



SCOTCH COLLEGE MELBOURNE
GUIDE TO YEAR 8
2011

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INTRODUCTION

Welcome to Year 8

In Year 8, it is expected that students will maintain, extend and develop many of the skills introduced during Year 7. In particular, much more will be expected of them with regard to how they organise and keep up with daily lessons, with the way they maintain and look after their property, and the way they behave both in class and towards their fellow pupils. By Year 8, students are expected to take a more mature and responsible approach to their studies.

The Year 8 academic program is designed along very similar lines to that of Year 7, enabling students to consolidate and extend their understanding and skills in each subject. However, students will begin studying a new Language Other Than English (LOTE) subject; they can choose either Chinese (Mandarin) or Indonesian in addition to French or German.

Homework

Homework should be completed every night of the week. Students should aim to complete at least 1¹/₄ to 1¹/₂ hours per night, in sessions of 15 to 20 minutes with a five minute break between sessions. On the weekend, students would be well advised to spend an average of about one-hour revising and reviewing their work. In the weeks leading up to the end-of-year examinations, these sessions should both be increased and extended a little in time.

Homework should be considered in two parts:

1. Work set by teachers
2. Student-directed revision

After completing the set homework, students should then choose something extra to make up the 1¹/₄ hours to 1¹/₂ hours of work. They could, for example, having completed 20 minutes of set maths work, then read a novel for 20 to 30 minutes, complete 15 to 20 minutes revision of LOTE (vocabulary and grammar) and 15 minutes revision of science work.

SUBJECT (Full Year)	PERIODS PER CYCLE	SUBJECT (Semester)	PERIODS PER CYCLE
CHINESE/INDONESIAN	3	ART	4
ENGLISH	5	CHRISTIAN EDUCATION	2
FRENCH/GERMAN	3	DESIGN AND TECHNOLOGY	4
MATHEMATICS	5	DRAMA	3
MUSIC	1	GEOGRAPHY	5
PHYSICAL EDUCATION	2	HEALTH	1
SCIENCE	5	HISTORY	5

Each boy is given a homework timetable via his Form Teacher at the start of each Semester. This timetable is also bound in his *Record Book*.

HOMEWORK AND STUDY TIMETABLE

Semester 1

Subject	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3						
4						
5						
6						

Semester 2

Subject	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1						
2						
3						
4						
5						
6						

Each subject (apart from a few exceptions) may set homework up to 3 times a cycle. Your teacher will indicate on which days of the cycle homework in the particular subject will be set.

Each piece of homework has two nights in which to be completed. The weekend is counted as 1 day.

Each night, students should use their *Record Book* to check-off completed work and record the extra work they do. They should also look ahead and check reminder notes for Music lessons, Physical Education classes (pack gear into the school bag the night before), project work due soon, etc. Parents are to check and sign Record Books once per week.

Development of Skills established in Year 7

Year 8 is a continuation of the transitional phase begun at the end of primary school. During this year, key areas are revisited to both enhance and refine the underlying skills required for success.

These key areas are contained within the Generic Skills program which promotes thinking and learning, organisation, teamwork and communication. As a further extension to this Generic Skills program, the boys are to undertake an Outdoor Learning Program. This will be for one week in Term 2 and the focus will be on extending the Generic Skills program through an Outdoor experience.

Parent Contact with the School

In addition to keeping in touch with the school via the student *Record Book*, parents should contact either the Class Teacher or Form Teacher for specific or general information about school work and progress but the Head of Year is also always available to discuss issues. The school contact number is 9810 4321.

Mr P A Glover

HEAD OF YEAR 8, 2011

Mr P L Cutinelli

HEAD OF MIDDLE SCHOOL

GENERIC SKILLS

Rationale

The Generic Skills Program, introduced in Year 7, recognises the importance of specific skills for the personal success of our students. In Year 8 the program seeks to extend and consolidate the strategies introduced in Year 7 through their implicit integration into the Year 8 Curriculum. This task is undertaken by the teachers of the core subjects but students are encouraged to use and recognise the relevance of these strategies and skills in all subject areas.

Course content

Thinking and Learning

1. Application and Active Learning

Team teachers will work to:

- a) develop student concentration during class; motivate to work and achieve; help him to take a proactive approach to improving understanding and study skills; and develop his ability to set goals for self-improvement.
 - b) monitor the ability and willingness of the student to ask questions, to compare new ideas with previous knowledge and identify whether he recognises different learning styles and is working to develop and extend these.
- ##### 2. Thinking strategies for both academic and personal problems

Team teachers will:

- a) revisit strategies and skills introduced in Year 7, including brainstorming, using graphic organisers and diagrams, visualising, and de Bono strategies.
 - b) encourage awareness of individual learning styles.
 - c) monitor individual persistence with tasks and the ability of a student to select appropriate strategies but also to change strategies when necessary.
 - d) encourage students to refine their use of memory strategies.
- ##### 3. Research Skills
- Plan research, gather and organise information, form and test hypotheses, draw conclusions.

Organisation

1. Punctuality and Time Management

Team teachers will monitor the student's ability to arrive at school and classes punctually, complete and submit work on time, and to use class time effectively.

2. Managing Equipment, Recording and Filing

There is a strong focus on the students being proficient in this aspect of self management. It includes bringing the correct equipment to class, and effective use of the *Record Book* and Learning Point. The clear organisation of folder notes is considered important so boys can find information easily. This is especially important as students prepare for end of year exams.

Teamwork

1. Co-operation, Compromise and Responsibility

Team teachers will provide a variety of opportunities for students to work collaboratively in a range of group structures.

An emphasis will be placed on:

- a) Responsibility: Students will be encouraged to try different roles within a group structure and to be reliable in their fulfilment of these roles. An emphasis will also be placed on working responsibly to deadlines. This also recognises the need for individuals to be able to work independently within the group setting.

GENERIC SKILLS continued...

- b) Communication: Students will be encouraged to share their ideas clearly and confidently and to listen to others respectfully and carefully.
- c) Cooperation: Students will be encouraged to use different strategies to reach consensus in their groups.

Communication

1. Active Listening Skills

Students will be encouraged to develop concentration and to listen actively, both to their teachers and to peers. Active listening is demonstrated when: students contribute relevantly to discussion through question asking or comments, listen without interrupting, display appropriate body language, including eye contact and facing a speaker.

2. Oral Communication

Students will be given a variety of opportunities to develop these skills both within and outside the classroom, and in informal and impromptu activities like small group discussion and in more structured, prepared activities like debating. An emphasis is placed on: effective use of the voice for clear and expressive delivery; appropriate body language including stance, eye contact and effective use of gestures; and an ability to respond clearly to questions from the audience, or to rephrase ideas to overcome misunderstandings.

3. Document Skills

Students are encouraged to think carefully about the presentation of their work, both freehand and word processed. Emphasis is placed on neatness, effective layout, appropriate choice and use of headings, subheadings, captions, footnotes, bibliographies, fonts, font sizes and editing, both with computer assistance and proof-reading.

Assessment

The progress of each student is monitored by his teaching team and self evaluation is encouraged. At the end of each semester each student will receive a report reflecting on his progress in the mastery of the nominated Generic Skills. Each team of teachers spends a considerable amount of time discussing the progress of each student, suggesting comments and gradings, based on the student's performance in individual subjects.

OUTDOOR LEARNING PROGRAM

Rationale

The Outdoor Learning Program (OLP) is a five day Outdoor Education experience in a semi wilderness setting, removed from technological distractions such as mobile phones, iPods, computers and television. It allows students and staff to focus on the following key areas:

- The individual** Goal setting, self confidence, leadership, self worth, accepting challenge (physical, mental, social, and emotional) and organisation.
- Community** Working in small productive teams, accepting and valuing individual differences, conflict resolution, building positive relationships.
- The wider world** Our relationship with the natural world: how human activities impact on it, how it affects our health and well being.

The Outdoor Learning Program is administered by Scotch College in partnership with the Bindaree Group and occurs in Term 2.

Safety

The program is designed with the safety of students as the highest priority. Students work in groups of 13 (half a Form) under the supervision of two adults (one Scotch teaching staff member, one Bindaree instructor, who is trained in Wilderness First Aid. Where appropriate, the group is assisted by specialist instructors on a sessional basis such as high ropes. All activities are undertaken on a 'challenge by choice' basis, meaning that each student is encouraged to set their own goals and participate to the best of their ability. All groups maintain twice daily radio/phone communication with base whilst in the bush. A 24-hour Emergency communication system is maintained for the duration of the program.

Course content

The OLP is based at the Licola Wilderness Village (an ACA accredited camp located on the Macalister River, 254 kms east of Melbourne) and in the surrounding bushland of the Alpine National Park. All students spend time at each of these two locations. All activities are designed to complement the development of the four key generic skills. Activities include:

- bushwalking
- canoeing
- high ropes course
- Koori cultural session (weapons, artifacts and dance)
- raft building
- camping
- mountain biking

Assessment

Members of each Form's teaching team attend the OLP and document each students' experience on his Semester One Report.

YEAR 8 SUBJECTS OFFERED

Below is a list of all Year 8 subjects offered in 2011 by Scotch College:

Art	9
Christian Education	11
Design and Technology	12
Drama	13
English	14
Geography	15
History	16
Information and Communication Technology	17
Languages Other Than English (LOTE)	18-19
[Chinese, French, German, Indonesian]	
Mathematics	20
Music	21
Physical Education	22
Science	23

ART

Rationale

Students build upon their knowledge and experience of the Visual Arts gained in Year 7. They develop confidence in communicating ideas sourced from their imagination, personal experience and continue to engage in the art of other cultures.

The thematic basis of the study explores the human form, as a vehicle for self expression. Students design, interpret and construct art works that communicate a greater understanding of themselves and their relationships with other people. They produce self-portraits, masks and cartoons during the course.

They also develop a greater understanding of their physical surroundings and a respect for their natural environment. They also consider architecture, and their natural environment as an expression of social and cultural values.

A survey of contemporary and historical art styles completes this course which compliments studies in drama, media and design technology.

Students are constantly challenged to consolidate their drawing skills while investigating a greater range of traditional and contemporary art forms, styles, media, materials, equipment and technologies. Cognitive development is stimulated through a series of well structured fine motor skills exercises and a problem based learning environment.

Using appropriate vocabulary, students reflect on their own art works and ideas, evaluating and refining their concepts according to their intentions and audience response. They research and analyse a range of historic and contemporary art forms from different social and cultural contexts, comparing key features such as symbols and other formal qualities, leading to a greater understanding of the function of art in the community.

Course Content

This course aims to:

- provide an art experience that allows for individual differences.
- promote creativity and imagination through a range of art forms that
- communicate experiences, ideas, concepts, observations and feelings.
- encourage self-expression and individuality while promoting social
- skills and responsible attitudes.
- satisfy the desire to manipulate, construct, experiment with, shape and
- control materials, so that student develops sensitivity to his environment through discriminatory selection.
- contribute to the student's confidence in his own ability, clarifying and extending his knowledge, cultivating his individuality.

Students are encouraged to continue to document their development through the use of a visual diary which they are required to retain from Year 7. This single document will record the student's journey through the Middle School Visual Arts Program. The practical work environment also enables students to work towards exploring art as a process.

Drawing is an important part of the creative process and is fundamental for artistic expression and design. Students will be presented with activities and tasks that allow them to confidently explore their drawing skills as a means of self expression. Observational and conceptual drawing tasks will also be presented to the students to help them develop their visual awareness.

Students will also have the opportunity to explore other two dimensional and three dimensional art and design methods. It is expected that they would complete activities painting, print making and sculpture, using a range of different media and materials.

ART continued...

Information Communication Technologies (ICT)

ICT is utilised throughout the course and students will have the opportunity to use photocopiers, computers, digital cameras and scanners. Initially confined to research producing written documentation and multimedia presentations, ICT has become integrated into the design process as well as recently becoming an end in itself with the introduction of large format printers, computerised stencil cutting and milling machines.

Assessment

Throughout the semester students will produce both two and three dimensional art works including drawing, painting, printmaking and sculpture. The students will record their art work in a journal as a response to their individual environment and personal experiences.

Assessment descriptors for Report Semester One and Two

- Task 1: Design and Development Journal
- Task 2: Finished Art Work
- Task 3: ICT Application/Research Assignments

CHRISTIAN EDUCATION

Rationale

Christian Education is taught at all levels and aims at what has been termed 'education towards faith'. It provides an opportunity to examine the foundations of historic Christian faith in the Bible, and the claims of Jesus to be the "the way, the truth and the life". The course also seeks to apply this perspective to the personal development of the individual, to ethical problems and moral dilemmas posed by modern society, especially for the young, with a re-evaluation of Christian beliefs, attitudes and values in issues relevant to students.

Course content

This Course aims to :

- Familiarise students with a text based version of the *Bible* to the extent that they are able to look up references and carry out simple textual analysis by comparison of synoptic passages.
- Deepen the student's knowledge of the *New Testament* by introducing Jesus' mission as presented in Mark's Gospel, while at the same time paying attention to elementary synoptic issues.
- Introduce and encourage reflection on the kingdom of God and its radical values as presented by Jesus in his ministry.
- Heighten students' perception of the underlying cohesion of the *Old and New Testaments* by introducing them to matters relating to promise and fulfilment in the gospels.
- Introduce students to a range of personal and human issues to which the teaching of Jesus speaks, and encourage reflection on them.

Course Design

Coursework is developed around the narrative sequence of the gospel text which is introduced this year Eugene Peterson's version of the *Bible (The Message)*. This course is taught at one period per six-day cycle so that each lesson, while related in the narrative to what precedes and follows, must stand alone.

Assessment

No grades are reported.

DESIGN AND TECHNOLOGY

Rationale

Design and Technology seeks to develop both the intellect and the skills through the processes of designing, producing and evaluating. Central to these tasks is acquiring and developing the knowledge and ability to solve problems through a variety of materials and media. Integrated with the learning experiences will be the skill and ability to communicate effectively in writing, speaking, sketching and drawing. The focus and intent of this area of study is to continue the education of students in the foundations of design and production in a technological context. Each unit is approached via a number of carefully chosen feeder tasks. In these, students are introduced to specific skills in each area.

Course content

The semester course is comprised of two units:

Electronics: Students work in small groups to assemble and test a crystal radio set, a simple amplifier, an IC based radio and two electronic switches. One of these tasks is then individually assembled and soldered. Upon successful completion of these feeder tasks each student constructs a LED intensity indicator to display the power output of his propeller driven wind turbine.

The major design and fabrication task is to produce a propeller driven wind generator. Research and feeder tasks include topics such as 'renewable' energy, propellers and windmills. It is intended that the finished product will be useable, effective and aesthetically pleasing.

Materials and Processes:

The major design and fabrication task is to produce a propeller driven wind generator. Research and feeder tasks include topics such as 'renewable' energy, propellers and windmills. It is intended that the finished product will be useable, effective and aesthetically pleasing.

Applying relevant safety guidelines and using hand tools, power tools and simple machines; each student will work with electronic components, natural and manufactured wood products, ferrous and non-ferrous metals, thermo and thermo-setting plastics, adhesives, finishes, fittings and fixing devices. Processes including CAD/CAM, joining materials and plastic-forming are experienced and applied in the production process.

Assessment

Design tasks will be assessed on the content and quality of finished products and upon the demonstrated understanding of concepts.

DRAMA

Rationale

The Drama course aims to give each boy opportunities to develop his creative imagination. This includes capacity to develop self-expression, creativity, physical control, self-confidence, self-discipline, and both verbal and non-verbal skills. There is a strong connection, therefore, between Drama and other creative arts subjects. Because much of the activity is carried out in small groups, Drama also provides valuable experience in learning to work co-operatively and purposefully with others. While some of these objectives may (and indeed should) coincide with those of other teaching areas, there is a fundamental distinction that separates Drama from other creative subjects. Central to Drama is the focus on the human body and voice as prime means of expression. A theatrical context is used to give form to this underlying philosophy - that it is the use of the human body in acting and role play that human-kind has traditionally found to be a natural and accessible means of self-expression.

The Year 8 Drama Course continues the work undertaken in Year 7 by allowing each student opportunities to further develop his artistic imagination, capacity for self expression, self confidence, self discipline, physical control and both verbal and non-verbal skills. There is a greater emphasis placed on group activities so that students may gain experience in working co-operatively and purposefully with others. Students work more on the concept of audience and performer, the use of constructive criticism and the idea of a critical friend as positive drafting tools in the development of their work. Students explore the concept of improvisation in greater detail and undertake activities designed to further their confidence when communicating their own ideas and supporting other students' ideas. The work on characters aims to not only explore the dramatic potential of creating their own unique individuals but also allows the students to experience the idea of being someone else with their own life stories and journeys. There are activities for the development of their physical co-ordination and communication of ideas and a focus on the control of their physicality when working in performance.

Course Content

All students in Year 8 participate in Drama for one semester only, three periods per six-day cycle. The program takes a workshop approach concentrating heavily on group work. It takes in the following broad areas of study:

- Improvisation
- Creation of Character through the expressive skills of movement, voice, facial expression and gesture
- Building a character and creating a role
- Physical Comedy
- Simple character monologues
- Building more complex ensemble performances utilising role and character

Throughout the semester students participate in theatre games and exercises in relaxation, trust, co-operation, concentration and sense awareness. They are encouraged to appreciate the relevance of these exercises to the Drama context. During the course, each class presents an evening of performance to parents and friends.

Assessment

Each student receives a grade at the end of the semester based on the extent to which he has shown concentration, involvement and commitment in the area of:

1. Performance Examination
2. Class Performance Skills
3. Written Tasks
4. Ensemble Skill Development

ENGLISH

Rationale

Teachers seek to encourage the development of competence in reading, writing, speaking and listening; and to enhance the enjoyment and appreciation of literature through the study of various set texts. This subject requires practice in a range of objective skills and processes that require active participation, expression of ideas and opinions, evaluation and thinking.

Course Content

The Year 8 English course is organised in five parts.

1. Set Text Study

There are (including the teacher choice of text in second semester) four core texts set for close study.

2. Wider Reading

Special attention is paid to this part of the course with regular class time given to read a variety of authors, styles and genres. Students will also participate in the Literature Circle program.

3. Language Work

A range of work is prescribed to consolidate and build upon grammar covered at Year 7 level. Parts of speech are revised and phrasal and clausal analysis taught.

4. Creative Writing

Students are encouraged to write in a wide variety of styles and on a wide variety of subjects.

5. Listening and Speaking

Students are expected to take part in a wide variety of listening and speaking activities. Special attention is paid to teaching debating skills.

Semester One

Class Texts: *Splinters*
English Links Two
Go Grammar (1 and 2)

Language work
 Poetry Comprehension and Analysis
 The Paragraph
 Creative Writing
 Wider Reading

Semester Two

Class Texts: *The Machine Gunners*
 Teacher Choice of Texts
English Links Two
Go Grammar (1 and 2)

Creative Writing Folio
 Debating
 Language Work
 Wider Reading
 The Essay

Assessment

Semester One

1. Common Task
2. Listening and Speaking
3. Analytical Writing
4. Creative Writing

Semester Two

1. Examination
2. Creative Writing
3. Analytical Writing
4. Listening and Speaking

GEOGRAPHY

Rationale

Geography is concerned with the study of where things are found. It provides a unique link between the physical and social sciences. It attempts to make sense of the world by describing and explaining the patterns of the human and physical environments and the relationships between them.

This course aims to:

- Develop geographic knowledge and skills
- Understand and apply the geographic concepts of location, scale, distribution, region, movement, spatial association and change over time
- Develop an interest in understanding and appreciating human and physical environments from a geographic perspective
- Critically evaluate, draw conclusions and express opinions in an informed manner
- Work co-operatively with others towards the achievement of goals
- Develop an interest in social and environmental issues
- Develop skills in decision making
- Demonstrate an awareness that individuals and groups have different values

Students will be asked to:

- Collect data from a variety of sources. For example; fieldwork, interviews, surveys, maps, diagrams, photographs, satellite images, data bases, reports and graphs
- Process and represent data in a variety of ways. For example; maps, tables, diagrams, reports and models
- Understand and apply the geographic concepts of location, scale, distribution, region, movement, change over time, and spatial association
- Interpret a variety of data and express this in various ways. For example; fieldwork reports, research reports, essays, practical work, assignments, oral reports, role play, debates and simulations
- Recall and apply geographic facts and concepts
- Use a wide range of thinking skills. For example; observe, list, identify, categorise, define, compare, generalise, predict/test, make value judgments and justify decisions

Course Content

- Endangered species
- Weather and climate
- Antarctica
- Living in the Asia-Pacific Region
- Research
- Group field investigation

Assessment

Semester One or Two

1. Common Test/Examination (End of Semester)
Practical Exercises
2. Fieldwork
3. Research
4. Knowledge and Understanding

HISTORY

Rationale

This is a semester course of medieval and early modern history, and is a logical sequel to Year 7 history. After an introduction on the fall of the Roman empire and the nature of historical evidence, students cover topics concerning social, intellectual, economic and political developments in the period 500-1500 AD. Emphasis is placed not only on knowledge of these areas but also on the skills required to study History effectively.

Course Content

Introducing Medieval History

- Timelines
- Types of evidence

The Dark Ages and King Arthur

The Vikings

Controlling and organising the Medieval World

- Norman Conquest
- Feudalism
- Castles
- The Church

Living in the Medieval World

- Village life and farming
- The Black Death

Islam and The Crusaders

Feudal Japan

The Renaissance

The Age of Exploration

Assessment

Assessment will be based on the ability to find and synthesise source material, to use the basic skills needed in footnoting and compiling a bibliography, and the development of skills in note taking and essay-writing.

Semester One or Two

Examination

Note taking skills

Interpreting evidence

Research activity

INFORMATION AND COMMUNICATION TECHNOLOGY

Rationale

ICT is used to access, process, manage and present information; model and control events; construct new understanding and communicate with others.

Course content

ICT for visual thinking.

Students select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising concepts issues and ideas.

ICT for creating

Students independently use the operating system to manage their desktop workspace. Students prepare designs and complete collaborate projects.

ICT for communicating

Students present ideas to audiences and communicate with audiences. Team work is encouraged.

Assessment

Assessment will be ongoing within the team and subject departments.

LOTE – CHINESE, FRENCH, GERMAN AND INDONESIAN

Rationale

In Year 8, students continue the language they were studying in Year 7 (French or German) and begin a new language – Chinese or Indonesian. A knowledge of other languages facilitates intercultural understanding, communication, international trade, travel and electronic communication. Scotch College provides a balanced global response to this need, encouraging boys to study an Asian and a European language for as long as possible. Language study also helps develop metacognitive skills in problem-solving and logical thinking which are transferable to other learning areas. Details about the specific language courses follow:

Chinese (Beginner)*

This is a beginners course. *Ni Hao Book 1* is completed by the end of the year. Students will learn to write about 70 Chinese characters and be able to recognise 100 more characters. The text is written in both Characters and Pinyin (Romanised script to help with pronunciation). Students are expected to practise writing characters as part of their homework (5 to 10 minutes each night). By mid-year students will be able to carry out a simple conversation, including greetings, describing themselves and members of their family. They will also learn how to write Chinese calligraphy with brush pens.

Apart from the course book, basic Chinese culture will be introduced such as how Chinese people celebrate the Chinese New Year, the Mid-Autumn Festival and the Dragon Boat Festival. A visit to Chinatown may also be part of the course. Students also work on a variety of technology-based tasks using their Chinese.

Chinese (Advanced)*

This is a course for students with significant Chinese language background who have some skills in different areas from the beginner students. *Ni Hao 1* and *2* course books will be used and students' language skills are further expanded through the topics in the books. Boys in this class should write Chinese characters on a regular basis. They are also encouraged to actively participate in language activities. By the end of the year, they should be able to write about 150 characters properly and also phrases formed with these characters. They should also have the ability to conduct general conversations on different topics. Students can expect to significantly enlarge their vocabulary through wider reading.

The primary aim of this course is to enable boys to communicate with each other with effective language and pronunciation. Apart from the course books, basic Chinese culture will be introduced such as how Chinese people celebrate the Chinese New Year, the Mid-Autumn Festival and the Dragon Boat Festival. A visit to Chinatown may also be part of the course. Students also work on a variety of technology-based tasks using their Chinese.

French

The emphasis in Year 8 continues to be on the development of the language skills of listening, speaking, reading and writing through the use of the text books *Touché 3* and *Touché 4*. These skills are developed through interesting topics appropriate for the age group, including clothing, describing a house, food and drink, and sport. Further grammar continues to be introduced within the thematic framework, equipping students with an integral tool for their development of the language. Students work with an interactive CDROM, audio CDs, DVDs and videos, all of which support the course and explore aspects of French life and language. Students also participate in a variety of creative technology-based activities using generic software and/or the Internet.

German

The course book, *Genau!*, is continued and completed. The emphasis continues to be on German for communication so that listening and speaking activities figure largely in the course. Reading and Writing skills are also gradually developed. Themes treated cover the kinds of situations likely to be faced in daily life and when visiting a German-speaking country. This also facilitates cultural comparison. Students work with a student CD, a teacher CD, DVDs and videos, all of which support the course and explore aspects of German life and language.

* Note: Admission to Chinese Beginner/Advanced is determined by performance in a diagnostic test.

LOTE continued...

The cultural component of the course includes some food tasting, participation in the German poetry competition and learning about daily life and customs. Students also participate in a number of creative technology-based activities over the year using generic software and/or the Internet.

Indonesian

Students are introduced to Indonesian in Year 8 using the course *Bersama-sama Lagi*. The development of the listening, speaking, reading and writing skills is a major focus and students are encouraged to develop an appreciation of the Indonesian culture. Grammar is introduced where appropriate to communicative situations and a conscious attempt is made to teach the language required to communicate in a range of everyday situations appropriate to the age group. Students regularly use ICT-based activities as part of their learning. They are also invited to participate in the Sayembara Lisan State Speaking competition.

Homework and Assessment

Homework involves tasks, mainly from the course workbook, which consolidate work introduced and practised orally in class. Rehearsal of oral presentations, learning and revision of vocabulary and grammatical concepts should also be a regular part of homework.

Assessment is based on class tasks, small tests, common unit tests, projects and the Semester Two examination.

MATHEMATICS

Rationale

Mathematics classes are organised as for Year 7. The opportunity exists for appropriate students to attend Maths Challenge classes once a cycle, instead of their regular classes. In these classes, students complete both the Challenge and Enrichment stages of the Mathematics Challenge for Young Australians.

A small number of students who have had difficulty with Mathematics may be offered a slightly modified program, arranged through the Educational Support Unit. A further small group are given the opportunity to attend three extra Mathematics workshops classes each cycle.

The course aims to:

- Instill in students positive attitudes towards their involvement in Mathematics
- Develop the confidence and competence of students in dealing with mathematically related situations occurring in ordinary life
- Instruct the students in concepts and techniques, which reflect modern Mathematics and its applications
- Develop the capacity of students to use Mathematics in solving problems individually and collaboratively
- Develop in students the skills to interpret and communicate ideas mathematically
- Improve the level of abstraction in each student's powers of reasoning
- Make use of available resources to enhance the learning experiences of students.

Course Content

Number: Operations on natural numbers, integers, fractions, decimals and percentages

Geometry: Lines and angles, parallel and perpendicular lines, triangles,

Comparison of quantities: Ratio and rates, ratios applied to maps and similar constructions

Measurements: Perimeter, area, of standard shapes. Volume and surface area.

Statistics: Stem and leaf, bar chart and histograms. Concept of centre and spread

Relations: Introduction to graphing straight lines

Enlargement: Dilation from a point, similarity.

Circles: Geometry of circles, circumference and area.

Assessment

Each topic is tested in class. Problem-solving is regarded as an integral part of the course, and problem – solving and project work will form part of each student's assessment.

Semester One

1. Common Test
2. Topic Tests
3. Problem Solving/Project

Semester Two

1. Common Test
2. Examination
3. Topic Tests
4. Problem Solving/Project.

MUSIC

Music Craft

Rationale

The music craft course is designed to be a consolidation course that develops and expands upon the basic skills presented throughout the Year 7 Music course. In particular, the course will develop the student's creative composition skills, improvisatory ability and build upon the student's ability to effectively use the language of music. The study of basic theory and listening skills will continue to develop the students' music language skills so that they can acquire a greater means of musical expression.

Student Outcomes

- Study compositional method used in traditional and contemporary styles
- Create music compositions in a variety of styles.
- Listen and respond to music examples in order to develop creative and analytical skills.
- Develop and refine basic aural, listening and theory skills.

Course content

<i>Study of basic form in music</i>	Binary, ternary, and rondo forms. 12 bar blues improvisation.
<i>Listening and Analysis</i>	Baroque and Classical musical styles, programme music and an introduction to music in film.
<i>Theory and Aural studies</i>	Basic scale forms, primary triads, melodic and rhythmic dictation, and other essential music theory.
<i>Composition</i>	Students will be involved in creating musical compositions using the techniques studied in the form and analysis parts of the course. Compositions will be created and performed through the use of the music technology labs.

ICT Skills

Students will develop their proficiency in using music technology software *Logic Express* and *Sibelius* in conjunction with the synthesisers and other audio technology in the music technology labs.

Multimedia integrated into performance.

Assessment

Creative projects and ICT Skills
 Research and Assignment work
 Music Literacy and Aural Skills

PHYSICAL EDUCATION / HEALTH

Rationale

Physical Education is an essential part of the total educational process. Through activities it provides the opportunity for continuous development of each student's physical, mental, social and emotional capabilities. It is aimed to stimulate an awareness of one's own physical fitness and simultaneously develop an interest and appreciation of activity and its recreational aspects for the future.

This course aims to:

- Teach the basic skills, rules, strategies and tactics of a wide variety of activities.
- Give each student the opportunity to develop skills to full potential.
- Have each student participate actively in all course components; those requiring input as an individual and as a member of a team/unit working together/co-operatively.
- Make every effort to assist students in adjusting to individual differences, developing self-control and improving each student's self image.
- develop an attitude of sportsmanship and fair play.
- Provide opportunities for leadership and to show the advantages of friendship, co-operation and communication developed in a sporting situation.
- Develop and educate students in the benefits of physical fitness, strength, muscular endurance, power, agility, flexibility, co-ordination and cardiovascular endurance.
- Provide students with water survival and rescue skills.
- Teach each student safe procedures in the activities undertaken.
- Have students aware of their growth and advancement in physical capacities.

Course Content

- Athletics
- Aquatics
- Baseball
- Fitness and Conditioning
- Gymnastics
- Hockey
- Minor Games
- Rugby
- Volleyball

In addition to Physical Education, each student will complete a semester of Health Education. This semester course will cover topics including basic nutrition, adolescence, lifestyle diseases and relationships.

Assessment

Semester One and Two

A written comment plus letter grade for each of the following:

1. General Fitness Level
2. Aquatic Skills
3. Ball Games Skills
4. Gymnastics

SCIENCE

Rationale

This course is arranged as a series of essentially independent units. Taken together they cover important areas in Biology, Chemistry, Earth (Environmental) Science and Physics. Where possible, these are set in real-life contexts and draw on current issues that are of interest to students.

The syllabus extends some of the ideas presented in Year 7. Fundamental concepts are explored in greater depth and several important new concepts are introduced. Students are encouraged to investigate and are given the opportunity to undertake their own research.

The course is centered around an extensive program of practical work. Students are encouraged to learn by doing, with emphasis on safety, the proper use of equipment, careful observation, enquiry and deduction.

While students must learn a certain amount of factual knowledge, the emphasis is placed on their gaining a grasp of the basic underlying concepts and successfully applying them to new situations.

The course aims to:

- Help students to be aware of and to understand the working of the world around them.
- Develop skills in practical investigation, research from a range of resources, and written, graphic, and oral communication.
- Prepare students adequately to undertake a VCE course, which includes Science subjects.

The course is arranged as a series of essentially independent units. Taken together they cover the important areas of Biology, Chemistry, Earth (Environmental) Science, and Physics. Wherever possible, these are set in real-life contexts and draw on current issues that are of interest to students.

The students are given an introduction to acid-base chemistry with an emphasis on the behaviour of, and uses for, acid-base indicators. This is extended into the study of the some important chemical ideas of oxidation and reduction, and an examination of the relative reactivity of elements. The particulate nature of matter is explored, with an emphasis on the differences between solids, liquids and gases. An introduction to the concept of pressure and its relationship to force and area is introduced, and particle behaviour within a gas. The nature of electric currents and the behaviour of, and uses for, several important common electrical components is covered. An introduction to the reproductive physiology of males and females is given and a study of the development of a human life from conception to birth and beyond. Astronomy and Earth Science is introduced. We look at the formation of our solar system, stars and other heavenly bodies. We compare the geology of planets in our solar system with Earth's formation, looking at the formation of different types of rock.

In addition to the core units, all students complete a Research unit. This involves students in conducting experimental and library research on topics of their own choosing (allocated by negotiation with the teacher). The experimental component of this unit is planned, performed, evaluated and presented almost entirely by the students.

The work done in the core units is supplemented by cross-curricular and other project work developed by teaching teams. This may include participation in external programs such as the Science Talent Search.

Course Content

Assessment

Students can expect regular class tests and frequent assessment of their notes, practical work and research and communication tasks. The grades reported at the end of each semester are:

Semester 1

1. Class Tests
2. Research and Communication
3. Practical Work
4. Practical Work

Semester 2

1. Examination
2. Class Tests
3. Research and Communication

NOTES