed to inform students about art history and conventions related to the work they are creating.

NOTIONAL SUBJECT CHARGE

$40.00*

LEARNING AREA
TECHNOLOGIES

All students will study Digital Technologies and choose one elective from Technologies.

Mainstream students will study Technologies subjects over a year, while Music students will study them over a semester.

DESIGN & TECHNOLOGY

LEARNING AREA: **TECHNOLOGIES**

Year 8 Design and Technologies in the Western Australian Curriculum builds on the practical and creative skills developed in Year 7, with a stronger focus on independent problem-solving, sustainability and innovation. Students investigate how products, systems and environments are designed to meet local and regional needs while considering ethical, environmental and economic factors. They develop design briefs, communicate ideas using technical language and graphical methods, safely use a range of tools and technologies, and evaluate the effectiveness of their solutions through project-based learning.

Materials: Students investigate the properties and sustainability of materials while developing skills in measuring, shaping, joining and finishing to produce functional and well-crafted products safely and accurately.

Textiles: Students develop more advanced textile production skills and investigate how materials, construction techniques and design choices influence the function and appearance of textile products.

Engineering: Students explore how force, motion and energy are used to control and manipulate engineered systems, applying testing and problem-solving processes to improve designed solutions.

Food Technology: Students investigate nutrition, food safety and sustainable food production while developing practical skills in preparing, processing and presenting food solutions that meet specific needs and purposes.

Electronics and Robotics: In Electronics and Robotics students will learn about a range of electronics components and their polarity.

FOOD TECHNOLOGY

LEARNING AREA: **TECHNOLOGIES**

SUBJECT OVERVIEW

This fun, hands-on course provides students with a broad range of recipes that include sweet and savoury dishes. Students will develop the skills to make healthy food choices and food preparation techniques to create a range of delicious food products. Through relevant and engaging activities students will gain knowledge of nutrition and explore the Australian Guide to Healthy Eating in relation to nutritional needs. Students will use the technology design process to develop and produce their own breakfast. Year 8 Food Technology will encourage food to be looked at from a new perspective.

NOTIONAL SUBJECT CHARGE

$26.00*

TEXTILES (SEWING)

LEARNING AREA: **TECHNOLOGIES**

SUBJECT OVERVIEW

Students have the opportunity to create multiple contemporary textile products, including a tie-dye style cushion, pencil cases, plus numerous other craft and sewing items. The focus of this course is the development of skills using the sewing machine through the production of fun and quick projects.

This subject is a great pathway to Year 9 and 10 Fashion & Fabrics. Students with a passion for fashion and design can continue into Year 11 General Materials Design & Technology (Textiles).

NOTIONAL SUBJECT CHARGE

$26.00*

MATERIALS

LEARNING AREA: **TECHNOLOGIES**

SUBJECT OVERVIEW

The subject emphasises the safe use and care of machines and hand tools associated with the metal / wood work industries. Students will develop a specialised knowledge of processes, tools and equipment associated with metal and woodwork. These include design processes and correct use of lathes, hand tools, power tools and machines. Different equipment will be progressively introduced with emphasis on correct techniques and safety.

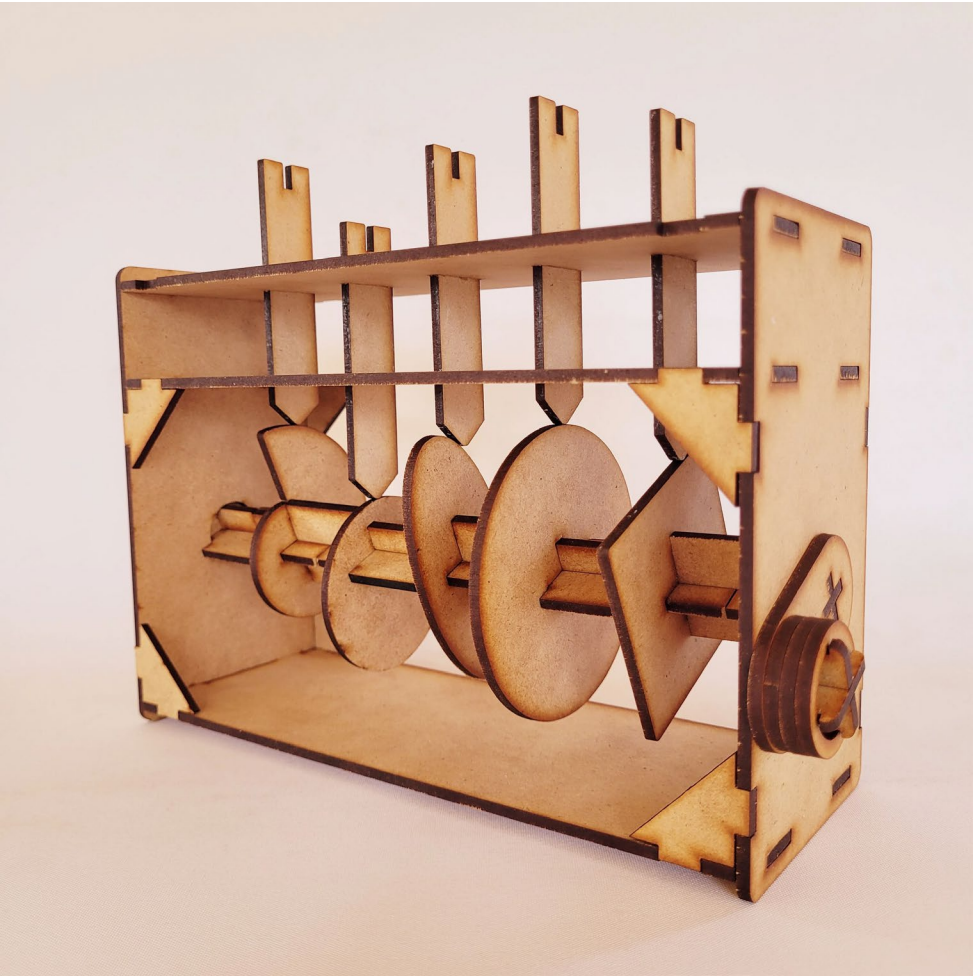
Students will have the opportunity to use and become familiar with a range of materials in the process of constructing projects. Students will be given the opportunity to construct and modify their projects by adding their own individual design touches. Projects will progressively increase in complexity. Sketching skills will be expanded during this subject to assist the student's ability to communicate graphically and convey their own design concepts.

NOTIONAL SUBJECT CHARGE

$26.00*

ENGINEERING

LEARNING AREA: **TECHNOLOGIES**



SUBJECT OVERVIEW

This subject emphasises the safe and responsible use of tools, equipment, materials and technologies associated with engineering design and production. Students develop an understanding of engineering principles through practical projects, with a focus on problem-solving, design thinking and the application of technology in real-world contexts.

Students will develop specialised knowledge and skills in engineering processes, including computer-aided design (CAD), computer-aided manufacturing (CAM), graphical communication and production techniques. Through the design and manufacture of toy products, students will investigate how engineering solutions are developed to meet specific needs and design criteria. They will learn to safely operate a range of hand tools, workshop equipment and digital technologies, with an emphasis on correct techniques, risk management and workplace safety.

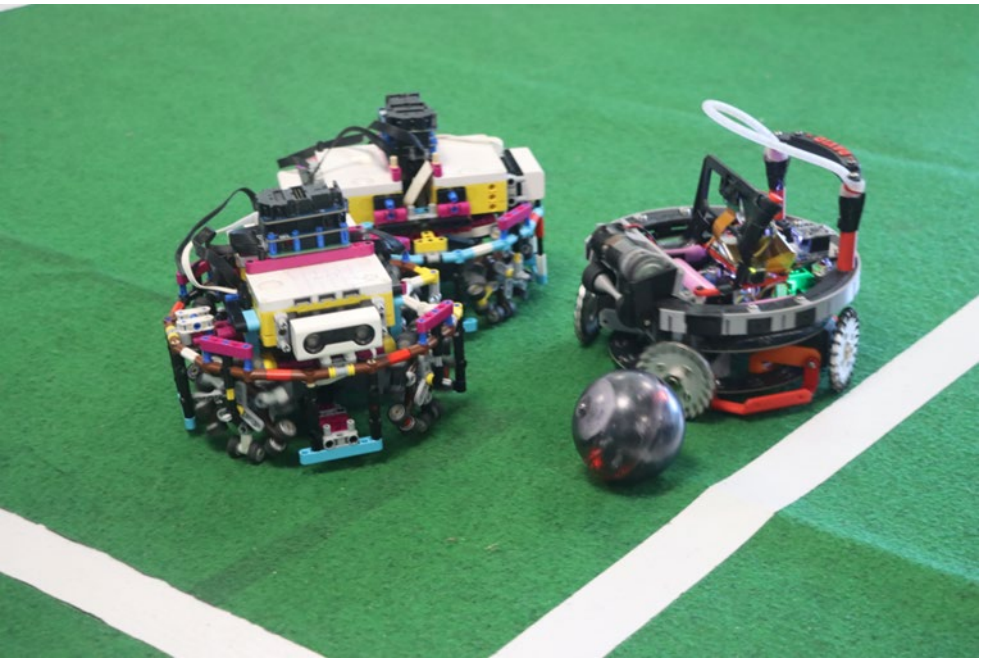
Students will have opportunities to design, model, manufacture and evaluate their own CAD/CAM toys using a variety of materials and production methods. Individual creativity is encouraged as students modify and personalise their designs while considering function, aesthetics and user needs. Projects progressively increase in complexity, allowing students to further develop their understanding of engineering systems, materials, forces and motion.

NOTIONAL SUBJECT CHARGE

$26.00*

ELECTRONICS AND ROBOTICS

LEARNING AREA: **TECHNOLOGIES**



SUBJECT OVERVIEW

In Electronics and Robotics students will learn about a range of electronics components and their polarity. Students will experiment with prototyping and testing simple through to complex bread boarded circuits. Students will learn how to created printed circuit boards (PCB's) and learn the art of soldering electronics components. Finally students will have the opportunity to apply programing language to a range of robotics platforms such as Arduino, Gemma, and MBots. They will devise creative and individual electronic solutions to real world tasks.

NOTIONAL SUBJECT CHARGE

$26.00*

LEARNING AREA
HEALTH & PHYSICAL EDUCATION

Students who have been selected for the Volleyball Program may choose Volleyball in place of Physical Education. Students may not choose both subjects.

VOLLEYBALL

LEARNING AREA: **HEALTH AND PHYSICAL EDUCATION**

SUBJECT OVERVIEW

Students selected in this integrated program will develop advanced sport specific skills for volleyball as well as improved general motor skills by completing an integrated program, combining volleyball, beach volleyball, athletic training, swimming training and strength training.

Entrance to the program must be approved by the Volleyball Program Co-Ordinator with preference given to those who have completed the Year 7 selection process.

Students are **not** permitted to study both Physical Education and Volleyball.

NOTIONAL SUBJECT CHARGE

$65.00*

AFTER-HOURS PROGRAMS

BUSH RANGERS (AFTER-HOURS)

AFTER HOURS PROGRAMS

PROGRAM OVERVIEW

The Bush Ranger program offered at Rossmoyne is designed to encourage an active interest in understanding and taking action on environmental issues. The Unit meets weekly on Wednesday from 3.15pm to 5.15pm. Bush Ranger Levels 1, 2 and 3 are School Curriculum and Standards Authority endorsed units and achievement of these levels can contribute to the Western Australian Certificate of Education.

The program has four main components:

- Practical conservation: encourages teamwork, leadership, self-confidence and responsibility.
- Theory: develops knowledge of conservation techniques.
- Community service: creates a sense of value in contributing to society.
- Vocational training: teaches skills useful in many workplaces.

Bush Rangers is managed by the Department of Education, the Department of Local Government and Communities, the Department of Parks and Wildlife and the Department of Biodiversity, Conservation and Attractions and is part of the Cadets WA program.

APPENDICES

FINANCIAL ASSISTANCE

APPENDIX 1

SCHOOL CONTRIBUTIONS AND CHARGES

Every endeavour is made to keep the Contributions and Charges at the lowest possible level. However, the cost of resources such as class sets of reference materials, visual resources, and other resources that allow the school to maintain excellent standards, is high. Where possible, the costs are similar to the previous year.

PRINTING RESOURCE CHARGE

The cost of printing student work on the computer printers is beyond the resources of the school. The school has determined that these resources be made available as fees are paid.

Each student has an account for the printers attached to the school computers. At the commencement of the Year this account will be credited with **$5.00**. When this credit is consumed students may purchase further credit on the account. **Any student who has not paid this charge will be required to clear this debt and take it into credit before access will be re-activated.**

Those students who are enrolled in one of the computing subjects can expect to use more resources and hence the initial amount will be consumed quicker. This will be subject to the same conditions as above.

YOUTH ALLOWANCE

Youth Allowance is a Federal government funded scheme.
Youth Allowance provides income support to young people, including students, those looking for work and those who are sick. The actual amount and the levels of the means test vary from year to year. The means test consists of a parental income test, a parental assets test and a personal income test.

For further information contact:
Tel: 132 468
Web: www.humanservices.gov.au/customer/services/centrelink/youth-allowance

Many Centrelink offices have a Youth and Students Team that assists young people applying for the Youth Allowance or those looking for work. Please contact Centrelink for further information. The nearest Centrelink offices to Rossmoyne are:

- 11 Queen Victoria Street, Fremantle, WA 6160
- 1296 Albany Highway, Cannington, WA 6107

NOTICE OF CONTRIBUTIONS AND CHARGES AND RESOURCE ITEMS LIST

Each student will receive a Contributions and Charges sheet at the end of this year detailing the individual's costs for the following year. The Resource Items list will be available from our website in Term 4 this year.

FINANCIAL ASSISTANCE

APPENDIX 1

SECONDARY ASSISTANCE SCHEME

Currently financial assistance is available to children in secondary school, whose parents are holders of a current Centrelink Pensioner Concession Card or Family Health Care Card or a current Veterans Affairs Pensioner Concession Card, (blue card only).

The allowance is paid up to and including the year the student turns 18 years of age

For further information contact:
Department of Education - Schools Resourcing and Support Directorate
Tel: 08 9264 4516
Fax: 08 9264 5162
Email: student.allowances@education.wa.edu.au
Schools Resourcing and Support Directorate, Department of Education,
151 Royal Street, East Perth, WA 6004

SCHOLARSHIPS

Some private organisations make scholarships available to secondary school students to assist in continuing their education.

For further information contact:
Department of Education - Student Services
Tel: 08 9264 5341
Web:
www.det.wa.edu.au/inclusiveeducation/detcms/navigation/community-relations/scholarships
Student Services, Department of Education,
151 Royal Street, East Perth, WA 6004

REFUNDS

Students leaving school during the year will receive a pro-rata refund on the fees paid. Students changing subjects will receive an amended account and where appropriate receive a refund on any fees paid.