



**ALL SAINTS'
COLLEGE**

Maitland

**Year 8
Curriculum Handbook**



Dear Parents and Students in Year 8,

This booklet contains general information relating to all courses, details regarding assessment in each subject and a sample of forms to be completed if Assessment Tasks are late or students are absent for an Assessment Task. If you have any questions about assessment procedures throughout the year, please ask your subject teacher, the relevant Leader of Learning for the subject or the Assistant Principal – Learning.

The Leaders of Learning or Assistant Leader of Learning at the junior campus for each subject area during 2023 are:

Religious Studies	Debbie Scott
English	Brendan Neeson
Mathematics	Alana Daley
Science	Julieanne Berman / Evita Tully
HSIE	Priscilla Payne
PDHPE	Kylie Stock
Creative Arts	Eva Frize
TAS	Mathew Rolfe
Learning Technology	Suzanne Abela
Learning Support	Ben Whiting

The purpose of providing you with this booklet is to assist you in preparing for each of your assessment tasks to the best of your ability. Please note that some subjects are continuously assessing all classwork and homework tasks throughout the semester and there will not be a formal assessment schedule. A small task common to all classes will be set for moderation purposes.

Those subjects that are setting a formal Assessment schedule will make these available to students via the Student SharePoint. They will also be available upon request to the relevant Leader or Assistant Leader of Learning.

Yours sincerely,

Sharon Hibbert
Assistant Principal - Learning

Glossary of Terms

Using the Glossary will help students understand what is expected in response to assessment tasks

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Procedures

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning (sometimes referred to as *formative assessment*) involves teachers using evidence about student's knowledge, understanding and skills to inform their teaching. *Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning. *Assessment of learning* (sometimes referred to as *summative assessment*) assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Advice on Assessment, NSW Education Standards Authority.

Evidence of achievement is based on assessment as learning, assessment for learning during the teaching and learning cycle and/or assessment of learning activities. Ongoing assessment may take the form of observations, questioning, class based tasks and work samples. Planned assessment is a formal task given across the course specifically designed to assess achievement at a particular point in time.

At key times throughout the year, teachers use their professional judgement from evidence collected during *assessment for learning, assessment as learning and assessment of learning* to inform parents and students of their progress.

Compass Calendar

All planned assessment tasks for 2023 will appear in Compass in the calendar icon. The assessment will appear on the due date in the calendar. School events particular to your year group will also appear on the Compass calendar.

Notification of Assessment

Notification of an Assessment Task will be given out as early as possible (at least two weeks prior to the task). The notification will be placed on the Compass Class Newsfeed for each subject and will also be placed in the Student SharePoint. The Curriculum Handbooks and Assessment Notifications are also placed on MNConnect>Student Documents>Assessment Notifications.

Variation from Published Assessment Program

Should it become necessary to change the date of a planned Assessment Task, the Leader of Learning will publish the amended date in the College newsletter, as well as changing it on the Compass Calendar.

Submission of Planned Assessment Tasks

Hand-in tasks are to be submitted on the due date. Hand-in tasks are to be handed personally to the class teacher who will keep a record that the task has been submitted. ***It is each student's responsibility to submit an assessment task on time.***

If an assessment task requires a personal presentation, e.g. performance, speech, seminar etc., the whole task is considered due on the *first day of presentations at the specified time (if stated)*.

Digital/electronic submission is the responsibility of the student to ensure they submit by the due date and time (if specified). They are strongly advised to keep a copy of their work and not to leave their submission to the last minute in case of a technical issue.

Non-Submission of a Task

If a student does not hand in a task:

- The teacher will arrange to meet the student the following lunch time to help them complete the task. **NON-SUBMISSION or incomplete submission WILL NOT BE ACCEPTED.**
- The teacher will contact home that day, to explain that the task was not handed in and what a parent/caregiver can do to help.
- The teacher will make a note on Compass.

Illness or Misadventure on the day of a task

If a student is unable to attend school on the day of an assessment task or exam, the student's parent/guardian is to ***telephone the school on the day before 9am.***

STUDENTS MUST COMPLETE/SUBMIT THE TASK ON THE FIRST DAY THEY RETURN TO SCHOOL (regardless of whether a lesson is timetabled for that day or not), unless an extension has been granted by the subject teacher and Leader of Learning.

The class teacher will use Compass email to student and parent at the end of the day to remind the student that they will do a 'catch-up' task in the library, period 3, on their first day back at school.

The teacher will create an 'ad hoc' activity on Compass to indicate when the task will be completed so the student knows when and where the task will be held.

If a student is on a school-based activity/excursion when a hand in assessment task is due to be submitted they are still required to submit the task on or prior to the due date. If a student is on a school-based activity/excursion when an in-class assessment task is completed they are required to complete the task either prior to going or on the next available day at the discretion of the Leader of Learning

In the event of a student being **absent from school for a semester exam** during the exam block, the student is to report to the relevant Leader of Learning on the first day back at school where arrangements will be made for the completion of the exam paper. If a student misses an exam, it is expected that he/she will complete this task or a substitute task at the first available time slot. ***On the first day back at school the student is required to complete an Application for Special Consideration form with a written letter from the parents/guardian attached and present this to the relevant Leader of Learning.***

Application for Extension of Time

If a student has grounds for an **extension of time** to submit or complete an assessment task, they need to apply for this at least 3 days before the due date. They will need to apply to their class teacher initially, and the extension must be approved by the relevant KLA Leader of Learning.

Penalties for Late Submission

While there are no penalties for late submission, Year 8 are expected to complete set tasks/assessments which may include spending break time so they can access assistance.

Unacceptable Behaviour

If students are continually misbehaving or disturbing others or found to be cheating in a class test or formal examination, in consultation with the Leader of Learning & Assistant Principal – Learning, they will be awarded a **ZERO mark** and parents will be notified. Plagiarism is also considered malpractice and will result in a penalty of some or all marks depending on the extent of the plagiarism. Students may be required to complete the task again or complete a substitute task.

Appeals against a School Result

If a student wishes to appeal against the result of an Assessment Task, within **3 school days** of receiving the result, the student needs to:

- Discuss the result with their classroom teacher and if no agreement can be reached,
- The student may submit a written appeal together with evidence to the relevant Leader of Learning.
- The Leader of Learning may arrange for the task to be reviewed by another teacher by double marking the task.
- The Leader of Learning will discuss the result with the student.
- If the student remains dissatisfied with the review, the student should advise the Assistant Principal – Learning who may organise a meeting of the student, Leader of Learning and Assistant Principal – Learning.
- The Assistant Principal – Learning will ensure the appeals process has been followed fairly and inform the student of the final outcome.

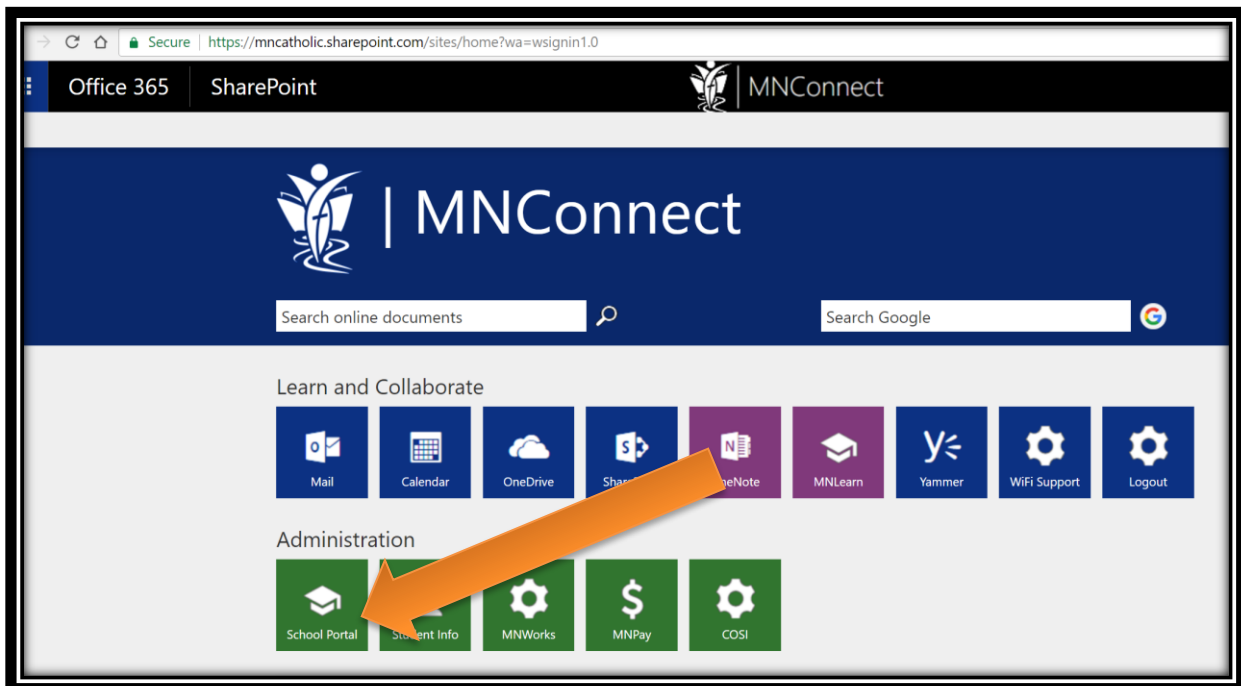
Accessing MNConnect and Assessment Notifications

The homepage which should be set on all student tablets is called MNCONNECT. To access this page students may use the following path.

<https://mncatholic.sharepoint.com/sites/home?wa=wsignin1.0>

Parents will be notified throughout the course of this year as to how to access Assessment Notifications through Compass when the parent portal is opened.

Students need to access the School Portal to locate any Assessment Notifications by selecting the Student Documents Tab.



Once a student has located the Student Documents they will then select the Assessment Folder which will lead them to the relevant Assessment Notification.



Plagiarism

Plagiarism is the use of another's ideas, words, theories, research findings, artworks or music without proper referencing. Plagiarism from the internet or any other information source is not acceptable.

If there are any doubts about plagiarism, students are advised to consult with the class teacher. It is recommended that you develop your literacy skills and write answers using your own language and style.

Plagiarism occurs when:

- part or all of another student's work or ideas are copied
- there is deliberate deception by inventing references or not acknowledging passages that are direct quotes from another author
- there is a total lack of or insufficient referencing
- ideas and information are paraphrased but are not referenced

You are NOT to copy or copy and paste any other people's work.

How is plagiarism detected?

- It is easier to detect plagiarism than many people think. Sometimes it's obvious:
- through lack of citation
- through lack of bibliographic depth
- through changes in the tone of writing
- if you've never written like this before

If assessment tasks are very different in quality from supervised work Teachers *may*:

- check your reference list
- search online for suspected plagiarism
- ask questions about your research to confirm that you have the indicated level of knowledge.
- ask students to submit early drafts and process diaries to support a final product

Examples of Plagiarism:

You compile a research assignment by copying and pasting numerous sections of your assignment from different web sources. Because this is a 'new' piece of work, you don't see it as plagiarism as you have found the information and made informed selections from it.

To assist you in not plagiarising you may be required to complete a bibliography for each research task to acknowledge the resources you used.

Referencing

What is referencing?

Referencing allows you to acknowledge the work of others you use when completing an assignment. You need to cite your information sources when you directly quote the words or ideas of someone else. This is known as an **in-text citation**. If you include in-text citations in your assignment you need to include a **reference** list at the end of your assignment. A **bibliography** is another form of referencing. It is a list of not only the sources cited in your assignment but also any other material you may have read or viewed when completing your research task.

How do I reference?

When you reference it is important to follow a particular referencing style or method so that your teacher can easily interpret where you found your information. At All Saints College, students use the *American Psychological Association (APA)* method. This method has guidelines for all types of information formats, including books, websites, maps, encyclopedias, teacher's notes, etc. For example, see below the APA method for referencing a single-author book:

Quoting in the body of your work:

Format: **(Author's Last Name, Year of publication, Page number)**

Australia is in "the top three nations for critically endangered animals" (Pearson, 2021, p.34).

Bibliographies are written in alphabetical order according to the author's last name:

Format: **Author's Last Name, Initials. (Year of publication). Title of work. Publisher.**

Pearson, E. (2021). *Saving Australia's Endangered Animals*. Oxford Press.

Using a referencing generator to create your bibliography.

All students have **free access** to the **SLASA** referencing generator via the Junior Campus Library homepage: (Compass/★ Favourites/Library):

<https://mncatholic.softlinkhosting.com.au/oliver/home/news>



For any assistance with this referencing generator, please see Library staff members.

Online Referencing Generator

APA Referencing: Author-date system as outlined in the American Psychological Association Publication Manual, 7th ed.



Home Junior Middle School Senior All Saints College - Maitland (St Mary's Campus) ▾

Junior Level

- Basic selection of sources.
- Reference list examples.
- Guide on how to create a reference list.
- Example of a reference list.

Let's begin ▶

Middle School Level

- Wide range of source examples.
- Rollover function describing elements of a reference.
- Reference list examples.
- Guide for setting out a reference list.
- Sample reference list.
- Reference list compared to a bibliography.

Let's begin ▶

Senior Level

- Comprehensive range of sources.
- Rollover function describing elements of a reference.
- In-text citation examples.
- Notes for tricky citations.
- Reference list examples.
- Guide for setting out a reference list.
- Difference between a bibliography and a reference list.

Let's begin ▶

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The **Middle School Level** is recommended for Year 7 students, but you can access the **Senior Level** to find the appropriate forms for your information sources. For example, the form for referencing teachers' notes is found at the **Senior Level**.

Additional information if you wish to add it:

To create references, simply select the appropriate information source format from the lists provided and fill in the given form with the details of your source. Click on the *Create* button, then *select*, *copy*, and *paste* the reference into your bibliography.

Book with one author

Reference list example

Shuckburg, E. (2014). *Polar scientist*. Raintree.

Fill in the following fields. Use the examples given as a guide.

Author's last name

Author's initials

Year of publication

Title

Publisher

Create Reference

The referencing generator icon is



Home Learning Organiser

Set aside time each night Monday to Friday for the following tasks. It will help if you make it at the same time every day. During this time you will only do school tasks so make sure that it fits in with everything else in your life. Complete the following tasks in order.

Check your notes and work from today

- Read what you have written
- Paste in any sheets
- Complete any unfinished questions or activities
- Underline the headings
- Put an * next to anything that do not understand
(10 - 15 minutes in total)

Homework

- Complete tasks set by your teacher for that night. Do it in the order it was given eg. Period 1 work before Period 4.
- Take time to work as accurately as possible.
- Attempt all questions. This means you will have something to discuss with your teachers for those questions you have difficulty with.

Assignments

- Keep your diary up to date or your Assessment Calendar.
- Divide your assignments into workable “chunks”. Your teachers will show you how to do it when the assignment is given.
- Be realistic about how much you can do at any one time.

Revision

- Read through all the notes and exercises for the Unit of Work that you are currently studying
- Write out formulas, key words and definitions
- Copy important diagrams
- Try doing some questions and activities a second time, especially those that you got wrong or had difficulty with.

Reading

- Children should make a habit of reading both fiction and non-fiction books to develop their general literacy skills. This helps them across all subjects to access the curriculum.

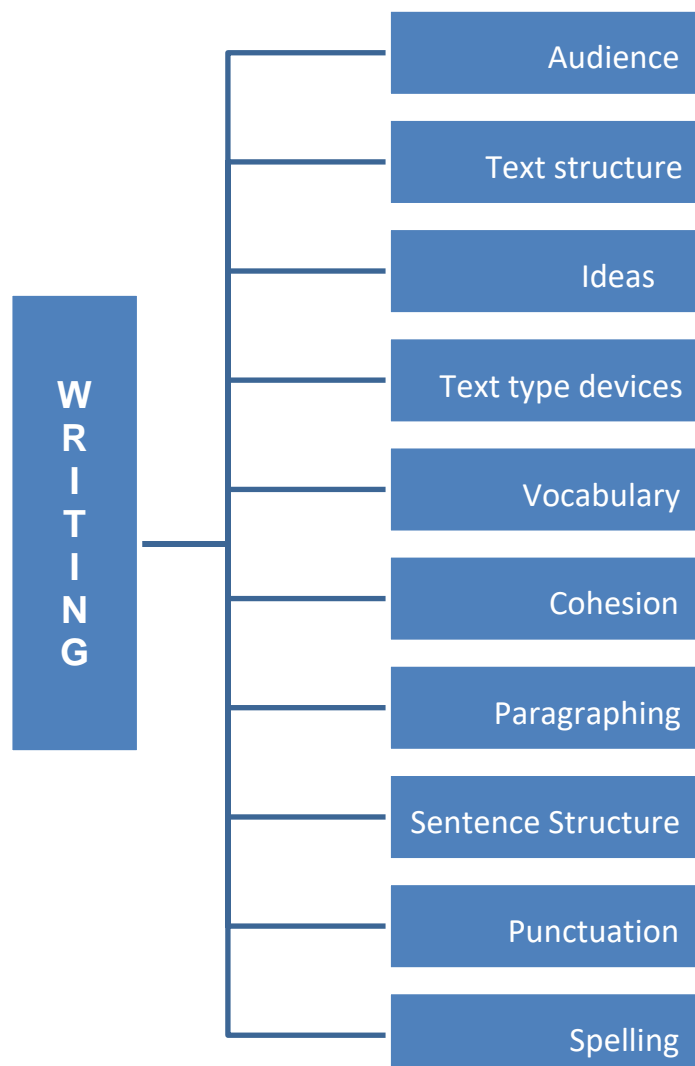
Literacy

Literacy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction and future employment. Literate students better understand and negotiate their world and are able to actively participate in all aspects of society as ethical and informed citizens.

At All Saints' College we have particularly identified writing as a literacy domain that we wish to further develop for our students. All subjects will focus students on the core skills for writing across KLAs as well as identify areas where students need further support or enrichment.

Our focus in these lessons is on student learning and student growth. Students will receive specific feedback from teachers relating to targeted literacy skills. This feedback will inform students of what they are doing well and identify areas for improvement. Students will then be assisted to create their own 'Writing Action Plan' which they will be able to use as a personalised guide to work towards their own improvement in writing.

Development in writing will be addressed using the following criteria;



Religious Studies

Overview

The overall goal of the K -12 Religion Syllabus is to enhance or promote knowledge and understanding of the traditions of the Catholic Community: its story, its experiences and its teachings, through the following four strands: Jesus and Scripture, History and Beliefs, Celebration and Prayer, Justice and Morality. *The Classroom Teaching of Religion (1999)*.

In Year 8 we endeavour to further develop the knowledge and skills of the students in achieving the various outcomes through the units listed below using summative and formative assessment. In addition, the summative tasks are varied to provide plenty of scope for success in the learning situation.

Sequence of Units

- Encountering Jesus
- The Christian Scriptures
- Catholic Beliefs
- Church History
- Catholic Prayer & Spirituality

Supplementary Information

In addition to the teaching and learning in the Religious Studies classroom: **exercise book, student's device** and **OneNote Religious Studies Folder** are crucial in the organisation of student work and the need to create **a sense of stillness and reflection** through a variety of activities.

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All students will participate in the mandatory **Year 8 Diocesan Religious Literacy Task in Term 2** based on the unit, **"The Christian Scriptures"**

English

Overview

Developing proficiency in English empowers students as confident communicators, informed participants in society and critical and imaginative thinkers. It supports the development and expression of a system of personal values, based on the All Saints' College Catholic Christian understanding.

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual and emotional development of all students.

English is the study and use of the English language in its various textual forms. These encompass spoken, written, multimodal and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

Sequence of Units/Skills/Topics

Unit	Concept
"Just Us" - Poetry	Representation, Connotation, Imagery, Symbol
The Play's the Thing: Shakespeare	Context, Style, Literary Value
"This is Me": Autobiography and non-fiction	Perspective, Narrative, Point of View

The study of these units will involve students in the following skills and activities:

- reading literary and factual texts
- composing written, visual and multimodal texts
- Non-fiction texts and composition
- poetry and drama, including Shakespeare
- speaking and presenting

Supplementary Information

In English, there is one English course and all students are assessed on the same outcomes, regardless of which class they are in. Students will develop their skills and understanding using texts appropriate to their needs.

Public Speaking and **Debating** are offered as an optional activity, ASC St Peter's competes successfully in a number of external competitions.

HSIE

Overview

The Stage 4 History curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Medieval Europe and Medieval Japan.

The study of Geography enables students to become active, responsible, and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work, and everyday life.

In Stage 4 students are required to complete 100 hours of History and 100 hours of Geography in the Human Society and Its Environment (HSIE) Key Learning Area (KLA).

Students will complete Geography during Semester 1 of Year 8 and History during Semester 2 of Year 8.

Sequence of Units/Skills/Topics

In Year 8 students will cover the following units of work:

- Landscapes and Landforms
- Place and Liveability
- Medieval Europe
- Medieval Japan

Planned Assessment

Throughout the study of this course, students are required to complete a number of formative assessment tasks. These tasks are completed by all students undertaking the course across Year 8 and provide opportunities for students to demonstrate their level of achievement.

Supplementary information

Students in Year 8 Geography will be involved in several fieldwork activities within the grounds of the junior campus as well as sites within walking distance of the junior campus.

LOTE - French

Overview

The study of languages provides opportunities for students to view the world in a different way. Through learning another language, students can become more accepting of diversity, more respectful of others and more aware of their place in the international community.

The study of a Language other than English (LOTE) in Stage 4 provides an exciting opportunity for students to learn relevant and practical communicative skills in French to a high level of proficiency. The ability to communicate in French promotes understanding, harmony and cooperation between Australia and French-speaking countries.

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region, East Asia and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu. France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

The course focuses on developing competency in all language skills (interacting, accessing & responding, communicating and understanding systems of language and the role of language and culture). Students learn language, which enables them to exchange information on a variety of focus topics. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. Cultural information includes the unique traditions, history, geography and religious history of the French-Speaking world, with regard to Catholicism. Developing competency in a Language Other Than English also promotes greater confidence in literacy skills across the curriculum for all students.

Sequence of Units/Skills/Topics

All About Me <i>Tout sur moi</i>	An introduction to everyday French language, talking about self and family and French culture.
My Personal World <i>Ma vie</i>	An introduction to friends, school life and leisure time, including talking about one's likes and dislikes.
Food <i>La nourriture</i>	An introduction to talking about food and drink, buying food in a range of contexts and French food etiquette.
Inquiry Project <i>Projet d'enquête</i>	A personal inquiry project of a student's choosing.

Planned Assessment

Students of French will be assessed on their capacity to interact, access and respond, communicate and understand systems of language and culture. This will occur through both formal and informal activities and tasks. Informal tasks will include online quizzes, as well as listening and speaking activities.

LOTE - Italian

Overview

The study of languages provides opportunities for students to view the world in a different way. Through learning another language, students can become more accepting of diversity, more respectful of others and more aware of their place in the international community.

The study of a Language other than English (LOTE) in Stage 4 provides an exciting opportunity for students to learn relevant and practical communicative skills in Italian to a high level of proficiency. The ability to communicate in Italian promotes understanding, harmony and cooperation between Australia and Italian-speaking countries.

Italian is the official language of Italy, the Vatican City, San Marino, and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay, and Argentina, and also in parts of Africa. Italy plays a significant role in global economic and cultural developments. The study of Italian language and culture enables learners to gain access to Italy's rich cultural, historical, artistic, and literary contributions to the global community, and offers insights into the development of Western civilisations.

The course focuses on developing competency in all language skills (interacting, accessing & responding, communicating, and understanding systems of language and the role of language and culture). Students learn language, which enables them to exchange information on a variety of focus topics. Students will develop knowledge of the culture of Italian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. Cultural information includes the unique traditions, history, geography, and religious history of the Italian-Speaking world, with regard to Catholicism. Developing competency in a Language Other Than English also promotes greater confidence in literacy skills across the curriculum for all students.

Sequence of Units/Skills/Topics

All About Me <i>Tutto di me</i>	An introduction to everyday Italian language, talking about self and family and French culture.
My Personal World <i>Mia vita</i>	An introduction to friends, school life and leisure time, including talking about one's likes and dislikes.
Food <i>Il cibo</i>	An introduction to talking about food and drink, buying food in a range of contexts and French food etiquette.
Inquiry Project <i>Progetto di inchiesta</i>	A personal inquiry project of a student's choosing.

Planned Assessment

Students of Italian will be assessed on their capacity to interact, access, and respond, communicate, and understand systems of language and culture. This will occur through both formal and informal activities and tasks. Informal tasks will include online quizzes, as well as listening and speaking activities.

LOTE -Japanese

Overview

The study of languages provides opportunities for students to engage with the linguistic and cultural diversity of the world and its peoples. Learning a language is an exciting opportunity for students to engage with elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion, as well as with the rich cultural tradition of this part of Asia.

The course focuses on developing competency in all language skills (interacting, accessing & responding, communicating and understanding systems of language and the role of language and culture). Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

The ability to communicate in Japanese provides incentives for travel and for more meaningful interactions with speakers of Japanese, encouraging sociocultural understanding between Australia and Japan, and cohesion within the Australian community.

Sequence of Units/Skills/Topics

Hello and Welcome!	An introduction to everyday Japanese language, Japanese body language and gestures, culture, history and religion.
Family, Friends and Me!	An introduction to talking about self, family, home, friends and pets.
Let's Eat!	An introduction to talking about food and drink, buying food in a range of contexts and Japanese food etiquette.
Sport and other aspects of Japan	An introduction about sport, school, hiragana, and traditions.

Mathematics

Overview

Sequence of Learning in Mathematics

Year 8 follows the Stage 4 Mathematics syllabus and topics covered in 2023 are as below:

- Measurement
- Algebraic Techniques
- Equations
- Rates and Ratios
- Fractions, Decimals, Percentages and Financial Mathematics
- Pythagoras' Theorem
- Data
- Linear Relationships
- Angle Relationships and Geometrical Relationships
- Transformations and Congruence

Formative Tasks in Mathematics

Formative tasks after each topic in the style of DIRT (Directed, Improvement and Reflection Time) tasks, as well as other shorter check in tasks, are designed and carried out in Mathematics to support you in reflecting on your learning, identify gaps in your learning and re-teach necessary concepts *before* summative tasks are completed. It is important to put your best effort into these tasks and look at the results carefully. Keeping these tasks in your portfolio is also great for revision. Teachers will provide reteach opportunities directly after the formative tasks.

Summative Tasks in Mathematics

Summative tasks are explained in detail on the task notification you receive two weeks before the task is due. These tasks contribute to the grade on semester reports and are completed *after* the formative tasks for the topics covered.

How can I monitor my progress in Mathematics?

- Keeping your portfolio with I Can statements, DIRT tasks, other formative and summative tasks helps you reflect on your progress in Mathematics
- Take notice of the task feedback given by your teacher.
- Seek further feedback from your teacher when you are getting incorrect answers – make sure you understand *why* the answer is incorrect and *how* to do the correct working
- Watch the video feedback solutions for formal tasks and check answers from the textbook and other set work on your OneNote page

Where can I get support in Mathematics?

- Talk to your peers, teacher and other Mathematics teachers
- Email or speak with the Leader of Learning Mathematics
- Visit Maths Home Learning Support and get support from Mathematics teacher with homework, assessments or any Mathematics learning (second lunch break Tuesdays and Thursdays– BU1)
- Use your online subscription (Mathsonline) to watch videos or do extra practice from your textbook or OneNote

How can I set myself up for success in Mathematics?

- Come to class prepared – every lesson you will need a pen, pencil, ruler, exercise book, charged device and calculator
- Complete unfinished class tasks at home and extra practice wherever possible.
- Seek support when concepts are difficult, ask for a challenge when tasks feel easy.
- Utilise supports – MHLS, teachers and online learning subscriptions
- Prepare for formative and summative tasks by making summary sheets and doing extra revision.

Personal Development, Health & Physical Education

Overview

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts.

Sequence of Units/Skills/Topics

Personal Development and Health Units

- My Health Journey
- Imagine All the People (Diversity)
- Positive Relationships
- Do I or Don't I (Risks)

Physical Education Units

- Circuit
- Court Games
- Invasion Games
- Athletics
- Dance
- Speed-away
- Netgames

Note: Practical assessment is ongoing throughout each unit.

Supplementary Information

A school hat is a compulsory item of the sports uniform that **MUST** be worn during ALL practical lessons. At the beginning of each year all students are made aware of their responsibility to come fully prepared for practical lessons. They are also informed of the consequences if they fail to fulfill their commitment.

Science

Overview

Year 8 is the final year of Stage 4. The aim is to continue to develop an interest and enthusiasm for Science and an appreciation of the contribution of Science to finding solutions to personal, social and global issues relevant to lives now and in the future.

Students will describe some of the phenomena within the natural world and apply their understanding to new situations and events as informed and reflective citizens. They will develop knowledge, understanding of and skills in applying the processes of working scientifically and perform an **Independent Investigation**. They will also develop continued knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of Science.

Sequence of Units/Skills/Topics

- Investigation Overview
- Chemical World – Break It Down
- Physical World – Energise Me
- Earth and Space – Earth's Gifts
- Living World – Life's Lego

Supplementary Information

The **Independent Research Task** is a **mandatory** requirement of the Stage 4 Syllabus. All students are required to have correct Science equipment including a charged and operating device, Safety Goggles and correct shoes for all their laboratory practical work.

Class tests/tasks including pre-tests and formative tasks can be expected from time to time as an informal part of assessment. Parents are requested to check the allocated grade and sign each assessment task to be aware of their child's progress. Students and parents need to be aware that there is a possibility of movements between classes at the end of a semester based on demonstrated ability and creating the best learning environment. Any concerns should be communicated to the Science teacher in a prompt manner.

Technology - Mandatory

Overview

Year 8 Technology classes occur on a 13-week rotational basis. Each rotational group will follow the same assessment.

Food Technology / Agriculture

The focus of these design specialisations is on students learning to use technology as a lifestyle aide. Students will learn how to use food equipment and utensils and work safely in the food technology room. Students will also investigate healthy food choices and develop a Food Truck Students will develop their skills with the use of Technology.

Sequence of Units/Skills/Topics

- Safety in the Food Technology Rooms
- Equipment and Utensils
- Design and Production
- Growing vegetables in a garden
- Farming techniques
- Planting and growing food to cook and eat
- Evaluation

Timber / Engineered Systems

Students will research, experiment and design to manage the production of:

- Timber Storage Crate
- Timber Pencil Box
- Timber Truss Bridge

Sequence of Units/Skills/Topics

- Safety in relation to the workshop
- Research of materials, construction and joining methods
- Management of production
- Marking out, cutting out and joining techniques
- Calculating loads, forces, and speeds
- Evaluation on project work

Supplementary Information

Students must have Personal Protective Equipment (PPE) each lesson within the workshop. Not having correct (PPE) will exclude students from practical lessons.

Visual Arts

Overview

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgment and understanding of art, in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Students will develop knowledge, understanding and skills to **make artworks** informed by their understanding of practice and the conceptual framework to **critically and historically interpret art** informed by their understanding of practice and the conceptual framework.

Sequence of Units/Skills/Topics

"Aussie As!"

Students will make artworks that communicate meaning. Modern Australian society will be used to select possible subjects. Issues such as national identity, consumerism and social justice will be explored. Art techniques such as computer graphics, sculpture, silkscreen printing, photography, collage, painting and drawing may be used.

Supplementary Information

Students will study Visual Arts on a 13 week rotational.

Student's work will be displayed within the school and at the All Saints' College Annual Art Exhibition.
