YEAR 7 & 8

SUBJECT HANDBOOK

2024

CONTENTS

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INTRODUCTION

The purpose of this handbook is to provide Year 7 and 8 students and their families information about the subjects provided at Emmanuel Christian Community School. Students in Years 7 and 8 study subjects aligned with the Western Australian Curriculum and Assessment Outline. Since 2021 all subjects based on the Western Australian Curriculum have been fully implemented.

Parent / guardian input is valued. Please make contact with your child's teachers if you have any concerns about academic progress. This handbook will provide you with an overview of the different subjects studied by your child including an introduction to the rationale provided by the School Curriculum and Standards Authority, and an outline of assessment types associated with the different subject areas. It will also provide information about the Learning Support Program offered to our students.

Assessment of the Western Australian Curriculum takes place in different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback, to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students
- annual testing of Years 3, 5, 7 and 9 students' levels of achievement in aspects of literacy and numeracy, conducted as part of the National Assessment Program – Literacy and Numeracy (NAPLAN)
- PAT testing for Years 8 and 10 (also numeracy and literacy)
- periodic sample testing of specific learning areas within the Western Australian Curriculum as part of the National Assessment Program (NAP)

GENERAL INFORMATION

HOMEWORK IN THE LOWER SECONDARY PROGRAM

In Years 7 & 8 students are expected to consolidate their classroom learning with homework.

Homework benefits students in many ways:

- It helps develop important study and time management skills.
- It reinforces skills learnt in class, giving student opportunities to practice.
- It provides an opportunity for students to become responsible for their own learning
- Homework can also help parents to understand their child's progress, making education a collaborative effort between students, parents and the school.
- It can challenge and extend students

HOMEWORK RECOMMENDATIONS

Emmanuel recommends that students in Years 7 and 8 do up to one hour of homework, five times per week. This recommendation is only a guideline because each student works at a different pace to another.

In Years 7 and 8, homework

- Aims to develop good habits of reviewing work done in class
- Is set regularly
- Is used to practice skills and processes learned in class

The Role of the **Student Diary** is to assist students organise their assignments and homework. Students are expected to take their diary to every lesson and record all homework and special events. It is a guide for parents/guardians to check the setting and completion of homework and may be used for communicating with the teacher.

For students to make the most of their education at Emmanuel it is their responsibility to:

- Pay full attention in class to obtain the greatest value for their education
- Write down homework as given by the teacher into their school diary
- Check on SEQTA for homework or materials set by the teacher to be completed for homework
- Complete the homework by the due date to a high standard
- Bring it to school completed
- Ask for teacher assistance if there is anything they did not understand or could not complete

Teachers will:

- Develop a teaching and learning program that appropriately delivers the current Western Australian Curriculum.
- Provide students with homework that supplements in-class learning
- Ensure that the amount of homework does not exceed the recommended time for homework for a particular year group
- Provide time in class for students to write down homework in their diaries
- Put homework and associated materials onto SEQTA whenever it is set
- Provide sufficient time for students to complete homework
- Check that students do the homework
- Check for understanding of the homework
- Provide feedback to students regarding homework
- Inform parents if students are habitually not doing homework, or not completing it to satisfactory standards

We would ask parents/guardians/carers to:

- contact the teacher in the first instance and then the appropriate Head of Learning Area (HOLA) if there are concerns about the quantity or difficulty of the homework
- encourage their child to do set homework
- ensure that there is time set aside to do homework
- Inform the teacher if a student is unable to complete their homework
- provide a quiet place dedicated for homework or study

LEARNING ENRICHMENT

RATIONALE

Learning Enrichment caters for academic, social and spiritual needs for students who may find mainstream education and learning environments a challenge. While there is a strong focus around literacy and numeracy, time is allocated for all subject areas using collaborative group work and one on one instruction.

There are two branches of support given; one being to assist students with English as their second language and those who have learning difficulties for a range of reasons. Assessments may be modified to cater for the needs of the individual student or taught explicitly to assist with language barriers.

It is our aim to give all students the opportunity to learn to the best of their ability in an inclusive caring environment.

AIMS

- To show the love of Christ in a teaching environment giving each student self-worth and hope for the future.
- To provide quality inclusive education for all students.
- To assist all students in reaching their academic potential throughout high school.

THE LEARNING SUPPORT PROGRAM

Students with diverse learning needs have access to programs and curricula to support their development cognitively, physically and socially.

Programs for Year 7 and 8 students include:

Streaming of classes for Mathematics. Classes are smaller where students have been identified as needing significant levels of support. Within the classes, curricula and assessments are differentiated to address specific needs.

Literacy Enhancement – for those experiencing difficulties with literacy significantly below the levels of their peers and in comparison, to their cohort.

Numeracy Support – identified students are withdrawn from classes to work in small groups with the Learning Support Teacher.

TextRead and Write assistive technology is available for all students diagnosed with Dyslexia.

Education assistance will be offered to funded students.

DOCUMENTED PLANS

These include Curriculum Adjustment Plans (CAPs), Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs).

- CAPs are for students who can access mainstream curriculum but need adjustments to teaching strategies, amount of homework, assessments or the physical environment to allow them to demonstrate their ability.
- IEPs are for students who cannot access mainstream curriculum and need personalised modified outcomes, assessments or learning activities.

- Autism plans are IEPs developed for students with Autism Spectrum Disorder which identify key areas for consideration such as curriculum, assessment modifications and accommodations, social skills, communication skills, sensory processing and organisational skills.
- IBPs are developed in conjunction with the Pastoral Care Team.

EXTENSION OPPORTUNITIES

Students are extended through differentiated curricula offered in classrooms.

Students are offered after school clubs that extend them in mathematics and technologies. Other extension opportunities are being explored.

LEARNING AREAS AT ECCS

Students study the core subjects of English, Mathematics, Science, Humanities and Social Sciences, Bible Life, Health and Physical Education, Languages other than English, as well as short introductions to subjects ('tasters') from the Arts and Technologies Learning Areas, and selected students participate in the Soccer Academy.

- ✓ The Arts
- ✓ Bible Life
- ✓ English
- ✓ Health and Physical Education
- ✓ Humanities and Social Sciences
- ✓ Languages (Spanish)
- ✓ Mathematics
- ✓ Science
- ✓ Technologies
- ✓ Learning Support

THE CURRICULUM TEAM FOR 2024

The following people can assist students in making curriculum decisions:

Deputy Principal Curriculum	Mrs Bronwyn Carruthers
VET Coordinator	Mrs Leanne Brown
Learning Support	Ms Grace Gabrielson

LEARNING AREAS

English / HASS	Mrs Surette Britz (Head of LA)
Mathematics / Technologies / Arts	Mrs Beulah Lombard (Head of LA)
	Mrs Carly Smoker (Curriculum Coordinator)
Science / HPE	Mrs Nicolette Vickers (Head of LA)
	Mr Peter Siani (Curriculum Coordinator)
The Arts	
Visual Art	Mrs Carly Smoker
Design and Media	Mr Simon James
Drama	Mrs Megan Taylor
Music	Mr Mark San Diego
Health and Physical Education	Mr Peter Siani
Technologies	
Digital Technologies	Mr Anandh Padmanabham
Food Technologies	Ms Melissa Martinez
Woodwork	Mr Paul Jackson
Bible Life	Mr Stuart Hayward
Languages	
Spanish	Mr Will Cruz

CURRICULUM AWARDS

Students are recognised for their academic achievements after each semester with Certificates of Excellence and Endeavour. The annual Awards Night rewards students who are the top of their cohort in a particular subject or course and those who have worked diligently and consistently throughout the year.

CERTIFICATES OF EXCELLENCE

Can be awarded at the end of each semester to students who have achieved 80% of "A" grades or close to that for the subjects assessed according to the School Curriculum and Standards Authority (SCSA) criteria.

CERTIFICATES OF ENDEAVOUR

Are awarded at an assembly at the end of each semester to students who have applied themselves consistently across multiple Learning Areas to achieve high standards or have displayed improvement in their academic performance.

SUBJECT AWARDS

Presented at the Awards Evening at the end of the academic year to students who are the top of their cohort in each Learning Area.

COMPULSORY SUBJECT - BIBLE LIFE

In our weekly Bible Life classes, we seek to cover the following:

Engage with the Bible: Students will read the Bible and increase their understanding of what it says on this topic. They will also be encouraged to apply the Bible to their lives and will be introduced to the concepts of biblical theology.

Know the gospel: Students will learn about the life and teaching of Jesus, come to appreciate the significance of his death and resurrection, and consider their own response to him.

Examine different world views: In a safe and supportive environment, students will be encouraged to question, discuss and critically evaluate other world views and practices.

Learn about their Christian heritage: Students will have the opportunity to learn about key events and people who have impacted history as they have put their faith into action.

Examine ethical issues: Students will be encouraged to see the relationship between faith and behaviour as they examine a range of personal and public ethical issues.

Have opportunity for personal spiritual growth: Students will be encouraged to grow in their personal knowledge of God and in their prayer, worship, trust and obedience in the context of Christian community and through opportunities to serve others.

ENGLISH

RATIONALE

The English curriculum is built around the three interrelated strands:

- Language
- Literature
- Literacy.

Teaching and learning programs 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. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

AIMS

English aims to ensure that students:

- **learn to** listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- **appreciate**, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- **understand how Standard Australian English works** in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- **develop interest and skills** in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

ENGLISH CONTENT DESCRIPTIONS

Language - Language variation and change

- language for interaction
- text structure and organisation
- expressing and developing ideas

Literature - Literature and context

- responding to literature
- examining literature
- creating literature

Literacy - Texts in context

- interacting with others
- interpreting, analysing, evaluating
- creating text

YEAR 7

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Texts also include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from, and about, Asia. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics.

Students also create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

ENGLISH ACHIEVEMENT STANDARD

By the end of Year 7 students

Receptive modes (listening, reading and viewing)

- understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- demonstrate understanding of how the choice of language features, images and vocabulary affects meaning
- explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.
- listen for and explain different perspectives in texts

Productive modes (speaking, writing and creating)

- understand how the selection of a variety of language features can influence an audience.
- understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- create texts showing how language features and images from other texts can be combined for effect.
- create structured and coherent texts for a range of purposes and audiences.
- make presentations and contribute actively to class and group discussions, using language features to engage the audience.
- demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation when creating and editing texts

YEAR 8

Students engage with texts support and extend them as independent readers. These texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex.

Students also create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

ENGLISH ACHIEVEMENT STANDARD

By the end of Year 8 students should

Receptive modes (listening, reading and viewing)

- understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
- explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
- interpret texts, questioning the reliability of sources of ideas and information.
- select evidence from the text to show how events, situations and people can be represented from different viewpoints.
- listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)

- understand how the selection of language features can be used for particular purposes and effects.
- explain the effectiveness of language choices they use to influence the audience.
- show how ideas can be expressed in new ways, through combining ideas, images and language features from other texts.
- create texts for different purposes, selecting language to influence audience response.
- make presentations and contribute actively to class and group discussions, using language patterns for effect.
- take into account intended purposes and the needs and interests of audiences when creating and editing texts to create specific effects.
- demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

ASSESSMENT

Assessments for both Year 7 and Year 8 arise naturally out of the teaching and intended learning of the curriculum and syllabus and determine achievement within the strands. Tasks can include persuasive writing, creative writing, oral presentation and novel studies with analytical paragraph writing.

ENQUIRIES

Mrs Surette Britz (Head of English Learning Area)

HUMANITIES AND SOCIAL SCIENCES

RATIONALE

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Humanities and Social Sciences has a historical and contemporary focus, from personal to global contexts, and considers opportunities and challenges for the future.

In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: Civics and Citizenship, Economics and Business, Geography and History.

AIMS

Develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

YEAR 7

HISTORY

Students study Ancient History including the location and timeline of major ancient civilisations and the way that historians and archaeologists investigate the ancient past. This course includes on depth study into Ancient Rome, including the influence of significant beliefs, values, laws and religion, everyday life and key groups in Roman society. Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

GEOGRAPHY

Students explore the geographic processes that influence water access across the world including an inquiry into water scarcity. They also study factors influencing liveability including objective and subjective reasons for people to choose where they live. The concepts of place, space, environment, interconnection, sustainability and change are developed through these studies.

CIVICS & CITIZENSHIP

Students develop their understanding of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution. The concepts of justice, rights and responsibilities are further developed through a focus on Australia's legal system.

ECONOMICS & BUSINESS

Students investigate concepts of economic choices through a study on the interdependence of consumers and producers, reasons to work, types of income, the characteristics of successful businesses, and how specialisation and entrepreneurial behaviour contributes to business success.

YEAR 8

HISTORY

Students explain the feudal system in medieval Europe and the causes and effects of the Black Death and describe patterns of change and continuity over time. They explain the significance of individuals and groups and how they were influenced by the beliefs and values of medieval society.

GEOGRAPHY

Students describe the geographical processes that produce landforms and explain how places are perceived and valued differently. They consider the environmental and human characteristics of places to compare strategies for responding to a geographical challenge that takes into account environmental, economic and social factors. Students describe the interconnections within environments, and between people and places, to explain the movement of people at a local, national and global scale.

CIVICS AND CITIZENSHIP

Students explain the types of laws and how laws are made within the Westminster system and describe the rights and responsibilities of participants in the process. They apply aspects of democracy to case studies and explain the freedoms that underpin Australia’s democratic values.

ECONOMICS AND BUSINESS

Students explain how markets allocate resources in Australia and describe the interdependence of consumers, businesses and the government as a result of their involvement in the market. They identify how consumers and businesses influence and respond to each other in the market.

ASSESSMENTS IN BOTH YEARS 7 AND 8

Topic Tests and Essays	35%
Research Tasks	45%
Exams	20%

ENQUIRIES

Mrs Surette Britz (Head of English/HASS)

MATHEMATICS

RATIONALE

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Western Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

AIMS

The Western Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

YEAR 7

LEVEL DESCRIPTION

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability.

At this year level:

- understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- problem-solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

YEAR 7 ACHIEVEMENT STANDARD

- **Number and Algebra**

  At Standard, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. Students assign ordered pairs to given points on the Cartesian plane. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution.

- **Measurement and Geometry**

  Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. Students solve simple numerical problems involving angles formed by a transversal crossing two lines. They use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel lines.

- **Statistics and Probability**

  Students identify issues involving the collection of continuous data.
  They construct stem-and-leaf plots and dot plots. Students describe the relationship between the median and mean in data displays. They calculate mean, mode, median and range for data sets. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes.

ASSESSMENT

Homework and Revision	15%
Investigations	15%
Topic Tests	40%
Semester 1 Test	15%
Semester 2 Exam	15%

YEAR 8

YEAR 8 LEVEL DESCRIPTION

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising

and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects

problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities

reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

YEAR 8 ACHIEVEMENT STANDARD

- **Number and Algebra**

At Standard, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. Students describe rational and irrational numbers. They solve problems involving profit and loss. Students make connections between expanding and factorising algebraic expressions. They use efficient mental and written strategies to carry out the four operations with integers. Students simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

- **Measurement and Geometry**

Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They convert between units of measurement for area and volume. Students perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles.

- **Statistics and Probability**

Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. Students explain issues related to the collection of data and the effect of outliers on means and medians in that data. They determine the probabilities of complementary events and calculate the sum of probabilities.

ASSESSMENT

Homework and Revision	10%
Tests	50%
Investigations	10%
Exams	30%

STREAMING OF YEAR 8 TO YEAR 10 MATHEMATICS CLASSES FROM 2021

Teachers use the Western Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at, and above the year level expectations) and that teachers plan to build on current learning.

Students will be placed in streamed classes in Year 8 to Year 10 so that all students can be catered for to their level of ability. The Mathematics curriculum will be offered on four levels:

Stream 1: Extension, Advanced and Upper Standard levels

- The EXTENSION stream is an academically challenging course and is suitable for students who have performed at a high level showing a strong aptitude in Mathematics as well as a genuine interest. On this level the students will be working at a higher level than the other streams, with the aim of offering students an opportunity to be extended and providing an excellent platform for their senior school mathematical studies. In this stream little time is spent on the basics of each topic and the majority of the time is spent on more complex aspects. This class will provide students with the opportunity to continue to Year 11 Mathematics Methods.

- The ADVANCED stream is suitable for students who have shown a fluency in mathematical basics. Students in this stream will be working at a higher level as the standard stream, with some time spent on basics and then rapidly moving on to more complex aspects of each topic. This class will provide students with the opportunity to continue to Year 11 Mathematics Methods.

STREAM 2: STANDARD AND MODIFIED LEVELS

- The STANDARD steam provides a course that is presented at Year level as determined by SCSA. More time is spent on achieving fluency of mathematical concepts and providing students with the opportunity to continue to Year 11 Mathematics Applications.

- The MODIFIED stream provides a slower pace and hence more opportunity to cement the foundation of basic mathematical concepts. This stream also provides greater scaffolding for problem solving. This stream will equip students to continue to Year 11 Mathematics Essentials.

All four streams allow for flexibility i.e. the students are not fixed in a particular stream. Students may move between streams according to their needs and performance throughout the duration of the year.

ENQUIRIES

Mrs Beulah Lombard (Head of Mathematics Learning Area)

SCIENCE

RATIONALE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science provides opportunities for students 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 curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The science curriculum promotes six overarching ideas: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

AIMS

To ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas based on evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

The science content includes the three strands of Science Understanding, Science as a Human Endeavour, and Science Inquiry Skills. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The science inquiry skills and science as a human endeavour strands are described across a two-year band.

SCIENCE UNDERSTANDING

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time.

The Science Understanding strand comprises four sub-strands – Biological Sciences, Chemical Sciences, Earth and Space Sciences, Physical Sciences.

SCIENCE AS A HUMAN ENDEAVOUR

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

SCIENCE INQUIRY SKILLS

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

YEAR 7

YEAR 7 ACHIEVEMENT STANDARD

Science Understanding

At Standard, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. Students explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. Students classify and organise diverse organisms based on observable differences and predict the effect of human and environmental changes on interactions between organisms.

Science as a Human Endeavour

Students describe situations where scientific knowledge has been used to solve a real-world problem.

Science Inquiry Skills

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. Students select equipment that improves fairness and accuracy and describe how they considered safety. They draw on evidence to support their conclusions. Students summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

YEAR 8

YEAR 8 ACHIEVEMENT STANDARD

Science Understanding

At Standard, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of the states of matter. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. Students compare the different processes of rock formation. They describe the relationship between structure and function at cell, organ and body system levels.

Science as a Human Endeavour

Students explain how evidence has led to an improved understanding of a scientific idea and where science knowledge is used in various occupations.

Science Inquiry Skills

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

ASSESSMENT

Scientific Investigations	30%
Research	20%
Tests	30%
Exams	20%

ENQUIRIES

Mrs Nicolette Vickers (Head of Science Learning Area)

HEALTH AND PHYSICAL EDUCATION

RATIONALE

In Health and Physical Education, students learn how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities in various contexts and settings. Through Health and Physical Education, students learn how to enhance their health, safety and wellbeing and to contribute to building healthy, safe and active communities.

AIMS

To develop the knowledge, understanding and skills to enable students to:

- access, evaluate and apply appropriate information and resources to take positive action to protect, enhance and advocate for their own and others' health and wellbeing across their lifespan
- develop and use skills and strategies to promote a sense of personal identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape their understanding of, and opportunities for, health and physical activity locally, regionally and globally.

The Health and Physical Education curriculum comprises two strands: Personal, social and community health; and Movement and physical activity.

Personal, social and community health

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Movement and physical activity

- Moving our body
- Understanding movement
- Learning through movement

ASSESSMENT

Physical Education		**Health Education**	
Game Performance	50%	Investigation	45%
Game Skills	50%	Response	55%

YEAR 7 AND 8 HEALTH EDUCATION

At Emmanuel Year 7 and 8 students take one period of Health per week.

YEAR 7 ACHIEVEMENT STANDARD

At Standard, students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventive health strategy.

Students apply appropriate protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

YEAR 8 ACHIEVEMENT STANDARD

At Standard, students identify skills and strategies to manage change, and promote all aspects of their own and others' health, including making informed decisions, using assertive responses, and making contingency plans to avoid and prevent risks to health.

Students identify the impact of negative behaviours on relationships and describe a range of factors and their impact on a person's emotional response and behaviour.

YEAR 7 AND 8 PHYSICAL EDUCATION

Year 7 and 8 students take two periods of Physical Education per week.

YEAR 7 ACHIEVEMENT STANDARD

At Standard, students perform movement skills and sequences in selected sport or physical activity contexts with improving accuracy and efficiency. They implement simple tactics in order to achieve the intended outcome in competitive contexts.

Students describe how physical activity can improve elements of health and fitness. When participating in a variety of sports or physical activities, they demonstrate ethical behaviour and communicate to assist team cohesion and the achievement of an intended outcome.

YEAR 8 ACHIEVEMENT STANDARD

At Standard, students perform a variety of individual movement skills and sequences demonstrating improved control, accuracy and efficiency in their performance. In competitive contexts, they implement a variety of tactics to achieve an intended outcome.

Students provide simple descriptions of how to measure heart rate and breathing rate in response to changes in physical activity. They use simple terms to describe linear, angular and general motion when reflecting on ways to improve performance outcomes. When faced with movement challenges, they select and implement simple tactical responses to achieve an intended outcome.

ENQUIRIES

Mr Peter Siani (HPE Coordinator)

TECHNOLOGIES

Technologies learning area comprises two subjects: Design and Technologies and Digital Technologies. In Year 7 students study Design and Technologies.

RATIONALE

Within Design and Technologies (Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations), students have the opportunity to study at least one of the contexts.

Knowledge, understandings and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

Through Design and Technologies students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments

YEAR 7 DIGITAL TECHNOLOGIES - ROBOTICS

YEAR 7 ACHIEVEMENT STANDARD

At Standard, students outline ways in which products, services and environments evolve locally, regionally and globally and recognise competing factors, including social, ethical and sustainability in the development of technologies. In Engineering principles and systems, students identify the use of motion, force and energy to manipulate and to control electromechanical and mechanical systems.

ASSESSMENT OUTLINE

Investigation	10%
Production	80%
Journal	10%

ENQUIRIES

Mr Anandh Padmanabham (Technologies Teacher)

YEAR 8 DIGITAL TECHNOLOGIES

RATIONALE

Digital systems are everywhere, 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. Technologies are an essential problem-solving toolset in our knowledge-based society.

The Western Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

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

Digital Technologies Achievement Standard

At Standard, students identify methods of data transmission and security in wired, wireless and mobile networks and identify specifications of hardware components and outline apparent impacts on network activities. They identify how binary is used to represent data in digital systems. Students evaluate the authenticity, accuracy and timeliness of acquired data and use a range of software to evaluate and visualise data. Students present diagrammatically and in English, their designs and plans for the user experience of a digital system, with sequenced steps. They predict output for a given input to identify errors. Students modify and implement digital solutions, considering the user interface within a programming environment and the need for user choice and/or repeating options. They work collaboratively online to create and communicate interactive ideas with consideration for social contexts.

In Digital Technologies, students investigate a given need or opportunity for a specific purpose. They evaluate and apply a given brief, using some examples. Students consider and select components/resources to develop solutions, identifying constraints. They use appropriate technical terms and technology to design, develop, evaluate and communicate alternative digital solutions. Students develop sequenced steps to produce a simple, problem-solving plan. They apply safe and appropriate techniques to make solutions, using a range of components and equipment. Students work independently, and collaboratively, to plan, develop and communicate ideas and information when managing projects.

ASSESSMENT OUTLINE

Production: Excel Task	20%
Production: Programming Task	40%
Production: Animation project	40%

ENQUIRIES

Mr Anandh Padmanabham (Technologies Teacher)

DESIGN AND TECHNOLOGIES

FOOD SPECIALIZATION FOR YEAR 7 AND YEAR 8

Growing teenagers need to be able to make good choices from the wide range of food products available on the market. To do this you need to investigate ways of choosing food, based on nutritional requirements. Teenagers also need to be able to prepare these meals using a range of suitable techniques so that they can produce food for themselves and others.

Food Specialization in Years 7 and 8 is an elective that runs over 12 weeks. The aim is to foster lifelong skills and enthusiasm for cooking, nutrition and general wellbeing.

Class work include but is not limited to:

- The role of food
- Preparing food safely
- Recipe basics
- Selecting food wisely
- The role of breakfast - processed cereals, drinks and eggs for breakfast
- All about fruit and vegetables – packaging, processing and preparing
- Energy balance –fats, carbohydrates and sugar

Through this scheme of work, pupils will develop the following skills:

- Collaborating and managing
- Time management
- Design thinking, creativity and enterprise skills
- Organization of work and work area
- Culinary skills and processing techniques
- Constant awareness of hygiene and safety

ASSESSMENT

Knowledge and understanding (book work)	30%
Processes and production skills (practical cooking lessons)	70%

ENQUIRIES

Ms Melissa Martinez (Foods Teacher)

MATERIALS AND TECHNOLOGIES

WOODWORK

RATIONALE

In Year 7, students have opportunities to learn about design and technologies in the Woodwork program. They will develop plans to manage design tasks, including safe and responsible use of materials and tools to successfully complete design tasks.

Year 7

Sweetness

Start your fascination of Design and Technology Materials by creating an amazing lolly dropper by safely using a variety of new and different tools. You will learn how to draw this product using a laptop 3D drawing program called SketchUp.

Woodwork tools include rulers, hammers, nails, glue, cordless drills, standing pedestal drill, cutting bits, try square rulers, sandpaper.

Safety equipment – aprons, eye and ear protection all included.

Year 8

Soccer Smash

Take on your friend, sister, brother or anyone else in the game that you will create. There will be obstacles, rebounds and yells of joy or dread as the ball could end up at any area on the board. A goal may be difficult to achieve…

You will learn how to draw this product using a laptop 3D drawing program called SketchUp.

The woodwork tools include rulers, mitre saw, table router, glue, mallets, try square rulers, sandpaper.

Safety equipment - aprons, eye and ear protection all included.

ASSESSMENTS

3D Sketching	40%
Product Production	60%

ENQUIRIES

Mr Paul Jackson (Woodwork Teacher)

THE ARTS

RATIONALE

It is a requirement that students study a performance subject and a visual subject.

The Arts learning area comprises five subjects: Dance, Drama, Media Arts, Music and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences, as they discover and interpret the world. At Emmanuel Drama, Media Arts, Music and Visual Arts are currently offered to students. Each of the Arts subjects is organised into two interrelated strands: Making and Responding.

DRAMA

AIMS

Drama knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence, empathy and self-awareness to explore, depict and celebrate human experience, take risks and extend their own creativity through drama
- knowledge of how to analyse, apply and control the elements, skills, techniques, processes, conventions, forms and styles of drama in traditional and contemporary drama to engage and create meaning for audiences
- knowledge of the role of group processes and design and technology in the creative process of devising and interpreting drama to make meaning for audiences
- knowledge of traditional and contemporary drama through responding as critical and active participants and audience members.

YEAR 7 DRAMA

RATIONALE

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be improvised, or taken from appropriate, published script excerpts (e.g. Australian or world drama), using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using generalised drama terminology and language. Students will also explore the style of Ritual theatre.

Drama skills explored include:

- Mime
- Creating tableau (frozen pictures)
- Creating character through movement
- Creating character through voice
- Performing scripts
- Devised drama
- Improvisation

ASSESSMENTS

Making – Group Performances	70%
Responding – Performance reflections	30%

YEAR 8 DRAMA

RATIONALE

In Year 8, Drama students will be given opportunities to plan, refine and present drama to peers by safely using processes, techniques and conventions of drama. Drama will be based on extended improvisations, or taken from appropriate, published script excerpts, using selected drama forms and styles. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology. Students will also explore the drama styles of Children's theatre and Reader's theatre.

Drama skills explored include:

- Creating character through movement
- Creating character through voice
- The elements of drama in performance
- Performing scripts
- Devised drama
- Improvisation

ASSESSMENTS

Making – Group Performances	70%
Responding – Performance reflections	30%

ENQUIRIES

Mrs Megan Taylor (Drama Teacher)

MEDIA

AIMS

Media Arts knowledge and skills ensure that, individually and collaboratively, students develop:

- confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them
- aesthetic knowledge developed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork
- creative and critical thinking skills to explore different perspectives in media as producers and consumers
- awareness of their active participation in local and global media cultures, including using safe media practices when publishing online materials.

YEAR 7

RATIONALE

In Year 7, students are provided with opportunities to view film, television, and print media work within the contexts of advertising, mass media and press. They are introduced to the basic communication model, explore different viewpoints in contemporary media, plan and create representations in media work and respond to their own work and the work of others. Students also learn to work as a team, following timelines, processes and strategies to ensure safe and responsible use of media equipment.

Achievement standards:

- apply some media terminology
- replicate some familiar codes and narrative conventions to make meaning
- show some awareness of genre and purpose and create point of view to appeal to an audience
- depict simple representations of ideas, issues and people, with some reference to values
- show a developing awareness of social and cultural sensitivity in media work by considering controls and audience values
- apply planning processes, and safely use technology to create and edit planned media work.
- fulfil team responsibilities
- identify, in their own work and the work of others, audience and purpose
- identify ways audiences use media for specific purposes

ASSESSMENTS

Making – Stop motion animation (production)	50%
Responding – Film poster analysis task and assessment (written)	50%

YEAR 8

RATIONALE

In Year 8, students are provided with opportunities to view film, television, print and online media work within the contexts of advertising, mass media, press and broadcasting. Students build on media concepts from the previous year through expansion of the basic communication model to include new and emerging media technologies and explore current trends in how audiences use media. They apply their understanding of intended audience, purpose and context in their productions and in their response to their own and others' media work. They begin to solve problems and work as a team, following timelines, processes and strategies to ensure safe and responsible use of media equipment.

Achievement standards

- students apply some media terminology
- replicate familiar codes and narrative conventions to make meaning
- show awareness of genre and purpose
- create point of view to appeal to an audience
- depict representations of ideas, issues and people that reference values
- show some awareness of social and cultural sensitivity in media work by considering controls and audience values
- apply planning processes, selecting and safely using technology to create and edit planned media work
- fulfil team responsibilities
- identify, in their own work and the work of others, audience, purpose and context
- identify some current trends in the ways audiences use media

ASSESSMENTS

Making – Television advertisement (production)	50%
Responding – Film trailer analysis task and Superhero response (written)	50%

ENQUIRIES

Mr Simon James (Media Teacher)

MUSIC

AIMS

Music knowledge and skills ensure that, individually and collaboratively, students:

- develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians
- develop skills and techniques to actively listen, analyse, improvise, compose and perform music
- interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members
- develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

YEAR 7

RATIONALE

In Year 7 Music, students will learn and reinforce essential building blocks to music – beats, rhythm, and notes. Students will partake in a variety of fun classroom activities that aids musical development in both gross and fine motor skills that are essential for all types of instrumental learning. Students' musical learning is enriched through practical rhythmic activities such as body percussion which allows students to be involved individually and collectively, which enhance their experience of music and effectively developing their gross motor skills. Students will learn foundational music terminology through theory activities such as note drawing and manuscript writing to support their practical learning and listening activities are taught to expand their musical learning through exposure in a different musical context. Students will develop and extend their fine motor skills on keyboard and will have opportunity to express their musical creativity to compose, perform and play a fun short solo, compositional piece based on the pentatonic scale.

Class work includes:

- Practical rhythm activities
- Practical keyboard learning
- Theoretical worksheets and activities to aid in foundational musical skills
- Development of aural skills through listening activities
- Composing and performance opportunities

ASSESSMENTS

Individual Practical Performances	10%
Aural, Rhythm and Theory Test	40%
Performance and Composition Task	50%

YEAR 8

RATIONALE

In Year 8 Music, students will expand on their musical foundational skills taught in previous years, with exciting opportunities to develop basic instrumental skills on varied band instruments such as drums, keyboard, bass guitar and vocals. Students will participate in a variety of fun rhythmic activities that reinforce previous rhythmic concepts learned. Students will compare different musical styles such as pop within a contemporary worship framework and explore how “manufactured music” influences cultural beliefs and trends in society. Essential keyboard skills are extended by adding building blocks from foundational music skills such as scales, chords, and chord progressions. Additionally, musical theory skills are further developed through manuscript writing to consolidate learning in class. Performance and compositional opportunities are available by using skills developed from individual instrumental learning, with students working in bands to create a “cover” of a well-known pop worship song through their own musical interpretation in the context of contemporary worship.

Class work includes:

- Extended development of keyboard skills and rhythm work
- Practical Learning of skills on band instruments
- Development of aural skills through listening activities
- Rehearsing and performing covers of band works
- Theory worksheets and activities to support practical learning

ASSESSMENTS

Aural and Theory Tasks	30%
Practical and Performance Tasks	60%
Reflection Task	10%

ENQUIRIES

Mr Mark San Diego (Music Teacher)

VISUAL ARTS

AIMS

- Visual Arts knowledge and skills ensure that, individually and collaboratively, students:
- demonstrate confidence, curiosity, imagination and enjoyment when engaged in visual arts making
- apply visual arts techniques, materials, processes and technologies to create artworks through the design and inquiry process
- apply visual language and critical creative thinking skills when creating and responding to artwork
- develop aesthetic, artistic and cultural appreciation of visual arts in past and contemporary contexts, both as artists and art critics.

YEAR 7 AND 8 VISUAL ART

In Year 7 and 8, students are introduced to a range of art styles, techniques and processes from Ancient Art through to Modern Australian and International Art. The Lower School Visual Art courses are structured to introduce students to a range of art making approaches and skills for drawing, painting and sculpture. As students view and produce artworks, they will develop a greater understanding of artistic conventions, compositional devices and the way artists use visual language to construct their artworks.

Class work includes but is not limited to:

- Observational drawing
- Graphite, charcoal and coloured pencil drawing
- Construction of clay sculptures
- Watercolour and acrylic painting
- Linocut printmaking
- Viewing and discussing a range of artworks

ASSESSMENTS

The Visual Arts course is a hands-on course, well suited to students who enjoy creating art and sharing their ideas and messages in a visual format.

Making – practical assessments	70%
Responding – theory-based assessments	30%

ENQUIRIES

Mrs Carly Smoker (Visual Arts Teacher)

LANGUAGES

The Languages curriculum for Western Australia has been written on the basis that schools provide a Languages program, in at least one language subject, from Pre-primary to Year 10. As a minimum, all students will study a Language subject from Year 3 to Year 8.

In 2022, full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents by the end of Semester 2.

At Emmanuel, students in Years 7 and 8 study Spanish which is one of the Australian Curriculum languages.

YEAR 7 & 8 SPANISH

RATIONALE

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication. Languages operate from the fundamental principle that for all students, learning to communicate in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world. The curriculum builds upon students' intercultural understanding and sense of identity as they are encouraged to explore and recognise their own linguistic, social, and cultural practices and identities as well as those associated with speakers of the language being learnt.

Language learning broadens students' horizons to include the personal, social, and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries means that people in all spheres of life must be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability only in English is not sufficient, and a bilingual or plurilingual capability is the norm in most parts of the world.

Spanish is a global language spoken by approximately 500 million people across the world. As Spanish belongs to the family of Romance languages, derived from Latin, it has many lexical and structural connections with English as well as other European languages.

Students learn to both communicate and understand the language, participating in a range of spoken, written and online interactions and develop control of rhythms and intonation of spoken Spanish.

ASSESSMENT STRUCTURE

Topic Tests	75%
Assignments	15%
Oral test	10%

ENQUIRIES

Mr Will Cruz (Spanish Teacher)