



# Rose Bay Secondary College

## Year 8 Curriculum Programming and Assessment Booklet

2008



# Year 8 Curriculum, Programming and Assessment Booklet

This booklet provides information to students and parents about the Year 8 learning and assessment programs at Rose Bay Secondary College.

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## Year 8 Curriculum Structure

Course	periods/cycle
English	8
Mathematics	8
Science	8
History and Geography	8 periods each per semester

Course	periods/cycle
PDHPE	4
Language	6
Technology	6
Music and Visual Arts	6 periods each per semester

Students also participate in Sport on Wednesday afternoons for 2 periods each week.

## Rose Bay Secondary College Assessment Policy and Procedures for Year 8

Assessment provides students, parents and teachers with information about student achievement and progress in each course studied, in relation to syllabus standards.

Throughout the year students will be given formal and informal assessment and learning tasks to complete in each course. Information gathered from both formal and informal tasks will be used to determine the extent to which students have achieved the outcomes of the course and the level of achievement that will be recorded on school reports.

Formal assessment task schedules for all Year 8 courses are contained in this booklet.

1. Students will be given at least one week notice, in writing, of a formal task
2. It is the student's responsibility to be aware of all formal assessment tasks. Not knowing about a task will not be accepted as an excuse for failing to do a task or for not doing well in a task.
3. If a student believes they have a valid reason to request an extension of time to complete a formal assessment task, this must be negotiated with the class teacher well in advance of the due date.
4. If a student is absent on the day a formal task is due to be completed or submitted, the student must follow these procedures on return to school.
  - 4.1 Report to the teacher who issued the task and submit a parental note explaining the absence.
  - 4.2 Negotiate a time to sit the task / alternate task OR submit the completed task

This procedure MUST be done by the first class back on return to school.

If deadlines are not met then penalties will apply. Students will refer to the individual Faculty policy.

Parents will be notified of assessment task completion concerns. These concerns may relate to non-attendance, failure to submit or complete a task, late submission, unsatisfactory achievement, and cheating.

Failure to sit for, submit and make a serious attempt at formal assessment tasks will affect student achievement and performance.

## ENGLISH

English is a mandatory course that is studied in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate. In Year 8 at RBSC students participate in 8 periods of English per timetable cycle.

What will students learn about in Year 8 English?

Year 8 Course Content			
Term 1	Term 2	Term 3	Term 4
<p><u>Genre Study: Challenge and Endurance</u> Students will study a novel and other related texts which explore the way in which the human capacity to survive overwhelming odds is expressed in written and visual texts. Based on evidence from the text, students will study the development of theme, character, atmosphere and setting. Students will be required to compose in a variety of text types.</p>	<p><u>Close Study of Text: Adolescent Themes</u> Students will focus on drama texts to explore the representation of adolescents and their concerns and perspectives. They will revise the structure of dramatic texts and compose their own scripts. A media study will focus on the conventions of radio broadcasts.</p>	<p><u>Thematic Study: Valuing Difference and Diversity</u> Students will study a variety of poems and additional texts focussed on personal, social and cultural difference and diversity. They will explore how texts express personal perspective and can influence public thoughts and feelings. Students will be required to compose in a variety of text types.</p>	<p><u>Comparative Study of Texts: Other Worlds, Other Cultures</u> Through a study of non-fiction and film texts, students will examine the representation of other cultures in texts. They will explore various points of view and cultural perspectives. Students will consider how film techniques are used to position the viewer and present different perspectives. They will be required to compose in a variety of text types including speeches.</p>

What will students learn to do in Year 8 English?

In Year 8 English students will have the opportunity to develop core skills in reading, writing, speaking, listening, viewing and representing.

How will the students know what is expected of them in Year 8 English?

Year 8 English Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
<ul style="list-style-type: none"> <li>• Portfolio of students' work including a narrative (compulsory) and two other text types.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>		Term 1, Week 9
<ul style="list-style-type: none"> <li>• Composition/production of script for a radio program.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> </ul>		Term 2, Week 10
<ul style="list-style-type: none"> <li>• A Representation Task (choice of format) plus Reflection Statement</li> </ul>	<ul style="list-style-type: none"> <li>• Writing/Representation</li> </ul>		Term 3, Week 9
<ul style="list-style-type: none"> <li>• Delivery of a Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking</li> </ul>		Term 4, Week 6

**Contact: Ms J.Rolfe (Head Teacher)**

## Mathematics – Year 8

Mathematics is a mandatory course that is studied in each of Years 7 – 10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 8 periods of Mathematics per timetable cycle.

What will students learn about in Year 8 Mathematics?

Year 8 Mathematics Course Content			
Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> <li>• Percentages</li> <li>• Patterns and Algebra</li> <li>• Pythagoras Theorem</li> </ul>	<ul style="list-style-type: none"> <li>• Equations, Formulae and Inequations</li> <li>• Probability</li> <li>• Area and volume</li> </ul>	<ul style="list-style-type: none"> <li>• Circles and Cylinders</li> <li>• Reasoning in geometry</li> <li>• Ratio, Rates and Scale Drawings</li> <li>• Graphs and Tables</li> </ul>	<ul style="list-style-type: none"> <li>• The Number Plane</li> <li>• Statistics</li> <li>• Geometric Constructions and Congruent Figures</li> <li>• Similarity</li> </ul>

Note: The Selective classes cover the above content but they are given a broader overview in their lessons. Their Assessments also have a broader range of questions.

What will students learn to do in Year 8 Mathematics?

In Year 8 Mathematics students will have the opportunity to develop core skills in communicating, interacting, problem-solving, decision-making, analysing and applying formulae in various problems.

How will the students know what is expected of them in Year 8 Mathematics?

Year 8 Mathematics Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Topic test at the end of each topic	Written examination in class time	Equal weighting	When the topic is completed
Yearly examination covering all topics taught	Written examination in class time	25% of Semester 2 report	Term 4 during assessment week

Homework expectations for all Year 8 students in Mathematics:

Homework is given on a regular basis from their textbook and it is due the next Mathematics lesson. The students are required to self correct it and ask for assistance from their teacher.

Other relevant Mathematics information:

A calculator, geometrical instruments including a protractor, compass, set square and ruler are compulsory.

Contact – Mr Alexandrou (Relieving Head Teacher Mathematics)

## SCIENCE

Science is a mandatory course that is studied in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 8 periods of Science per timetable cycle.

What will students learn about

Year 8 Science Course Content			
Term 1	Term 2	Term 3	Term 4
Topic 1: The environment Topic 2: Cool Forces	Topic 2: Cool Forces (ctd) Topic 3: Substances, separation and reactions	Topic 3: Substances, separation and reactions (ctd) Topic 4: Body Systems and their functions	Topic 5: The Solar System

What will students learn to do

In Year 8 Science students will have the opportunity to develop:

- a) core skills in planning investigations, conducting investigations, communicating information and understanding, developing scientific thinking and problem-solving techniques, working individually and in teams, and
- b) Knowledge and understanding in the history of Science, the nature and practice of Science, applications and uses of Science, implications of Science and the environment, current issues, research and development, models, theories and laws, and structures and systems related to the physical world, matter, and the interactions within the physical world, matter, the living world and earth and space.

How will the students know what is expected of them

Year 8 Science Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Topic Tests	Class Tests after each topic (5 topic tests in total). Selective Classes to be given tests which reflect the extension work covered by these classes.	10%	After each topic
Book Work	Student book (shows completion of all work and neatness)	10%	Ongoing
Science Skills/Experimental Work	Designing, conducting and writing up of experiments	10%	Ongoing
Homework	Research, completion of class work, science articles, etc. Selective classes to be given tasks which reflect higher order thinking skills.	10%	Ongoing

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Topic/Area of study	Type of Task	Weight	Timeframe
The Environment	Descriptive Report on Endangered animals	10%	Term 1 Week 6
Research	Research on the forces on an aeroplane using paper aeroplanes and study the lift forces involved in keeping a plane in the air.	10%	Term 2 Week 6
Half Yearly Exam	Common test for all classes in Year 8	15%	Term 2 Week 7
Substances, separation and Reactions	Practical Exam on Separation Techniques	10%	Term 3 Week 8
Yearly Exam	Common Test for all classes in Year 7	15%	Term 4 Week 7

Homework expectations for all Year 8 students in Science:

All students will be given these types of tasks regularly to complete at home:

- Overnight homework to complete unfinished class work
- Homework booklet which contains extension work and revision work
- Complete assignment work listed on table above
- Science articles review

It is expected that students complete these tasks by the due date. It is anticipated that students will get up to 1-2 hours of Science Homework per week.

Other relevant Science information:

Students who do not complete tasks by the due date will be penalised. A 10% deduction of marks per day late will be enforced.

Students who are away are expected to catch up on work upon their return by asking a buddy in class and their class teacher.

Students can participate in a Science Competition which will be held on 29<sup>th</sup> May 2008. All students in 8F and 8G are expected to participate in this competition.

Students are expected to follow safety procedures in the laboratory to carry out investigations.

Contact – Ms Andre (Head Teacher Science)

## History

History is a mandatory course that is studied in each of Years 7-10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 8 periods of History per timetable cycle in either semester 1 or 2.

What will students learn about in History?

Year 8 Course Content			
Term 1		Term 2	
Vikings	Medieval Period	Colonisation and Contact History- Aztecs/Incas	Colonisation and Contact History- Indigenous Australians
<b>Students study the following themes in each of the societies identified:</b> -The origins of the society -Daily life of men and women in the society -Civics and citizenship in the society -Rights and freedoms -Beliefs and values of the people of the society -Impact of significant people and/or events -Contacts with other peoples -The legacy of the medieval and early modern world		-nature of colonisation -features of a pre-colonial indigenous culture -nature of contact between the indigenous and non-indigenous culture -responses to colonisation -consequences -experience of colonisation	-pre-contact Aboriginal culture -perspectives of the relationship to land and country -British contact to 1820 -differing experiences of contact -increasing government control -consequences of colonisation

What will students learn to do in History?

In Year 8 History students will have the opportunity to develop skills in comprehension, analysis and use of sources, understanding perspectives and interpretations, empathetic understanding, research and communication.

How will the students know what is expected of them in History?

Year 8 History Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Viking Society	Research and Oral presentation	25%	Week 7 term 1/3
Vikings and the Medieval Period	Test	25%	Week 10, term 1/3
Aztecs and Incas	Research and source analysis	25%	Week 4, term 2/4
Contact and Colonisation:	Test	25%	Week 6, term 2/4

Selective Classes: Selective students will undertake the assessment program above but tasks will include differentiated components.

Homework expectations for all Year 8 students in History:

Students can expect to receive homework approximately twice per cycle. This may take a variety of forms, including reading, revision or completion of class work, a homework assignment or completion of a formal assessment task.

Contact - Ms Collins (Head Teacher History/Languages)

## Geography

Geography is a mandatory course that is studied in each of Years 7-10 with at least 200 hours to be completed by the end of Year 10. Students must undertake 100 hours of study in Global Geography (years 7 and 8) and 100 hours of study in Australian Geography (in years 9 and 10). This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 8 periods of Geography per timetable cycle for one semester (2 terms).

Year 8 Comprehensive Course Content			
Term 1	Term 2		
<p><b>GLOBAL CHANGE</b> The changing nature of the world</p> <ul style="list-style-type: none"> <li>• globalisation:                             <ul style="list-style-type: none"> <li>– the globalisation process</li> <li>– changes in technology</li> <li>– impacts of globalisation</li> </ul> </li> <li>• changing global relationships:                             <ul style="list-style-type: none"> <li>– business; nations; organisations</li> </ul> </li> </ul> <p>Global inequalities</p> <ul style="list-style-type: none"> <li>• extremes of poverty and wealth</li> <li>• variations in the access of people to essential aspects of life including:                             <ul style="list-style-type: none"> <li>– education; food; health; shelter; water</li> </ul> </li> <li>• variations in the distribution, access and use of natural resources:                             <ul style="list-style-type: none"> <li>– use of natural resources</li> <li>– sustainability of natural resources</li> </ul> </li> <li>• different life opportunities and quality of life throughout the world</li> </ul> <p>Global organisations</p> <ul style="list-style-type: none"> <li>• global organisations by investigating either:                             <ul style="list-style-type: none"> <li>– a group involved in reducing global inequalities</li> </ul> </li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>• a group involved in promoting ecological sustainability</li> </ul>	<p><b>GLOBAL ISSUES AND THE ROLE OF CITIZENSHIP</b></p> <ul style="list-style-type: none"> <li>• global geographical issues, which must include:                             <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>– access to fresh water</li> <li>– climate change</li> <li>– energy use</li> <li>– human rights</li> <li>– indigenous people and self-determination</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>– land degradation</li> <li>– threatened habitats</li> <li>– tourism</li> <li>– urbanisation</li> <li>– use of ocean resources</li> </ul> </td> </tr> </table> </li> <li>• the need to promote ecological sustainability</li> </ul> <p>At least TWO global geographical issues selected from the list above:</p> <ul style="list-style-type: none"> <li>• the nature of the issue</li> <li>• different perspectives relevant to the issue</li> <li>• the responsibility of governments to the issue</li> <li>• the actions of individuals, groups and governments</li> <li>• implications for social justice and equity</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>– access to fresh water</li> <li>– climate change</li> <li>– energy use</li> <li>– human rights</li> <li>– indigenous people and self-determination</li> </ul>	<ul style="list-style-type: none"> <li>– land degradation</li> <li>– threatened habitats</li> <li>– tourism</li> <li>– urbanisation</li> <li>– use of ocean resources</li> </ul>
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What will students learn to do in Year 8?

In Year 8 Geography students will have the opportunity to develop a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Students will learn to critically assess the ideas and opinions of others and to form and express their own ideas and arguments.

How will the students know what is expected of them in 8A, 8B, 8C, 8D, 8E?

Year 8 Geography Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
Global Change	- Poster Assignment, Globalisation	5%	T1/T3 Week 4
	- Oral presentation, Globalisation	10%	T1/T3 Week 5
	- Bookmark	10%	Ongoing
	- Skills test on weather maps	10%	T1/3 Week 8
	- Skills test	15%	T1/3 Week 10
Global Issues	- letter or email to member of parliament	10%	T2/4 Week 4
	- bookmark	10%	Ongoing
	- research project, global change	15%	T2/4 Week 6
	- exam	15%	T2/4 Week 8

How will the students know what is expected of them in 8F and 8G?

Year 8 Geography Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Global Change	- Poster Assignment, Globalisation	5%	T1/T3 Week 4
	- Globalisation Role Play	10%	T1/T3 Week 5
	- Bookmark	10%	Ongoing
	- Skills test on weather maps	10%	T1/3 Week 8
	- Skills test	15%	T1/3 Week 10
Global Issues	- letter or email to member of parliament	10%	T2/4 Week 4
	- bookmark	10%	Ongoing
	- research project, global change	15%	T2/4 Week 6
	- exam	15%	T2/4 Week 8

Homework expectations for all Year 8 students in Geography:

- viewing specified TV programs e.g. weather forecast
- collecting information - photos, newspaper articles on geographical issues
- Homework Booklets
- Revision of corrected skills test
- Long term project - world heritage site
- Interviewing parents/ relatives about geographical issues
- Completing unfinished set class tasks

Contact - Ms McMurray (Head Teacher Social Science)

## Personal Development Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7-10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate. The PDHPE staff at Rose Bay Secondary College strive to ensure that every student maximises their potential in this subject and obtains life long appreciation and understanding of healthy living and exercise.

In Year 8 at RBSC students participate in 4 periods of PDHPE per timetable cycle.

### The Comprehensive classes - 8A, 8B, 8C, 8D, 8E

What will students learn about in 8A, 8B, 8C, 8D, 8E?

	THEORY (50%)	PHYSICAL EDUCATION (50%)
TERM 1	<p>Lifelong Physical Activity</p> <ul style="list-style-type: none"> <li>• Components of a balanced lifestyle</li> <li>• Personal benefits of participation in physical activity</li> <li>• Physical activity levels</li> <li>• Personal benefits</li> <li>• Lifelong physical activities</li> <li>• Health-related components of fitness</li> <li>• Skill-related components of fitness</li> </ul> <p>Assessment - Assignment 15%</p>	<p><u>Volleyball</u> (wk 1-4)</p> <ul style="list-style-type: none"> <li>• Setting, digging and serving.</li> <li>• Modified mini-games</li> </ul> <p><u>Fitness/Mini-Olympics</u> (wk5-10)</p> <ul style="list-style-type: none"> <li>• Javelin, shot put and discuss.</li> <li>• Running/Relays.</li> </ul> <p>Assessment - 10%</p>
TERM 2	<p>Middle Adolescence</p> <ul style="list-style-type: none"> <li>• The physical, social and emotional changes during adolescence</li> <li>• Types and nature of relationships</li> <li>• Caring and respectful relationships</li> <li>• Power in relationships</li> </ul> <p>Assessment - Topic Test 15%</p>	<p><u>Football</u> (wk1-10)</p> <ul style="list-style-type: none"> <li>• Soccer</li> <li>• Indoor Soccer</li> <li>• Aussie Rules (AFL)</li> <li>• Touch Football</li> <li>• Oz Tag</li> </ul> <p>Assessment - 15%</p>
TERM 3	<p>Life Long Habits</p> <ul style="list-style-type: none"> <li>• Exploring risk</li> <li>• Recognizing abuse</li> <li>• Seeking help</li> <li>• Protective strategies</li> <li>• Sexual Health</li> <li>• Minimizing harm to lifestyle diseases</li> <li>• Strategies to minimize harm</li> </ul> <p>Assessment - Assignment 20%</p>	<p>Dance (wk 1-6)</p> <ul style="list-style-type: none"> <li>• Time, Force, Flow, repetition, using space</li> <li>• Developing group routine</li> </ul> <p>Assessment - group routine 15%</p> <p>Racquet Sports (wk 7- wk 11)</p> <ul style="list-style-type: none"> <li>• Tennis</li> <li>• Badminton</li> </ul>
TERM 4	<p>Smart Living</p> <ul style="list-style-type: none"> <li>• Drug use - focus on binge drinking</li> <li>• Exploring risk</li> <li>• Accessing health information, products and services</li> <li>• Consumer protection</li> </ul>	<p>Minor Games (wk 1-6)</p> <p>Assessment - design a warm-up game 10%</p> <p><u>Self Defense</u> (wk 7-10)</p> <p>§ Basic self defense techniques.</p>

How will the students know what is expected of them in 8A, 8B, 8C, 8D, 8E?

Year 8 PDHPE Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
Lifelong Physical Activity	Theory Assessment 1 – Newsletter promoting a local sport and the benefits of participating in this sport.	15%	Term 1 Week 8
<u>Fitness/ Mini Olympics</u>	Practical Assessment 1 – Participation and skill assessment criteria mark.	10%	Term 1 Weeks 5 – 10
<u>Middle Adolescence</u>	Theory Assessment 2 – Topic test.	15%	Term 2 Week 8
<u>Football</u>	Practical Assessment 2 – Participation and skill assessment criteria mark.	15%	Term 2 – Ongoing.
Life Long Habits	Theory Assessment 3 – Students research and develop a feature article that explores a range of teenage sexual health issues.	20%	Term 3 Week 8
<u>Dance</u>	Practical Assessment 3 – Students design an aerobic style dance – Group mark.	15%	Term 3 Weeks 1 to 6
Minor Games	Practical Assessment 4 – Design a warm up game in groups.	10%	Term 4 Weeks 1 - 6

### The Selective classes - 8F and 8G

What will students learn to do in 8F and 8G?

It is the PDHPE faculties goal that every child at this school have an outstanding experience in PDHPE and sport and that they reach their true potential. That is that their potential is realised. In PDHPE we want to see that your gift becomes a talent. How do we do this? The PDHPE staff are trained in meeting the needs of GAT students and regularly review programs and assessment to ensure that they cater for our students. These programs include; pre-testing and compacting the curriculum where appropriate, providing a curriculum that is open ended and promotes higher order thinking and creativity as well as incorporating elements of the quality teaching document such as intellectual quality, significance and a quality learning environment through a student centred approach.

A sample of some of the content that is differentiated for each topic includes – Lifelong Physical Activity curriculum compacting, developing and designing training programs that utilize the latest developments in Sports Science, Middle Adolescence –high order questioning, survey and debate, Life Long Habits – class discussion or debate, mental health research, peer tutoring, research on STI's and Smart Living – class debate, student lead role play, research alternative approaches to health.

PE –Peer Assessment in dance and minor games. New game skills in sports such as the Swiss game Tuochk Ball.

How will the students know what is expected of them in 8F and 8G?

GAT students complete the same outcomes as comprehensive students, as dictated by the PDHPE syllabus. The difference is the way that the outcomes are taught and the way that they are assessed. Below the assessment table for Year 8 is shown with the differentiated elements to the tasks highlighted in bold.

Year 8 PDHPE Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
Lifelong Physical Activity	Theory Assessment 1 - Newsletter promoting a local sport and the benefits of participating in this sport. Students can choose how to present this - does not have to be a newsletter. Students could create a webpage, an information night etc.	15%	Term 1 Week 8
<u>Fitness/ Mini Olympics</u>	Practical Assessment 1 - Participation and skill assessment criteria mark. Same.	10%	Term 1 Weeks 5 - 10
<u>Middle Adolescence</u>	Theory Assessment 2 - Topic test. A different test is set for the selective classes.	15%	Term 2 Week 8
<u>Football</u>	Practical Assessment 2 - Participation and skill assessment criteria mark. Same.	15%	Term 2 - Ongoing.
Life Long Habits	Theory Assessment 3 - Students research and develop a feature article that explores a range of teenage sexual health issues. Same - different marking criteria which is issued with the assignment.	20%	Term 3 Week 8
<u>Dance</u>	Practical Assessment 3 - Students design an aerobic style dance - Group mark. Peer Assessment.	15%	Term 3 Weeks 1 to 6
Minor Games	Practical Assessment 4 - Design a warm up game in groups. Peer Assessment.	10%	Term 4 Weeks 1 - 6

Homework expectations for all Year 8 students in PDHPE:

- Students will be given homework in PDHPE on a regular basis. The homework is determined by individual teachers and is designed to meet the needs of their students. Homework may take the form of completing work that was not finished during class time or an extension of work that has been conducted in class.
- Students must bring their RBSC homework diary to all PDHPE lessons.
- Students are expected to complete all set homework.
- Failure to do so will result in a recess or lunchtime detention, where students will then be expected to complete the work.
- Repeat offenders will be recorded on the RI SC database and parents will be advised.

Other relevant PDHPE information:

This information sheet is given to every student studying PDHPE in Years Seven through to Ten. The sheet is stuck in front of the students work book and their teacher explains all the information on the sheet to them during their first lesson of the year. At this time the scope and sequence sheet (what they are studying and their assessments for the year as per copied into this document) are also explained during this lesson. This sheet is also stuck into the student's work book.

### **PDHPE GENERAL INFORMATION FOR STUDENTS AT RBSC**

1. Uniform

The uniform for both boys and girls is; the school red polo sport shirt, the school sport shorts, hat, change of socks (optional), joggers.

- Each of the above items is worth 1 point. Students must aim to achieve 4 points per lesson. Less than 2 points indicates an unsatisfactory effort and will culminate in the student receiving an official warning. Each student receives only one warning. If they fail to wear the correct uniform again for that term they will receive a letter of concern home to their parent/caregiver.
- Students who have ten consecutive lessons in a row with a score of four will receive a merit award.
- Wearing of the PE uniform is considered to be a very serious hygiene issue as well as an Occupational Health and Safety Issue.
- Students will wear the above uniform to all practical lessons.
- If a student is not able to participate due to illness a note must be supplied, written and signed by the parent/ caregiver.
- Where the uniform is unavailable to be worn, a note of explanation is required, written and signed by the parent/ caregiver. Alternative clothing must be worn.
- Failure to bring a note or an alternative change of clothes will result in a recess or lunchtime detention.
- Where the teacher judges that the illness and/or incorrect uniform will prevent the student from participating in the lesson, theory work or another alternative task will be assigned.
- Repeat offences will be recorded on the RI SC database and parents will be advised.

## 2. Theory Lessons

- Students are required to bring their theory book and pen to every lesson.
- Failure to do so will result in a recess or lunchtime detention. Students will be required to copy work into their books at home.
- Repeat offenders will be recorded on the RI SC database and parents will be notified.
- Students will be required to catch up on work missed due to illness. It is the student's responsibility to ensure that any work missed is completed prior to the next lesson.

## 3. Homework

- Students must bring their RBSC homework diary to all PDHPE lessons.
- Students are expected to complete all set homework.
- Failure to do so will result in a recess or lunchtime detention, where students will then be expected to complete the work.
- Repeat offenders will be recorded on the RI SC database and parents will be advised.

## 4. Assignments

- Assignments must be handed in on the due date given by the classroom teacher.
- Late submission of assignments will incur a penalty deduction of 10% per day (50% over a holiday period).
- All assignments must be submitted to satisfactorily meet the subject requirements.
- At times students will be required to give a presentation to the class. If students are not prepared on the due date, they will be expected to deliver their presentation during the next theory lesson and will incur a penalty deduction of 50%.
- Where assignments are submitted late or are of an unsatisfactory nature, parents will be advised.

## 5. Student Conduct

Practical:

- Three whistles means: STOP SIT LISTEN
- Failure to do so will result in a strike.
- Three strikes and the practical lesson is over. Alternative theory work will commence.

Contact – Mr Godby (Head Teacher PDHPE)

## Visual Art

Visual Art is a mandatory course that is studied in each of Years 7 and 8 with at least 100 hours to be completed by the end of Year 8. This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 6 periods of Visual Arts per timetable cycle for ONE semester.

The Comprehensive classes - 8A, 8B, 8C, 8D, 8E, 8J, 8K

What will students learn about in 8A, 8B, 8C, 8D, 8E, 8J, 8K?

Term A: Semester 1 or 2	Term B: Semester 1 or 2
<p>The Sea and It's Extraordinary Creatures</p> <ul style="list-style-type: none"> <li>-Structural and cultural exploration of ceramics and assemblage.</li> <li>-Conventions to make representational and non-representational restructuring of sea creatures and their environment</li> <li>-Study of techniques used by artists and designers who make 3D works to communicate meaning based on real and imagined sea creatures</li> </ul>	<p>The Sea and It's Extraordinary Creatures</p> <ul style="list-style-type: none"> <li>-Subjective and postmodern exploration of appropriation to make artworks and visual hybrids that communicate ideas through wit and irony about issues concerning sea creatures and their environment.</li> <li>-Making and marketing artworks as T-shirts, mugs, poster, puzzles, bags.</li> <li>- Study of contemporary designers and design practice and postmodern artists using appropriation to create new meanings in artworks.</li> </ul>

What will students learn to do in 8A, 8B, 8C, 8D, 8E, 8J, 8K?

In Year 8 Visual Art students will have the opportunity to develop core skills in practical and critical & historical study.

How will the students know what is expected of them in 8A, 8B, 8C, 8D, 8E. 8J, 8K?

Year 8 Visual Arts Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
The Sea and It's Extraordinary Creatures	VAPD and Major Artwork	20% 40%	Semester 1: Term 2 Week 5 OR Semester 2: Term 4 Week 6
The Sea and It's Extraordinary Creatures	Critical and Historical Assignment 1	20%	End of Term 1 or 3
The Sea and It's Extraordinary Creatures	Critical and Historical Assignment 2	20%	End of Term 2 or 4

## The Selective classes - 8F, 8G and 8H

What will students learn about in 8F 8G and 8H?

Term A: Semester 1 or 2	Term B: Semester 1 or 2
<p>The Sea and It's Extraordinary Creatures</p> <ul style="list-style-type: none"> <li>-Structural and cultural exploration of ceramics and assemblage.</li> <li>-Conventions to make representational and non-representational restructuring of sea creatures and their environment</li> <li>-Study of techniques used by artists and designers who make 3D works to communicate meaning based on real and imagined sea creatures</li> <li>- Analysis of critical writings on art and artists.</li> </ul>	<p>The Sea and It's Extraordinary Creatures</p> <ul style="list-style-type: none"> <li>- Subjective and postmodern exploration of appropriation to make artworks and visual hybrids that communicate ideas through wit and irony about issues concerning sea creatures and their environment.</li> <li>- Introduction of computer technologies and use of some digital media. Computer image making-montage, pastiche, appropriation</li> <li>- Making and marketing artworks as T-shirts, mugs, poster, puzzles, bags.</li> <li>- Students reflect, contextualize and evaluate artworks.</li> <li>- Students present their own viewpoint.</li> <li>- Study of contemporary designers and design practice and postmodern artists using appropriation to create new meanings in artworks.</li> </ul>

What will students learn to do in 8F 8G and 8H?

In Year 8 Visual Art students will have the opportunity to develop core skills in practical and critical & historical study.

How will the students know what is expected of them in 8F 8G and 8H?

Year 8 Visual Arts Selective Classes Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
The Sea and I t's Extraordinary Creatures	<ul style="list-style-type: none"> <li>- VAPD</li> <li>- Major Artwork</li> </ul>	20% 40%	Semester 1: Term 2 Week 5 OR Semester 2:Term 4 Week 6
The Sea and I t's Extraordinary Creatures	<ul style="list-style-type: none"> <li>- Written Frame analysis of a selected artwork</li> </ul>	10%	Term 1 Week 7 or Term 3 Week 7
	<ul style="list-style-type: none"> <li>- Critical and Historical Assignment 1</li> </ul>	10%	End of Term 1 or 3
The Sea and I t's Extraordinary Creatures	<ul style="list-style-type: none"> <li>- Self selection of two artworks accompanied by oral presentation to class</li> </ul>	10%	Term 2 Week 6 or Term 4 Week 5
	<ul style="list-style-type: none"> <li>- Critical and Historical Assignment 2</li> </ul>	10%	End of Term 2 or 4

Homework expectations for all Year 8 students in Visual Arts:

Worksheets relevant to the topics being studied in class will be provided each term.

Other relevant Visual Arts information:

Students are encouraged to visit local and state art galleries to engage with artworks on display. Students are encouraged to discuss the Visual Arts and the practice of contemporary artists, using the newspaper and other written or media articles as a stimulus.

Contact – Mrs Masterson (Head Teacher CAPA – Creative and Performing Arts)

## Music

Music is a mandatory course that is studied in each of Years 7 and 8 with at least 100 hours to be completed by the end of Year 8. This is a requirement for eligibility for the award of the School Certificate.

In Year 8 at RBSC students participate in 6 periods of Music per timetable cycle for ONE Semester.

The Comprehensive classes - 8A, 8B, 8C, 8D, 8E, 8J, 8K

What will students learn about in 8A, 8B, 8C, 8D, 8E, 8J, 8K?

Term 1: Semester 1 / Term 3: Semester 2	Term 2: Semester 1 / Term 4: Semester 2
<p>Styles of Music – Foundations 2</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- perform and interpret music from jazz repertoire and own choice pieces.</li> <li>- listen to and analyse styles with score reading exercises.</li> <li>- study a broad range of musical styles including jazz, the orchestra, rock music and world music</li> <li>- create a jazz piece through improvisation focusing on blues structures.</li> </ul>	<p>Music for Film, TV and Radio</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- perform individually and in groups music related to the topic</li> <li>- develop aural skills through listening to a variety of musical styles and evaluating the use of the musical concepts</li> <li>- interpret forms of musical notation with score reading where possible.</li> <li>- Improvise, compose and arrange music in groups for a given excerpt of film.</li> </ul>

What will students learn to do in 8A, 8B, 8C, 8D, 8E, 8J, 8K?

In Year 8 Music students will have the opportunity to develop further their skills in Performance, Listening and Composition.

How will the students know what is expected of them in 8A, 8B, 8C, 8D, 8E, 8K, 8J?

Year 7 Music Formal Assessment Schedule for Comprehensive classes			
Topic/Area of study	Type of Task	Weight	Timeframe
Styles of Music	Performance tasks – jazz improvisation	20%	Term 1 or 3 : Week 4
Styles of Music	Written Test (Theory & Listening)	30%	Term 1 or 3: Week 9
Film, TV and Radio	Performance tasks – group or individually	20%	Term 2 or 4: Week 4
Film, TV and Radio	Written Test (Theory and Listening)	30%	Term 2 or 4: Week 6

## The Selective classes - 8F, 8H and 8G

What will students learn about in 8F, 8H and 8G?

Term 1: Semester 1 / Term 3: Semester 2	Term 2: Semester 1 /Term 4: Semester 2
<p>Styles of Music – Foundations 2</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- perform pieces that are technically demanding and appropriate to their level of ability in the form of a class concert. The pieces will be their own choices</li> <li>- Improvise using blues structures with blues scale, syncopation and on either a keyboard or guitar. Walking bass line and chords will also be performed</li> <li>- Score read orchestral music with an understanding of the compositional processes of composers and analysing the musical concepts.</li> <li>- Develop aural ability by discriminating between the concepts and improving pitch and rhythmic ability.</li> </ul>	<p>Music in Film, TV and Radio</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- further develop notational skills to produce own compositions using a notational program, Sibelius.</li> <li>- develop aural skills through listening activities and score reading, discriminating between the six musical concepts of duration, pitch, tone colour, texture, structure and dynamics</li> <li>-perform class pieces and own choice pieces on chosen instruments/voice which are technically demanding for the students' level of ability.</li> </ul>

What will students learn to do in 8F, 8H and 8G?

In Year 8 Music students will have the opportunity to develop core skills in communicating, interacting, problem-solving, decision-making, planning and moving.

How will the students know what is expected of them in 8F, 8H and 8G?

Year 7 Music Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Styles of Music	Performance tasks – jazz improvisation with bass line and chords	20%	Terms 1 or 3 : Weeks 5 and 10
Styles of Music	Written Test (Theory and Listening)	30%	Term 1 or 3: Week 7
Music for Film, TV and Radio	Performance tasks – ensemble and/or solo works	20%	Term 2 or 4: Weeks 5 and 10
Music for Film, TV and Radio	Written Test (Theory and Listening)	20%	Term 2 or 4: Week 6
Music for Film, TV and Radio	Composition using Sibelius.	10%	Term 2 or 4: week 5

Homework expectations for all Year 8 students in Music: Students are expected to practice for their performance tasks and study prior to written exams. At times, short homework activities will be set to consolidate theory learnt in class.

Other relevant Music information: There are numerous opportunities in extra curricula for students to perform in ensembles. There are also opportunities to have private music tuition.

Contact – Mrs Masterson (Head Teacher CAPA – Creative and Performing Arts)

## TECHNOLOGICAL AND APPLIED STUDIES

Technology is a mandatory course of 200 hours which is studied over two years in years 7 and 8. The course involves designing, producing and evaluating quality design units of work over a 10 week period.

This course is allocated 6 periods per timetable cycle and each class will rotate through possible areas of study in Wood, Metal, Electronics, Graphics, Food, Textiles and Computing throughout the year.

Core classes are integrated to form our Technology classes.

Combination of Technology classes - 8A, 8B, 8C, 8J 8D, 8E, 8K, 8E, 8F, 8H

Students will learn about different technologies, materials, tools and techniques relevant to the personal, commercial and global areas of human activities.

### Year 8 Course Content

Students will be given Design Projects involving the design, production and evaluation of quality solutions that are functional and meet design criteria.

At least one Design Project will be studied from one Areas of Study.

From these Areas of Study, students will base their units of work on a variety of Design Specialisations.

1. Built Environment
  - Design Specialisation – Architectural, Environmental, Interior, Landscape & Structural Designs
2. Products
  - Design Specialisation – Accessories, Fashion, Food, Industrial & Jewellery
3. Information & Communication
  - Design Specialisation – Communication Systems, Information Systems, Promotional, Software & Digital Media Design

Students will gain an understanding and appreciation of and skills in design processes, design theory and the work of designers. They will gain skills in ICT, the responsible selection and safe use of materials, tools and techniques. These skills will be enhanced through practical experience in designing and producing of practical projects.

### Year 8 TAS Assessment Schedule

- Each unit of work is usually studied over a 10 week period.
- Each student will complete 4 units of work over a 12 month period.
- There are NO formal exams for this course.
- Students produce a folio of design work for each unit of work and a final project.
- Assessment mark is based on Folio work, Final project, Research assignments and/or class tasks.

### The Selective Students

Selective students are normally integrated with the comprehensive stream students.

Selective students are required to produce extended responses when presenting folio work, research assignments and/or class tasks.

Contact – Mr Braid (Head Teacher -TAS)

## French

French is a Language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 8 at RBSC students may participate in 6 periods of French per timetable cycle in semester 1 and 2.

What will students learn about in French?

Year 8 Course Content			
Term 1	Term 2	Term 3	Term 4
Greetings	Houses and flats	Travelling	Driving around
Nationalities	Writing letters	Hotels	Parts of the body
Shops	Restaurants and cafes		Holidays and weekends

What will students learn to do in French?

Students who have progressed through Stage 4 demonstrate a growing confidence in the use of French to communicate in everyday situations within and beyond the classroom.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts.

How will the students know what is expected of them in French?

Year 8 French Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Term 1	Listening and speaking	10%	Term 1, Week 7
Term 2	Listening, speaking, reading and writing	40%	Term 2, week 3
Term 3	Listening and speaking	20%	Term 3, week 7
Term 4	Reading and writing	30%	Term 4, week 6

Homework expectations for all Year 8 students in French:

Language students are expected to complete homework on a regular basis as an integral part of their studies.

Other relevant French information:

Students are expected to complete all work assigned to them during class and as assigned homework tasks, as both class and homework serve as an integrated approach to the understanding of a linguistic system.

Contact – Ms Collins (Head Teacher History/Languages)

## Hebrew

Hebrew is a language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 8 at RBSC students may participate in 6 periods of Hebrew per timetable cycle in either semester 1 and 2.

What will students learn about in Hebrew?

Year 8 Course Content			
Term 1	Term 2	Term 3	Term 4
-Desert areas -Locations: Museum and Library	-My City/Town -Numbers 1-10 in feminine	-Daily Schedule -Telling the Time	-The Internet -Jewish Festival of Succot, customs -Food Preferences and Choices

What will students learn to do in Hebrew?

Students will engage in reading, writing, listening and speaking to describe their immediate and wider environment, promote their city/town, ask and give phone numbers, speak about their daily routine, discuss the internet's advantages and disadvantages and compare food preferences.

How will the students know what is expected of them in Hebrew?

Year 8 Hebrew Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
-Desert areas -Locations: Museum and Library	Assessment of class work and book work	10%	Ongoing- Term 1
-My City/Town -Numbers 1-10 in feminine	Reading and writing task Listening and responding Speaking	20% 10% 10%	Term 1, week 6
-Daily Schedule -Telling the Time	Assessment of class work and book work	10%	Ongoing- Term 3
-The Internet -Jewish Festival of Succot, customs -Food Preferences and Choices	Reading and writing Listening and responding Speaking	20% 10% 10%	Term 4, wk 6-7

Homework expectations for all Year 7 students in Hebrew:

Language students are expected to complete homework on a regular basis as an integral part of their studies.

Other relevant Hebrew information:

Contact – Ms Collins (Head Teacher History/Languages)

## Italian

Italian is a language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 8 at RBSC students may participate in 6 periods of Italian per timetable cycle in both semester 1 and 2.

What will students learn about in Italian?

Year 8 Course Content			
Term 1	Term 2	Term 3	Term 4
Weather report	Transport	Holidays in Italy	My school

What will students learn to do in Italian?

Students who have progressed through Stage 4 demonstrate a growing confidence in the use of Italian to communicate in everyday situations within and beyond the classroom.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organisation and language features to make sense of unfamiliar texts.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts.

How will the students know what is expected of them in Italian?

Year 7 Italian Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Weather Report	Speaking- 1 minute	25%	Week 7, term 1
Transport	Speaking	25%	Week 6 of term 2
Holiday in Italy	Speaking	25%	Week 7 term 3
My school	Speaking	25%	Week 6 term 4

Homework expectations for all Year 8 students in Italian:

Language students are expected to complete homework on a regular basis as an integral part of their studies.

Contact – Ms Collins (Head Teacher History/Languages)

## Russian

Russian is a Language option that may be studied in Years 7 and 8 with at least 100 hours of a Language course to be completed by the end of Year 8.

In Year 8 at RBSC students may participate in 6 periods of Russian per timetable cycle in both semester 1 and 2.

What will students learn about in Russian?

Year 8 Course Content			
Term 1	Term 2	Term 3	Term 4
Family and Work What city do you live in?	My house/flat and daily routine My spare time	Transport Shops and restaurants	Where did you go on holidays? My School

What will students learn to do in Russian?

Students who have progressed through Stage 4 demonstrate a growing confidence in the use of Russian to communicate in everyday situations within and beyond the classroom. Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organisation and language features to make sense of unfamiliar texts. They are also capable of engaging with texts for a range of purposes.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts.

How will the students know what is expected of them in Russian?

Year 8 Russian Formal Assessment Schedule			
Topic/Area of study	Type of Task	Weight	Timeframe
Family and work What city do you live in?	Speaking (speech), listening (personal letter)	10 10	Term 1 Week 5 Term 1, week 9
My house/flat/ daily routine	Reading- commonsense description	10	Term 2, Week 5
My spare time transport	Writing (exposition) reading (explanation)	10 10	Term 2, Week 9 Term 3, Week 5
Shops and restaurants	Listening (recount)	10	Term 3, Week 9
Where did you go on holidays?/ My school	Writing (recount) Speaking (report)	10 10	Term 4, week 5 Term 4, week 6
All	Homework and class work	20%	Ongoing

Homework expectations for all Year 8 students in Russian:

Language students are expected to complete homework on a regular basis as an integral part of their studies.

Contact – Ms Collins (Head Teacher History/Languages)