



# COURSE HANDBOOK

AN INFORMATION  
GUIDE FOR PARENTS  
TO **YEAR 8 STUDIES**  
AT THORN LIE SENIOR  
HIGH SCHOOL

2025





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## INTRODUCTION

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The curriculum at Thornlie Senior High School for students in Year 8 is designed to specifically serve the needs of young adolescents. It is the aim of Thornlie Senior High School that every student has the opportunity to succeed academically so that when they exit secondary school they are literate, numerate, and educated/trained sufficiently well to enable them to take their place in our society as responsible and productive citizens.

Thornlie Senior High School strives to foster a caring educational environment based on cooperation, self-responsibility and mutual respect while endeavouring to engage and stimulate students in an ever-changing world.

This booklet serves to provide parents and students with the necessary information about the curriculum offerings and to assist students and parents in making informed Year 8 subject selections. Parents and students are encouraged to work together to select appropriate courses.

Should you have any questions regarding course selection please contact the school on 6235 7900 during school office hours (8:00 am – 4:00 pm).

## CURRICULUM REQUIREMENTS

All Year 8 students will be enrolled in a common core of subjects - Mathematics, English, Science, Humanities & Social Science, Languages, Health & Physical Education, Technologies and The Arts. In order to complete their subject selections, students will be asked to choose a Technologies context; Home Economics OR Design & Technology.

Listed below are the course requirements for Year 8 students. The curriculum is designed to give students an opportunity to experience subjects across the eight learning areas.

COMPULSORY SUBJECTS	NO. OF PERIODS PER WEEK FOR THE WEEK
English	4
Mathematics	4
Science	4
Humanities and Social Sciences	4
Health Education & Digital Technologies	2
Physical Education <b>OR</b> Rugby / Netball (based on selection)	2
AUSLAN <b>OR</b> Japanese	1
Visual Arts & Performing Arts <b>OR</b> Instrumental Music (based on selection)	2
STUDENT CHOICE	NO. OF PERIODS PER WEEK FOR THE WEEK
Home Economics <b>OR</b> Design & Technology	2
<b>TOTAL PERIODS PER FOR THE WEEK</b>	<b>25</b>

## SPECIALISED & SCHOLARSHIP PROGRAMS

Thornlie Senior High School offers the following Specialist and Scholarship programs:

- Specialist Rugby
- Academic Excellence
- Instrumental Music
- Netball

Students who indicated their interest in one or more of these programs upon enrolment in Year 7 and participated in testing, auditions and trials are to be considered are invited to continue with the program, if achieving satisfactory progress, through to the completion of Year 10. Other students performing well outside the program may be offered an Academic Excellence position in English, Mathematics, Science and Humanities and Social Sciences.

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## THE ARTS

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*In The Arts Learning Area, students develop creative skills, critical appreciation and knowledge of artistic techniques and technologies in a combinations of arts forms. The Arts develops students' sense of personal and cultural identity and equips them for lifelong involvement in and the appreciation of The Arts.*

**Please note:**

*All students, with the exception of our Instrumental Music students, will study a combination of Visual Arts and Performing Arts - spending a semester in each area.*

### **VISUAL ARTS – 8VA**

Students have opportunities to use and apply visual language and arts skills and techniques in their design and production process. They create 2D and/or 3D artworks with awareness of developing and producing a personal response through exposure to a variety of techniques. Students are made aware of the need for safe visual arts practices when using tools and media, as well as how to present their artworks for display. Students will become familiar with how and why artists; craftspeople or designers develop their work. They have opportunities to evaluate the contexts of culture, time and place within artworks. Students apply knowledge of techniques used by other artists, in the production of their own artworks. Students will learn how to analyse and respond to their own and others' artworks.

### **PERFORMING ARTS: DRAMA – 8PA**

Drama students will be learning a range of drama forms such as reader's theatre, children's theatre and developing communication and collaboration teamwork skills through drama games. Drama students will be given opportunities to plan, refine and present drama to peers by safely using process, 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.

### **SPECIALISED ARTS ELECTIVES TO REPLACE VISUAL ARTS/PERFORMING ARTS**

#### **INSTRUMENTAL MUSIC – 8IM**

This course continues the specialised music program for all scholarship music students who are learning an instrument or voice through the Instrumental Music School Services (IMSS) program. The course is designed to provide intensive training in music through the areas of Aural, Theory, Arranging & Composing, Performing and History of Music. Students in this program will receive *free* weekly instrumental or voice lessons from specialist teachers from the IMSS and will also be expected to participate in a large group ensemble – Guitar Ensemble (Junior or Senior), Choir or Concert Band to enhance their learning experience and generate opportunities to perform at both music concerts and festivals throughout the year. All students who participated in Year 8 instrumental music are expected to continue their music studies in this subject in Year 8 in order to continue to receive their *free* instrumental tuition.

**Prerequisites:**

1. Students must have **successfully auditioned** to be considered for this program.

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## ENGLISH

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*In the English Learning Area, students learn about the English language - how it works and how to use it effectively. They develop an understanding of the ways in which language operates as a social process and how to use language in a variety of forms and situations. They learn to speak, listen, view, read and write effectively.*

### ENGLISH – 8EN

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

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## MATHEMATICS

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*In Mathematics, students learn to use ideas about number, space, measurement and chance. Students will use 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 student' numeracy and assists learning across the curriculum.*

### MATHEMATICS - 8MA

By studying Mathematics, students develop the ability to

- appreciate the essential role mathematics has had, and continues to have in their lives, and that of the community.
- demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems.
- use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations.
- explore and apply problem-solving strategies when dealing with situations when no solution method is obvious.
- demonstrate perseverance in undertaking mathematical challenges.
- describe and analyse mathematically the spatial features of objects, environments and movements.
- use direct and indirect measurement and estimation skills to describe, compare, evaluate, plan and construct.
- use their knowledge of chance and data handling processes in dealing with data and with situations where uncertainty is involved.
- use numbers and operations and the relationships between them efficiently and flexibly.
- use algebraic symbols, diagrams and graphs to understand, to describe and to reason.

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## SCIENCE

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*In the Science Learning Area, students learn to investigate, understand and communicate about the biological, physical and technological worlds and value the processes that support life on our planet. Science helps students to become critical thinking by encouraging them to use evidence to evaluate the use of science in society and the application of science in daily life.*

### SCIENCE - 8SC

All science students follow a program developed around the four content strands of the Australian Curriculum: Earth and Space Science, Chemical Science, Biological Science and Physical Science as well as the process strands Science as a Human Endeavour and Science Inquiry Skills.

As an introduction to Secondary Science, all Year 8 students complete a course called *Working Scientifically* in which they develop skills in using scientific apparatus and are encouraged to work in small groups to follow open-ended investigations according to interest and ability.

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## HUMANITIES AND SOCIAL SCIENCES

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*The Humanities and Social Sciences Learning Area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.*

### HUMANITIES AND SOCIAL SCIENCES – 8HASS

In Year 8, Humanities and Social Sciences consist of Civics and Citizenship, Economics and Business, Geography and History. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

- **Civics and Citizenship:**

Students continue to build on their understanding of the concepts of the Westminster system, democracy and participation. They investigate the types of law in Australia and how they are made. They consider the responsibilities and freedoms of citizens, and how Australians can actively participate in their democracy. Students explore the different perspectives of Australian identity.

- **Economics and Business:**

The concept of markets is introduced to further develop students understanding of the concepts of interdependence, making choices and allocation. They consider how markets work and the rights, responsibilities and opportunities that arise for businesses, consumers and governments. Work and work futures are explored as students consider the influences on the way people work now and consider how people will work in the future. Students focus on national and regional issues, with opportunities for the concepts to also be considered in relation to local community, or global, issues where appropriate.

- **Geography:**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking and provide students with the opportunity to inquire into the significance of landscapes to people and the spatial change in the distribution of populations. They apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations. Students study landforms and landscapes and examine the processes that shaped individual landforms; the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. These distinctive aspects of landforms and landscapes are investigated using studies

drawn from Australia and throughout the world. Students also investigate the changing human geography of countries, and the significant environmental, economic and social effects,

- **History:**

Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the end of the ancient period to the beginning of the modern period, c. 650 AD (CE) – 1750. They consider how societies changed, what key beliefs and values emerged, and the causes and effects of contact between societies in this period. Students study the way of life in Medieval and Renaissance Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society. Students will also undertake an in-depth study of the Black Death.

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## HEALTH & PHYSICAL EDUCATION

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*The Health and Physical Education curriculum provided opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.*

**Please note:**

*Health and Physical Education is a compulsory course. All students will study two periods of Health Education for a semester and two periods of General Physical Education for the year, unless they are in Specialist Rugby or the Netball Program.*

**Physical Education Uniform:**

Parents need to be aware that all students must change for all Physical Education classes. Students are required to wear:

- TSHS Physical Education shirt bought through Uniform Concepts
- Plain black shorts or track suit pants
- Sports shoes

### COMPULSORY HEALTH & PHYSICAL EDUCATION SUBJECTS

#### HEALTH EDUCATION - 8HE

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

**Units Covered:** Respectful Relationships, Resilience, Drugs + Alcohol and Health Promotion.

#### PHYSICAL EDUCATION (General) - 8PE

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 behavior and communicate to assist team cohesion and the achievement of an intended outcome. Sports include:

**Semester One:** Invasion Games / Striking & Fielding

**Semester Two:** Athletics / Net & Wall Sports



## SPECIALISED PHYSICAL EDUCATION ELECTIVES TO REPLACE GENERAL PHYSICAL EDUCATION

### SPECIALISED RUGBY – 8RDP

This course is designed to provide an intensive development program in Rugby Union, Rugby League and Touch Rugby. The students will receive expert coaching from the Thornlie Rugby Academy staff; Rugby WA and NRL Junior Development Officers as well as guest coaches and speakers. Our aim is to develop each student's individual skills, physical fitness, game abilities and knowledge so that they reach their full potential in their chosen code. Within the program there is an emphasis placed on goal-setting, values and leadership. Students will be offered the opportunity to represent the school in intra-school and inter-school competitions and carnivals.

#### Selection Criteria:

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff. Successful applicants will be required to meet the following expectations:

- Participate consistently and to the best of their ability throughout their involvement in the Rugby program.
- Maintain a school **attendance of 80% or more**.
- Develop a positive attitude towards the school ethos.
- Maintain a **'C' grade average** or, working to the best of their ability towards it.
- **Outstanding behaviour** record towards staff, peers and the wider community.

### NETBALL PROGRAM – 8NET

This year long course is designed to provide an intensive development program to students who demonstrate a high level of skill and passion for Netball. Students will receive expert coaching from qualified staff at Thornlie Senior High School, Netball WA and SDNA Development Officers. The aim of the program is to develop each individual's skills, physical fitness and knowledge and understanding of the game. Emphasis is placed on goal-setting, values and leadership. Students will be provided with opportunities to represent Thornlie Senior High School in intra and inter-school carnivals and competitions. Course content includes the development of skills, knowledge and understanding of umpiring and officiating, fitness and conditioning as well as health and nutrition.

#### Prerequisites:

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff. Successful applicants will be required to meet the following expectations:

1. Students **must** be a competent netball player and have an interest and desire to improve their skills.
2. Achieved a **'C' grade or above** in Year 7 Physical Education.
3. Achieved **'often' or above** in attributes in Year 7 Physical Education.

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## LANGUAGES

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*In the Languages Learning Area, students learn to communicate effectively in languages other than English. They gain an understanding of other societies, the ability to interact with people and cultures other than their own and practical skills which they can use in future social, cultural and vocational areas. Through languages, students are also able to further develop their skills and understandings in English and literacy in general.*

### JAPANESE - 8JSL

An additional language is a valuable asset in a rapidly globalising Australia. Being able to communicate with people around the world gives students the chance to learn more about their own lives, as well as the lives of others. Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools.

Japan is one of Australia's closest friends in our Asia-Pacific neighbourhood. Japan remains our second-closest trading partner, and Japanese-speaking Australians are highly-valued employees all over the world. Japan and Australia participate in close cultural exchange. From dance to painting, music to sport, learning more about Japanese language and culture will open students' eyes to a history and people that are constantly changing, and always fascinating.

In Year 8, students will learn to read and write Japanese script, and talk about their own lives, as well as their family. They will learn about school life in Japan, and compare it to their own. Students will also learn about culture through food, film and movement. Topics include: getting to know people, self-introduction, school life, time and weekend activities.

### **AUSLAN/ LITERACY ENRICHMENT – 8AUS**

AUSLAN is short for Australian sign language and is a form of communication used by Thornlie SHS to assist with the development of a student’s language and literacy skills. It will improve a student’s ability to interpret and create communication with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in the workplace and community. Students learn to adapt language and literacy skills to meet the demands of more general or more specialised purposes, audiences and contexts. AUSLAN relies on a combination of hand shapes, movements and facial expressions to deliver messages. These can include a combination of hand shapes, orientation, location, movement and expression.

In Year 8, students will use AUSLAN and the literacy strategies to interact and to exchange information, experiences, interests and opinions with teachers, peers and others. Students locate, interpret and analyse information from a variety of texts, such as signed announcements, interviews or media reports, using context and familiar language to work out unfamiliar meaning. They demonstrate understanding of different types of signed texts by paraphrasing, summarising and explaining main ideas, key themes or sequences of events all designed to improve their language and communication skills.

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## **TECHNOLOGIES**

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***In the Technologies Learning Area, students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and process to create solutions that consider the short and long – term impact on societies and environments.***

The Technologies learning area comprises three departments – (i) Digital Technologies and Business, (ii), Home Economics and (iii) Design and Technology.

***Please note:***

***Digital Technologies is a compulsory course and all students will study it for two periods per week for a semester. They must choose either Home Economics or Design & Technology for two periods a week for the year.***

### **DIGITAL TECHNOLOGIES- 8TEC**

In Year 8, learning in Digital Technologies focuses on further developing understanding and skills including computational thinking such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities. Students have opportunities to create a range of solutions, such as interactive web applications or simulations of relationships between objects in the real world. Comprising of programming, security, database and everything in between that are essential in a 21st century world.

This course will introduce students to the world of business and modern technology. In this course business concepts are integrated with the development of relevant IT skills which will allow students to understand and engage with evolving modern technology processes. Students will learn intermediate skills in the Windows Operating System, as well as develop skills using Microsoft Office. Students will learn how to create, design and evaluate business products using ICT. This course is designed to develop and build students’ business and ICT skills, terminology, cyber security, programming concepts and networking.

## HOME ECONOMICS – 8HEC

The Home Economics course consists of developing skills and knowledge in the areas of Foods and Textiles. All students cycle through both of the following contexts in a year-long course:

- **Food for Life:**

Develop your skills as a budding Chef, or just learn to create appealing food. This is what is on offer to you in Food for Life. When it comes to food, more and more Australians are realising the importance of information and education not only in the production of eye-appealing food for themselves and their families, but also in being aware of the nutritional value, and sustainability and environmental issues of the food being prepared (paddock to plate). During this course, students will investigate what food choices are good for us to make throughout our lives, and in particular dietary needs of teenagers. Food is an important part of every person's life, so learning to create and produce appetising food is an excellent life skill.

- **Creative Textiles:**

This is a practical course that gives students the opportunity to create practical and functional items to meet student needs. Students will learn basic sewing and craft skills, such as the use of a sewing machine, embroidery, and other forms of fabric craft. This knowledge will be used to produce a range of popular textile products and develop essential life skills.

## DESIGN & TECHNOLOGY – 8DT

The Design and Technology course consists of developing skills and knowledge in the areas of Wood, Metals, Plastics and Technical Graphics. Students cycle through both of the following contexts in a year-long course:

- **Materials:**

Students have an opportunity to work with a variety of materials, hand tools and workshop equipment such as woodworking and metalworking lathes, saws, sanding machines, gas heating equipment and buffing machines. The correct and safe use of hand power tools is also included. This course has a strong focus on design principles, practical hand skills and techniques, safety and enjoyment. Students will have an opportunity to design and make many projects in a variety of materials throughout the year.

- **Graphics:**

In the Technical Graphics area students develop knowledge and skills in design and graphics. The course has a strong emphasis on teaching basic techniques and skills in drafting and technical illustration. The learning opportunities in this course have a direct relevance to the skills required by industry, TAFE and universities. The primary areas of study in this course are:

- Computer aided drafting
- Design and problem solving
- Freehand drawing
- Digital image manipulation
- Basic Engineering drawing

Students will also have an opportunity to use software such as Trimble Sketch Up and Vector Engineer (to produce 2D and 3D representations of common objects). Students will produce a folio that includes the above computer-generated drawings as well as sketches, illustrations and designs for a range of different tasks. This part of the course assists students looking to develop a career in Drawing, Drafting, Engineering and/or Architecture.



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