



EASTERN HILLS

Senior High School



Course Information Year 8



EASTERN HILLS

Senior High School
An Independent Public School

LEARNING EXCELLENCE EQUITY CARE

Eastern Hills Senior High School
Keane Street East
Mount Helena WA 6082
Phone: 9573 0300
Email: EasternHillsSHS@education.wa.edu.au
Web: www.ehshs.wa.edu.au

Year 8 Course Information Booklet

Dear Parent(s)/Guardian(s)

Welcome to the process for the selection of 'elective' courses for your child.

This information is available on the Eastern Hills Senior High School website including the links for completion of subject (electives) selections. If you require further information about any of the courses, please contact the Head of the specific Learning Area.

At Eastern Hills Senior High School, all students study a broad and balanced curriculum across the Learning Areas, the school is committed to the development of lifelong learners who have the skills, knowledge and values to be able to take a proactive and productive approach to meeting their own needs whilst respecting the rights of others in society. To achieve this, the school has a very strong focus on developing and maintaining a safe and caring learning environment where students are able to engage in their studies free from the risk of harm. Encouraging students to take responsibility for their own learning is an important part of the work done at the school. Students are given every opportunity to develop planning and organisational skills that assist them to engage in courses of learning that meet their individual needs. Students are encouraged to be involved in the ongoing monitoring of their work and in the celebration of their many achievements. Eastern Hills SHS Year 8 curriculum consists of compulsory courses from the Learning Areas of: English, Mathematics, Science, Humanities & Social Sciences, Health and Physical Education and LOTE. All students in Year 8 sit end of semester examinations in English, Mathematics, Humanities & Social Sciences and Science. This assists us in the gathering of information about their progress and to allow students to become familiar with exam situations as well as providing feedback to parents.

In addition to the 'compulsory' courses students select 'elective' courses from the Learning Areas of The Arts (which includes Art, Computer Graphics, Drama, Media Production and Music courses), Technology and Enterprise (which includes the teaching areas of Computing Education, Home Economics and Design and Technology and their range of courses) and Health & PE who are also offering students the opportunity to apply for the **Football Program** (single gender classes) which is offered as a year-long course, for this course a selection process will take place. In 2022 'electives' for Year 8 students will continue to be Term length courses and provides for a continuation of their studies from Year 7. It comprises of 2 'electives' each term, total of 8 for the year. A student who is part of the Specialist Music Program or the Football Program will have one less elective each term, total 4 for the year. Please note: It is not possible for students to be in both the Specialist Music Program and Football Program as this restricts the requirement for a balanced curriculum.

Any queries, please contact the front office and request to speak with the Year Coordinator.
Thank you.



English



Pre-requisites for ATAR courses are an A or B in Year 10 Academic or Aspirant Pathways.

ENGLISH PATHWAYS

Pathway levels reflect student competencies related to reading and writing.

ACADEMIC PATHWAY

Students in the Academic pathway are expected to select ATAR in Years 11 and 12 and will demonstrate high competence in reading and writing skills as reflected in NAPLAN and semester results in their English class.

ASPIRANT PATHWAY

Students in the Aspirant classes are those whose skills require further development to assist in improving reading and writing skills. Many of these students typically select an ATAR pathway in Years 11 and 12 or a General pathway to TAFE dependent on the success they achieve.

GENERAL PATHWAY

Students in the General class are continuing to develop reading and writing skills and traditionally select a pathway to work or TAFE.

Lower School English courses are modified to reflect the Upper School pathways students intend to follow.



In Year 8 students will be completing the Western Australian Curriculum course for English.

The English curriculum is built around the three interrelated. These strands are

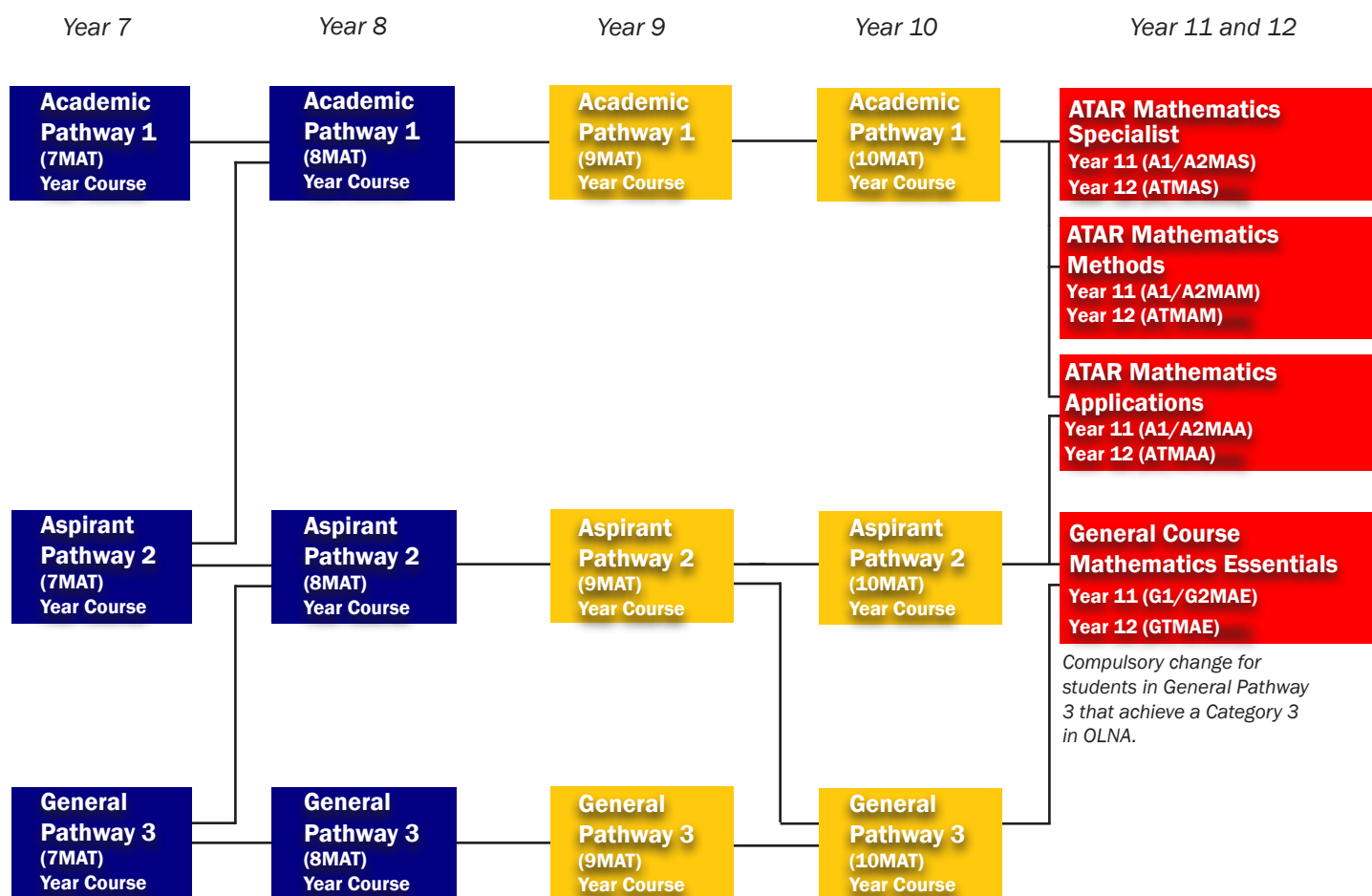
- Language
- Literature
- Literacy

which are interwoven representing a focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Each program of study focuses on developing a student's ability to critically and creatively think as well as developing their intercultural and ethical understanding while building on their personal and social capabilities.

Reading and engaging with a variety of texts for enjoyment and critical literacy is central to our belief that literature is vital in order to recognise its place in our day to day lives. Reading from a range of texts including narrative forms such as novels and short stories, multimodal and interpretive texts along with media texts such as films and documentaries is integral in English Programs. In Year 8 there is a focus on Australian literature and the contemporary literature of Aboriginal and Torres Strait Islander cultures as well as classical and contemporary world literature.

Our programs are designed to ensure that students develop the ability to develop their functional and critical literacy which is important in all areas of the curriculum and ultimately understanding the language necessary for interaction in society. Our programs in Year 8 also focus on developing each child's abilities in grammar and spelling in order for them to confidently progress and participation in NAPLAN testing which occurs in Year 9. Our programs place particular importance on the understanding and use of a range of language features such as developing a range of sentence types including complex sentences with embedded clauses. Together with an emphasis on vocabulary development, each foci aims to enable students to create a range of imaginative, informative and persuasive texts in order to become competent communicators in society.

Mathematics



All students will study the Year 8 Western Australian Curriculum. Students will use ideas about Number & Algebra, Measurement & Geometry, Statistics & Probability and mathematical ways of representing patterns and relationships, to describe, interpret and reason about their social and physical world.

Mathematics plays a key role in the development of students numeracy and assists learning across the curriculum. Year 8 students will be placed into streamed classes based on their Year 7 results. Even with the streaming, the students will study a common course throughout the year and complete common assessments.

Only the least able students are selected for a slower paced course. Further pathway division will occur in Semester 2 but teaching in the three Pathways will follow a common core with some extension and added depth in both Academic and Aspirant Pathways. Students placed in the General Pathway who make very strong progress will have the opportunity to attempt higher Pathway's in Year 9 without substantial disadvantage.

$$\frac{A}{x+3} + \frac{B}{2x+1} = \frac{A(2x+1) + B(x+3)}{(x+3)(2x+1)}$$

$$\frac{7x^2 - 2x + 5}{(x-1)(x^2+1)} = \frac{A}{x-1} + \frac{Bx^2+1}{x^2+1}$$

$$= \frac{A(x^2+1) + (Bx+C)(x-1)}{(x-1)(x^2+1)}$$

$$7x^2 - 2x + 5 = Ax^2 + A + Bx^2 - Bx + Cx - C$$

$$= (A+B)x^2 + (C-B)x + A-C$$

MATHEMATICS PATHWAYS

ACADEMIC PATHWAY

Students follow the Western Australian Curriculum for Mathematics which contains work from the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands. Successful completion will enable participation in all future courses.

The Academic class will complete all the coursework as well as engaging in extension work.

Academic students will study problem solving strategies, which will be introduced and explained in class by the teacher. The strategies will be developed conceptually throughout lower school. All Academic Mathematics students will be prepared to participate in the numerous competitions throughout the year. Some require time outside of class to prepare and also to compete.

In Year 8, activities will include the Mathematics Talent Quest, Have Sum Fun Competition and the Australian Mathematics Competition.

ASPIRANT PATHWAY

Students follow the Western Australian Curriculum for Mathematics, which contains work from the Number and Algebra, Measurement & Geometry, and Statistics & Probability strands. Emphasis is on horizontal extension work, and Features an increased level of difficulty. Successful completion will enable participation in most future courses.

The Aspirant Pathway is the course that prepares students for the study of the majority of Mathematics Courses in Years 11 and 12. It can incorporate some of the extension work covered in the Academic Extension course.

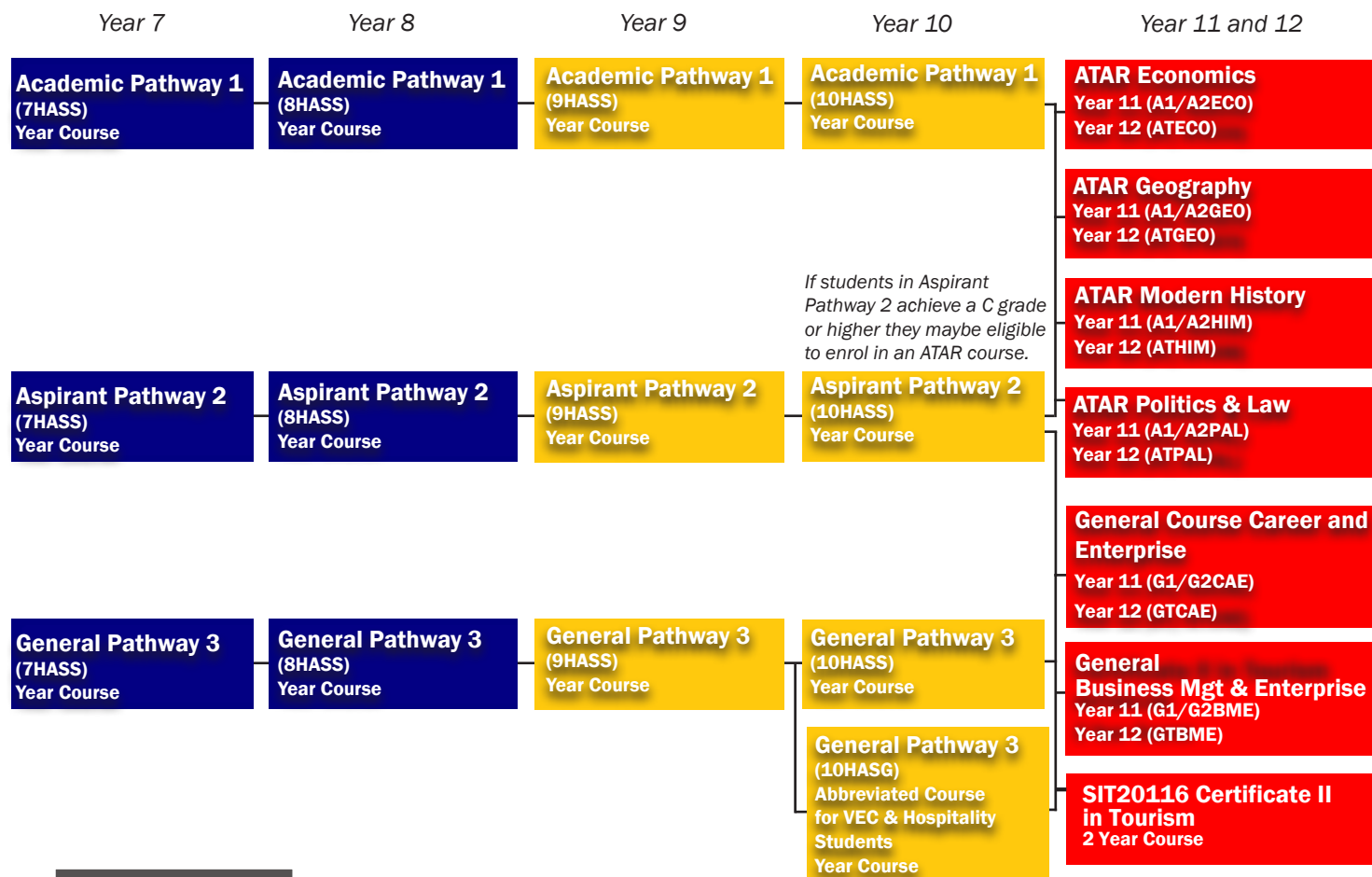
GENERAL PATHWAY

Students follow the Western Australian Curriculum for Mathematics and contains work from the Number & Algebra, Measurement & Geometry, and Statistics & Probability strands. This pathway features a concentration on skills development.

The General Pathway is designed to cater for students in need of special help in this subject. It endeavours to maintain basic numeracy skills which will be of use to students in their everyday lives. Students in this pathway will not normally study Mathematics beyond Year 10 but gives them an opportunity to pass OLNA (Online Literacy and Numeracy Assessment) which is a requirement for their graduation.



Humanities and Social Sciences



HASS PATHWAYS

All pathways study the same content. The difference in the pathways pertain to the level of difficulty the content is pitched as well as the assessment types.

ACADEMIC PATHWAY 1

This course is designed for students with the highest academic achievement who are capable of maintaining a B grade average in HASS and who would be expecting to go on to university after Year 12. They will have been high achieving students in Year 7.

The Academic students will follow a more rigorous and challenging path than other students in that they will be expected to master more difficult concepts, to communicate their understandings with greater sophistication, and to complete more complex learning activities that will require a greater commitment of time and effort. They will cover the curriculum in greater depth and breadth than other students, and the highest standards of achievement will be expected.

Students are expected to achieve a minimum B grade.

ASPIRANT PATHWAY 2

This course is designed for students with average academic achievement who are capable of maintaining a C grade average in HASS. Most would be expecting to follow a general pathway from Years 10-12 or to be leaving school prior to the end of Year 12 for employment, training or TAFE. They will have achieved average results in Year 7. However, students' who achieve a high C grade may still be eligible for ATAR courses in Upper School.



These students will follow a less rigorous and less challenging path than Academic students in that they will be expected to master less difficult concepts, to communicate their understandings competently but with less sophistication, and to complete less complex learning activities that will be more practical. They will cover the curriculum in less depth and breadth than Academic students, and average to good standards of achievement will be expected. Some of these students will aspire to raise their standard of achievement to enable them to be placed in the Academic class. Students are expected to achieve a C grade.

GENERAL PATHWAY 3

This course is designed for students with below average academic achievement who have difficulty maintaining a C grade average in HASS. Most would be expecting to follow a general pathway from Years 10-12 or to be leaving school prior to the end of Year 12 for employment, training or TAFE. They will have achieved below average results in Year 7.

These students will follow a less rigorous and less challenging path than Aspirant students in that they will be expected to master less difficult concepts, to communicate their understandings competently but with less sophistication, and to complete less complex learning activities that will be more practical. They will cover the curriculum in less depth and breadth than Aspirant students, and average to good standards of achievement will be expected. Some of these students will aspire to raise their standard of achievement to enable them to be placed in the Aspirant class. Students are expected to achieve a C grade.

The Humanities and Social Sciences, enable students to develop their critical thinking and skill application ready for life after school. We focus on skills such as questioning, research, analysis, evaluation, communication and reflection through investigation of events, developments, issues and phenomena in both historical and contemporary contexts. The four subject areas covered in HASS are Geography, Economics, History and Politics and Law.

GEOGRAPHY

We develop the concepts of place, space, environment, interconnection, sustainability and change. In Year 8, we expand these concepts further through the study of landscape formation and how these landscapes are significant to people, how people change landscapes and the population patterns at a range of scales from local to global.

ECONOMICS

In Year 8, we introduce the concept of markets to broaden student understanding of interdependence, making choices and allocating resources. The students consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored, both in the current and future job markets.

HISTORY

Historical understandings are developed through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. In Year 8, we focus on the Medieval time period and investigate the key beliefs and values that emerged as well as the cause and effect of contact between societies in this period.

CIVICS AND CITIZENSHIP

The concepts of the Westminster system, democracy and participation are developed. In Year 8, we investigate the types of law in Australia and how they are made.

Consideration is given to the responsibilities and freedoms of citizens and how they participate in our democracy. Students also explore the concept of the Australian identity and the differing perspectives of individuals.



Science

Year 7

Year 8

Year 9

Year 10

Year 11 and 12

Academic Pathway 1
(7SCI)
Year Course

Academic Pathway 1
(8SCI)
Year Course

Academic Pathway 1
(9SCI)
Year Course

Academic Pathway 1
(10SCI)
Year Course

ATAR Physics
Year 11 (A1/A2PHY)
Year 12 (ATPHY)

ATAR Chemistry
Year 11 (A1/A2CHE)
Year 12 (ATCHE)

ATAR Biology
Year 11 (A1/A2BYL)
Year 12 (ATBLY)

ATAR Human Biology
Year 11 (A1/A2HBY)
Year 12 (ATHBY)

General Course
Human Biology
Year 11 (G1/G2HBY)
Year 12 (GTHBY)

If students in Aspirant Pathway 2 achieve a C grade or higher they may be eligible to enrol in an ATAR Human Biology.

Aspirant Pathway 2
(7SCI)
Year Course

Aspirant Pathway 2
(8SCI)
Year Course

Aspirant Pathway 2
(9SCI)
Year Course

Aspirant Pathway 2
(10SCI)
Year Course

AHC20416 Certificate II in Horticulture
2 Year Course

General Pathway 3
(7SCI)
Year Course

General Pathway 3
(8SCI)
Year Course

General Pathway 3
(9SCI)
Year Course

General Pathway 3
(10SCI)
Year Course

Certificate I Agri Food Operations
(AHC10216)
Year Course

SCIENCE PATHWAYS

ACADEMIC PATHWAY

Is designed to go into greater depth and breadth than the other pathways. Students are expected to achieve an A or B grade. Students are prepared for Academic Pathways in Year 8 which can lead to ATAR courses. (Physics, Chemistry, Biology & Human Biology) in Upper School.

ASPIRANT PATHWAY

Students are expected to achieve a C grade or higher. The Aspirant Pathway leads to Vocational courses in Upper School. Successful students can aspire to study ATAR Human Biology,

GENERAL PATHWAY

Is a modified course designed to improve Literacy and Numeracy skills in a science context.



BIOLOGICAL SCIENCES

Students will learn that cells are the basic units of living things and have specialised structures and functions. Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

PHYSICAL SCIENCES

Students will learn that energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

CHEMICAL SCIENCES

Students will learn that the properties of the different states of matter can be explained in terms of the motion and arrangement of particles. Differences between elements, compounds and mixtures can be described at a particle level. Chemical change involves substances reacting to form new substances.

EARTH AND SPACE SPACE SCIENCES

Students will learn that sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within the Earth over a variety of timescales.

SCIENCE INQUIRY SKILLS

This will be incorporated into each of the above concept strands. Students investigate to answer questions about the natural and technological world, using reflection and analysis to prepare a plan; to collect, process and interpret data; to communicate conclusions; and to evaluate their plan, procedures and findings.



Languages

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
French (7FR) Year Course	French (8FR) Year Course	French (9FR1) (9FR2) Year Course	French (10FRS1) (10FRS2) Year Course	ATAR French Year 11 (A1/A2FSL) Year 12 (ATFSL)

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Italian (7ITI) Year Course	Italian (8ITI) Year Course	Italian (9IT1) (9IT2) Year Course	Italian (10ITS1) (10ITS2) Year Course	ATAR Italian Year 11 (A1/A2ISL) Year 12 (ATISL)

Year 7	Year 8	Year 9	Year 10	Year 11 and 12
Japanese (7JAP) Year Course	Japanese (8JAP) Year Course	Japanese (9JAP1) (9JAP2) Year Course	Japanese (10JAPS1) (10JAPS2) Year Course	ATAR Japanese Year 11 (A1/A2JSL) Year 12 (ATJSL)

Year 8 students continue to study the language they studied in Year 7 (Japanese, Italian or French). The same language is studied in both semesters. Learning a language helps to improve communication, employability and English language skills. Studying a foreign language opens your mind to other cultures and world views. A bonus of 10% is added to your Australian Tertiary Admissions Rank (ATAR) scores when studying a language in Year 11 and 12.

The only students who do not study LOTE are those students who have had their Literacy skills assessed and have been placed in the School's Literacy Support Program.



FRENCH

The main aim is for students to enjoy communicating in French and learn about the French culture. Collaboration and speaking with partners are encouraged. There are opportunities to apply for the Reunion Island exchange later on in Years 9 and 10. Topics covered may include:

My World: Talking about my pets, weather, house, and places around town.

- The French speaking World: Food shopping, café and restaurant culture in France, (including sampling French food in class).

French is a major world language and studying French provides opportunities when seeking future employment in fields such as: foreign affairs, tourism/hospitality, journalism, fashion, dance, education and law.

ITALIAN

Year 8 students are involved in interactive listening, reading and writing tasks that improve their ability to communicate in Italian. The main focus this year is to strengthen their speaking skills and students are given the opportunity to present various interactive performances to the class.

Topics covered may include:

- The Individual: Talking about clothes, the weather and hobbies
- Italian Speaking Communities: Café culture, food and fashion
- The Changing World: Communication in a modern world – media, email and texting

Italian is widely spoken throughout Australia so there are many opportunities to hear and use the language in real-life situations. Italy is a major trading partner with Australia and knowledge of Italian can be of benefit in fields such as tourism, music, design, architecture, teaching, technology, science and commerce.

JAPANESE

Year 8 students will consolidate their knowledge of Hiragana and focus on mastering the Katakana script used for foreign words, with the introduction of some Kanji characters. There is a balance between interactive/cooperative tasks and individual tasks.

Students will learn how to word process in Japanese and present PowerPoint presentations and brochures. There are opportunities for students to participate in exchanges with students and teachers of our sister-school, Taishi Senior High School, in Hyogo Prefecture Japan.

Topics covered may include:

- The Individual: Talking about the weather and place names
- Japanese Speaking Communities: Convenience stores and restaurants,
- The changing world: Japanese/Australian homes and travel around Japan.

Japan is one of Australia's largest trading partners and a close neighbour, with only a one hour time difference between Australia and Japan. Knowledge of Japanese language is beneficial in business, education, mining, tourism, trade, science and technology.



Health and Physical Education

Year 7

Year 8

Year 9

Year 10

Year 11 and 12

**Health Education
(7HED)**
Year Course

**Health Education
(8HED)**
Year Course

**Health Education
(9HED)**
Year Course

**Health Education
(10HED)**
Year Course

ATAR Health Studies
Year 11 (A1/A2HEA)
Year 12 (ATHEA)

**General Course
Health Studies**
Year 11 (G1/G2HEA)
Year 12 (GTHEA)

EASTERN HILLS SPORTS ACADEMY

**Boys Football
(7FBBS1 & 7FBBS2)**
Year Course

**Boys Football
(8FBBS1 & 8FBBS2)**
Year Course

**Boys Football
(9FPBS1 & 9FPBS2)**
Year Course

**Boys Football
(10FPBS1 & 10FPBS2)**
Year Course

**Girls Football
(7FBGS1 & 7FBGS2)**
Year Course

**Girls Football
(8FBGS1 & 8FBGS2)**
Year Course

**Girls Football
(9FPGS1 & 9FPGS2)**
Year Course

**Girls Football
(10FPGS1 & 10FPGS2)**
Year Course

**Netball
(7NET)**
Term Course

**Netball
(8NET)**
Term Course

**Netball
(9NET1 & 9NET2)**
Year Course

**Netball
(10NET1 & 10 NET2)**
Year Course

**Basketball
(7BAS)**
Term Course

**Basketball
(8BAS)**
Term Course

**Basketball
(9BAS1 & 9BAS2)**
Year Course

**Basketball
(10BAS1 & 10
BAS2) Year Course**

**SIS20115 Certificate II in
Sports and Recreation**
2 Year Course

**Physical Education
(7PE)**
Year Course

**Physical Education
(8PE)**
Year Course

**Physical Education
(9PE)**
Year Course

**Physical Education
(10PE)**
Year Course

**ATAR Physical Education
Studies**
Year 11 (A1/A2PES)
Year 12 (ATPES)

**General Course
Physical Education Studies**
Year 11 (G1/G2PES)
Year 12 (GTPES)

**Outdoor Education
(9OED)**
Semester Course

**Outdoor Education
(10OED)**
Semester Course

**General Course
Outdoor Education**
Year 11 (G1/G2OED)
Year 12 (GTOED)

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*



Health and Physical Education provides students with the opportunity to learn how to enhance their own and other's health, safety, wellbeing and physical activity participation in varied and changing contexts. The curriculum provides a range of learning experiences that are contemporary, relevant, challenging, enjoyable and physically active.

A strengths-based approach is undertaken with a focus on supporting students to develop knowledge, understanding and skills required to make healthy, safe and active choices. The curriculum also focuses on the explicit development of movement skills and concepts required for students to participate in a range of physical activities with competence and confidence which supports ongoing participation in physical activity.

HEALTH EDUCATION (COMPULSORY)

Health Education focuses on three specific areas; being healthy safe and active, communicating and interacting for health and wellbeing and contributing to healthy and active communities.

Students will explore:

- Impact of physical changes on gender, cultural and sexual identity;
- Ways in which changing feelings and attractions form part of developing sexual identity;
- Strategies for managing the changing nature of peer and family relationships;
- Communication techniques;
- Reasons why young people choose to use or not use drugs;
- Skills and strategies to promote physical and mental health, safety and wellbeing in various environments;
- Impact of bullying and harassment on relationships;
- Personal, social and cultural factors influencing emotional responses and behaviours;
- Health promotion activities;
- Benefits to individuals and communities of valuing diversity and promoting inclusivity.

PHYSICAL EDUCATION (COMPULSORY)

Physical Education focuses on three key areas of physical activity; moving our body, understanding movement and learning through movement. Students will engage in a range of invasion, striking and net sports throughout the year with an emphasis on the acquisition and refinement of a broad range of movement skills and strategies to enhance performance. Through a game-based approach students will develop strategic skills and tactical skills to create, use and defend space. Students will also explore:

- Movement skills and sequences within different physical activities with a focus on increased accuracy and efficiency as well as control and balance;
- Skills and tactics used to create, use and defend space;
- Defensive skills used to achieve and retain possession;
- Selection of and transfer of, tactics between movement contexts and settings;
- Measurement of body's response to physical activity;
- Use of biomechanical terms to describe motion;
- Modifying rules, equipment or scoring to allow for fair play, safety and inclusion;



EASTERN HILLS SPORTS ACADEMY

The Eastern Hills Sports Academy aims to engage students in a high-quality sporting environment which leads to improved sporting performance and develops school pride and connectedness. The Sports Academy will encourage students to actively engage with their local community through sport and use sport as a vehicle to promote lifelong learning and connectedness to both the school and local community.

Eastern Hills Sports Academy Goals:

- To develop high quality community minded students with a strong connection to school and the community which they live.
- Provide access to a defined sporting pathway.
- Develop positive partnerships with community stakeholders which are mutually beneficial.
- Develop physical literacy in students.
- Develop student's leadership, communication and teamwork skills.
- Promote a culture of excellence with a focus on academic, personal and sporting development and performance.

Entry into the Eastern Hills Sports Academy is by application. Students wishing to be part of the Sports Academy should select one or more of the below programs on the subject selection sheet and complete the application form. An interview process may be conducted to determine suitable candidates for the Sports Academy.

Students who were in the 2021 Boys and Girls Football Program do not need to re-apply, but should indicate on the application form that they are a returning student and ensure that they select the football program on the subject selection sheet.

FOOTBALL PROGRAM (Girls & Boys- Single Gender Classes) (Elective)

This is a year-long practical course with an emphasis on developing football skills in a professional and engaging learning environment which will provide a pathway for students wishing to further develop their football abilities. The course will develop student's understanding of what is required to be an elite athlete. Topics such as leadership, goal setting, sports nutrition, components of fitness and injury prevention will be covered.

Students will participate in football based lessons with a focus on:

- Improving individual skill level
- Understanding the positional roles within the team
- Team work and goal setting
- Styles of play
- Games sense activities

Students within this course may also participate in:

- Interschool football games
- Tours of WAFL/AFL clubs
- Fitness testing and conditioning

BASKETBALL PROGRAM (Elective)

This unit will continue to develop students' skills, attitudes and knowledge that will enable them to actively engage in a competitive basketball environment. Students will participate in basketball-based lessons with a focus on:

- Developing fundamental basketball skills in isolation and in a game environment.
- Basic strategies and tactics.
- Introduction to refereeing, scoring, and coaching.

A developmental timeline will progress throughout the year enabling students to select this course for 1 term or for multiple terms throughout the year.

NETBALL PROGRAM (Elective)

This unit will continue to develop students' skills, attitudes and knowledge that will enable them to actively engage in a competitive netball environment. Students will participate in netball-based lessons with a focus on:

- Developing fundamental netball skills in isolation and in a game environment.
- Basic strategies and tactics.
- Introduction to umpiring and coaching.

A developmental timeline will progress throughout the year enabling students to select this course for 1 term or for multiple terms throughout the year.

The Arts

OTHER ELECTIVE COURSES

This Information is provided to assist students when selecting courses as a wide range is offered, students should select an equal balance of courses from The Arts and T & E Learning Areas. Each elective course is for 2 hours a week and students have the opportunity to study at least 2 per term, making a total of 8 over the whole year unless they are a Music student or select the PE Football Program where this will be reduced to 1 per term or 4 for the whole year.

Year 7

Year 8

Year 9

Year 10

Year 11 and 12

Visual Arts
(7VA2D, 7VA3D, 7PRI)
Term Course

Visual Arts
(8VA2D, 8CER, 8PRI)
Term Course

Visual Arts
(9VA1) (9VA2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

Visual Arts
(10VA1) (10VA2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

Creative Arts
(10CA1) (10CA2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

General Course Visual Arts
Year 11 (G1/G2VAR)
Year 12 (GTVAR)

**CUA20720 Certificate II
in Visual Arts**
2 Year Course

Computer Graphics
(7CG)
Term Course

Computer Graphics
(8CG)
Term Course

Computer Graphics
(9CG1) (9CG2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

Computer Graphics
(10CG1) (10CG2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

**General Course Design
Graphics**
Year 11 (G1/G2DESG)
Year 12 (GTDESG)

Drama
(7DR)
Term Course

Drama
(8DR)
Term Course

Drama
(9DRA1) (9DR2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

Drama
(10DRA1) (10DRA2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

General Course Drama
Year 11 (G1/G2DRA)
Year 12 (GTDRA)

**Media Production
Film & TV**
(7MFTV)
Term Course

**Media Production
Film & TV**
(8MFTV)
Term Course

Media Production
(9MP1) (9MP2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

Media Production
(10MP1) (10MP2)
Semester Course

**Media Production &
Analysis**
(10MPA1) (10MPA2)
Semester Course

*May be selected in
Semester 1 and/or 2.*

ATAR Media Production
Year 11 (A1/A2MPA)
Year 12 (ATMPA)

**General Course Media
Production**
Year 11 (G1/G2MPA)
Year 12 (GTMPA)

**CUA20220 Certificate II in
Creative Industries**
2 Year Course



In the Visual Arts Learning Area students develop creative skills, critical appreciation, visual literacy and knowledge of artistic techniques and technologies. Students will have the opportunity to enter artwork into the Darlington Arts Festival and the end of year Art Exhibition at school.

VISUAL ARTS 2D

Students will develop their ideas and designs for art making with emphasis on improving their drawing and painting skills to create individual and expressive art works. They will develop their understanding of the elements and principles of art including colour theory and will experiment with a range of drawing and painting techniques with different media such as acrylic paints, inks and mixed media. Students will also develop their understanding of the role of visual arts in our society and learn to identify key features belonging to given artists and art movements related to their work.

PRINTMAKING

Students will develop their ideas and designs for art making with emphasis on improving their printmaking skills. They will develop their understanding of elements and principles of art and will experiment with a range of printmaking techniques such as etching (intaglio), lino print (relief) and mixed media. Students will also develop their understanding of the role of visual arts in our society and learn to identify key features belonging to given artists and movements.

CERAMICS

Students will develop their ideas and designs for art making with emphasis on improving their sculptural and practical ceramic skills. They will develop their understanding of elements and principles of art and will experiment with a range of hand building techniques to create culturally inspired artworks using colourful glazes. They will also gain an understanding of the role of visual arts in our society and learn to identify key features belonging to given artists and movements.

COMPUTER GRAPHICS

Students will use Adobe software and Wacom tablets to complete projects from concept to final product. They will develop their knowledge of visual communication techniques and further develop their skills in graphic design such as digital drawings, image editing, typography and interactive animations. They will also gain an understanding of the role graphic design has in our society and learn to identify key features belonging to different products and given artists.

DRAMA

In this 10 week course students will have the opportunity to plan, rehearse and perform an extract from a published script for a live audience. With a focus on Realism, students will explore and apply the rehearsal processes of Stanislavski to develop a realistic performance of an extract from *One Million Tiny Plays About Britain* by Craig Taylor. Students will work in pairs and small groups to design and select their own costume, set and props for use during their performance.

MEDIA PRODUCTION

Media Film and TV

Everyone loves getting lost in a great film or television show, but does Media have a bigger influence than whimsical fantasy? In this course, students will watch and analyse film and TV shows and start to develop their own ideas in groups to produce a short genre film clip of their own.

They will have the opportunity to work with costumes, green-screens, professional film equipment and editing software. Student interests that would fit this course include; watching Youtube, social media, film or TV, memes, video games, working in groups toward a common objective.

Media YouTube

For most of us, YouTube is a place we can see thousands of regular people doing all sorts of crazy things for free. But what does this relatively new platform mean for the future of Media? Anyone, anywhere can be a star, as long as they have a phone, an internet connection and a great idea. In this course, students will watch and analyse the emerging YouTube genres and also work in groups to produce a short YouTube genre clip of their own.

They will have the opportunity to work with costumes, green-screens, professional film equipment and editing software. Student interests that would fit this course include; watching Youtube, social media, film or TV, memes, video games, working in groups toward a common objective.



Year 7

Year 8

Year 9

Year 10

Year 11 and 12

7 Class Music
(7MUS1) (7MUS2)
Year Course

8 Class Music
(8MUS1) (8MUS2)
Year Course

9 Class Music
(9MUS1) (9MUS2)
Year Course

10 Class Music
(10MUS1) (10MUS2)
Year Course

ATAR Music
Year 11 (A1/A2MUSW)
Year 12 (ATMUSW)

Piano Keyboard
(7PK)
Term Course

Piano Keyboard
(8PK)
Term Course

Piano Keyboard
(9PK1) (9PK2)
Semester Course

Piano Keyboard
(10PK1) (10PK2)
Semester Course

Class Music


The units are designed to develop skills in the reading, writing, listening and performance of music, which will greatly complement the learning of any musical instrument.

This specialist course is **compulsory** for students already receiving tuition on a musical instrument through the Instrumental Music School Services (IMSS) Program. Students who are receiving IMSS lessons will be automatically enrolled in Year 8 class music for Semester 1 and 2. Students studying an instrument privately are also recommended to select these units and are encouraged to be involved in an ensemble.

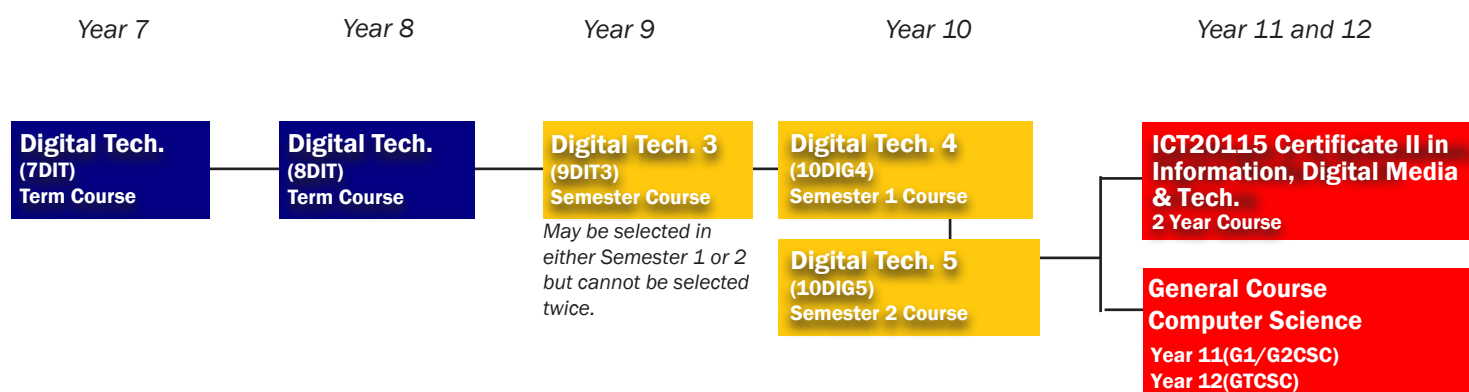
*Students enrolled in this course are required to do two units of Class Music each year.
Students need to have a regular instrumental lesson in addition to this course.*

PIANO KEY BOARD (ELECTIVE)

Students with little or no prior musical background can select Piano Keyboarding. They will use our electronic keyboard music laboratory and develop skills in playing piano keyboard and reading music.



Technology & Enterprise



DIGITAL TECHNOLOGIES YEAR 8

Learning in Year 8 Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and pattern recognition.

Students will examine how binary code is used to represent various data types and develop skills with spreadsheet software necessary for capturing, analysing and modelling data.

They will expand upon and develop their skills with the Scratch [™] programming environment and be able to incorporate subprograms into their solutions which have been planned using more sophisticated flowcharting techniques.

Design & Technology

Year 7

Year 8

Year 9

Year 10

Year 11 and 12

**Fundamental
Woodwork
(7FWW)**
Term Course

**Fundamental
Woodwork
(8FWW)**
Term Course

**Woodwork 3
(9WW3S1)**
Semester Course

**Woodwork 4
(9WW4S2)**
Semester Course

**Woodwork 5
(10WW5)**
Semester Course

**Woodwork 6
(10WW6)**
Semester Course

**MEM20413 Certificate II in
Engineering Pathways**
2 Year Course

**Fundamental
Metalwork
(7FMW)**
Term Course

**Fundamental
Metalwork
(8FMW)**
Term Course

**Metalwork 3
(9MW3S1)**
Semester Course

**Metalwork 4
(9MW4S2)**
Semester Course

**Metalwork 5
(10MW5)**
Semester Course

**Metalwork 6
(10MW6)**
Semester Course

**MSF20516 Certificate II
in Furniture Making
Pathways**
2 Year Course

**Fundamental
Tech.Drawing
(7FTD)**
Term Course

**Fundamental
Tech.Drawing
(8FTD)**
Term Course

**Tech. Drawing 3
(9TD3S1)**
Semester Course

**Tech. Drawing 4
(9TD4S2)**
Semester Course

**Tech. Drawing 5
(10TD5)**
Semester Course

**Tech. Drawing 6
(10TD6)**
Semester Course

**Fundamental
Model Making
(7FMM)**
Term Course

**Fundamental
Model Making
(8FMM)**
Term Course

**Not Offered
in Year 7**

**Not Offered
in Year 8**

**Electronics 1
(9ELE1S1)**
Semester Course

**Electronics 2
(9ELE2S2)**
Semester Course

**Electronics 3
(10EL3)**
Semester Course

**Electronics 4
(10EL4)**
Semester Course

**Not Offered
in Year 7**

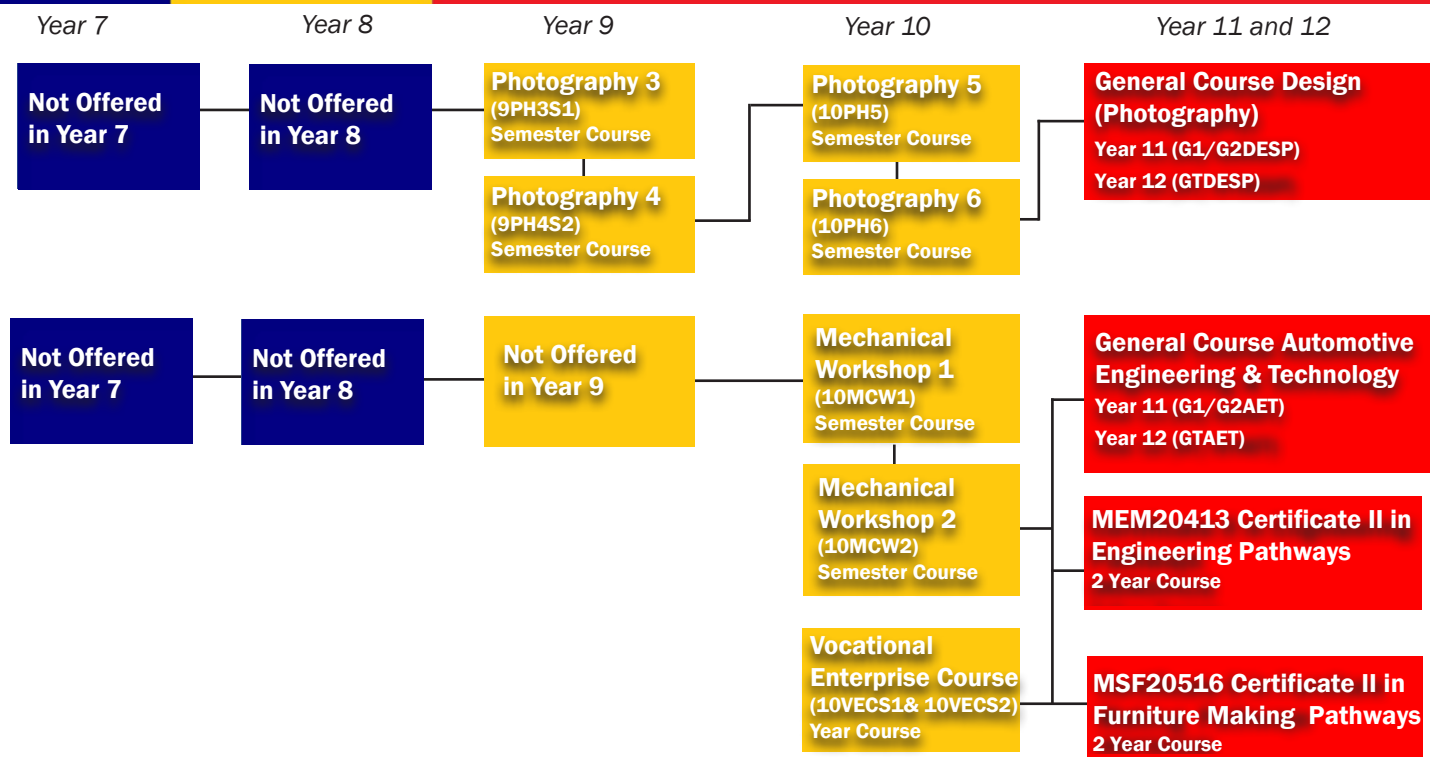
**Not Offered
in Year 8**

**Jewellery 3
(9JEW3S1)**
Semester Course

**Jewellery 4
(9JEW4S2)**
Semester Course

**Jewellery 5
(10JEW5)**
Semester Course

**Jewellery 6
(10JEW6)**
Semester Course



FUNDAMENTAL WOODWORK

This subject consolidates the basic woodworking skills and knowledge taught in Year 7 however, it is not essential that students have this pre requisite. Whilst the skills, techniques and knowledge are the same, the complexity of project is greater. Students will also develop design and problem solving skills in order to safely create solutions in the workshop. Specific skills students will be introduced to include; measuring accurately, marking out, sawing, drilling, sanding, joining techniques and wood turning. Throughout the course, students will also learn the safe operation of machinery such as drill presses, wood lathes and finishers.

FUNDAMENTAL METALWORK

This subject consolidates the basic metalwork skills and knowledge taught in Year 7 however, it is not essential that students have this pre requisite. Whilst the skills, techniques and knowledge are the same, the complexity of project is greater. Students will also develop design and problem solving skills in order to safely create solutions in the workshop. Specific skills students will be introduced to include; measuring accurately, marking out, cutting, drilling, filing, lathe work and bench and sheet metalwork. Throughout the course, students will also learn the safe operation of machinery such as drill presses, shears, buffs, metal lathes and magna benders.

FUNDAMENTAL TECHNICAL DRAWING

This subject introduces students to the use of instruments and tools to produces drawings in a standard engineering format. Instruction focuses on using manual techniques in order to produce drawings in either oblique, isometric, orthogonal or perspective formats. Students who intend to pursue practical subjects in Technology and Enterprise will find this subject particularly useful with project design and planning.

FUNDAMENTAL MODEL MAKING

This subject has a woodwork context but focuses on the design and production of projects which are viewed as models. Students are introduced to basic woodworking skills, techniques and knowledge as well as the safe operation of workshop tools, machinery and equipment. They are encouraged to use these in order to identify and solve basic customer initiated problems. This subject consolidates the basic model making skills and knowledge taught in Year 7 however, it is not essential that students have this pre requisite. Whilst the skills, techniques and knowledge are the same, the complexity of the models designed and made is greater. Students refine their woodworking skills, techniques and knowledge as well as the safe operation of workshop tools, machinery and equipment. They are encouraged to use these in order to identify and solve basic customer initiated problems.



Home Economics

Year 7

Year 8

Year 9

Year 10

Year 11 and 12

**Tasting Plate
(7TP)
Term Course**

**Food Awareness
(8FA)
Term Course**

**Responsible Eating
(9RE)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

**Entertaining with
Food 1
(10EWF1)
Semester Course**

**Entertaining with
Food 2
(10EWF2)
Semester Course**

**Cultural Foods 1
(10CF1)
Semester Course**

**Cultural Foods 2
(10CF2)
Semester Course**

**Certificate I in
Hospitality
(10HOSS1) (10HOSS2)
Year Course
Part of VEC Course**

**General Course
Food Science & Technology
Year 11(G1/G2FST)
Year 12(GTFST)**

**SIT20316 Certificate II in
Hospitality
2 Year Course**

**Good Food
(9GF)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

**Sew Cool
(7SC)
Term Course**

**Sew Sustainable
(8SS)
Term Course**

**Creativity with Clothing
(9CWC)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

**Fashion Journey
(10FJ)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

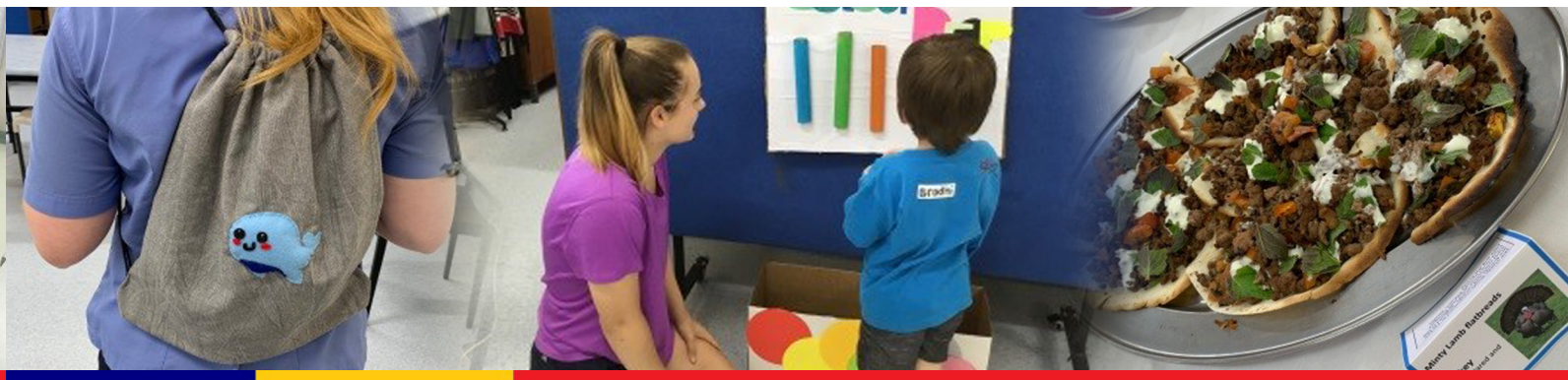
**Caring for Myself and
Children
(9CFCM)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

**Child Care
(10CC)
Semester Course**

*May be selected in
either Semester 1 or 2
but cannot be selected
twice.*

**General Course Children,
Family & Community
Year 11(G1/G2CFC)
Year 12(GTCFC)**



FOOD AWARENESS

This term unit aims to develop student's technical skills in the Home Economics kitchen. Students learn knife skills and cooking techniques while creating tasty snacks and simple meals that can be cooked at home.

All Food Courses in lower School can lead to Food Science and Technology (General Course) or SIT20316 Certificate II in Hospitality.

SEW SUSTAINABLE

This term long unit develops machine sewing techniques and designing creative solutions to produce usable, modern items. Students learn to produce simple items by creating a range of mini projects across a 10 week period.



EASTERN HILLS

Senior High School

Keane Street Mt Helena
Western Australia 6082
Telephone: (08) 95730200
Email: EasternHills.SHS@education.wa.edu.au

www.ehshs.wa.edu.au